



ALIA Guidelines for Industry Placement

Diploma of Library and Information Services

1. Purpose and context

An industry placement or practicum is a key requirement of ALIA accreditation for all students undertaking the *Diploma of Library and Information Services*¹. The placement provides an opportunity for students to apply library and information science (LIS) theory and skills in an appropriately supervised professional industry environment. In a national context, the industry placement is an example of a work-integrated learning (WIL) activity in which students undertake practical learning in a work environment as part of their course requirements to strengthen their industry-relevant experience^{2 3 4}.

From the students' perspective, the placement or practicum provides an opportunity to engage with a professional information service and its staff, and to learn about its purpose and policies, how it is organised, its practices, services, resources, and clients.

For host organisations, including Industry supervisors and staff, placements provide an opportunity to assist in mentoring and supporting the next generation of LIS professionals through giving students 'real life' experiences in a practical work environment, and a connection with contemporaneous education.

For LIS course providers, industry placements provide important links with industry and practitioners, with the placement reports providing an opportunity for educators to gain invaluable feedback about the extent to which their students are work ready at a professional level.

The ALIA Guidelines are intended to provide a 'best practice' model for LIS course providers, host organisations and students, with the aim of achieving the best possible industry-relevant experience for the students. This revised and updated version⁵ of the Guidelines is aligned to key national resources, and they will serve as benchmark indicators of 'best practice' that can be used to strengthen practice by course providers. The Guidelines will also be used as a key resource by ALIA during course accreditation.

2. Principles

Several key principles underpin the *ALIA Guidelines for Industry Placement*. They are discussed further below and include ALIA accreditation requirements, clarity and transparency for all stakeholders,

¹ Australian Government. Training.gov.au. (2023). *BSB50520 Diploma of Library and Information Services (Release 1)*. https://training.gov.au/Training/Details/BSB50520?tableUnits-page=1&pageSizeKey=Training_Details_tableUnits&pageSize=20&setFocus=tableUnits

² Tertiary Education Quality and Standards Agency (TEQSA). (2022). *Guidance note Work-integrated learning*. v2 May 2022. <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-work-integrated-learning>

³ Australian Government. Department of Education. (2023). *Australian Universities Accord Interim report*. <https://www.education.gov.au/australian-universities-accord/resources/accord-interim-report>

⁴ Australian Quality Training Framework (AQTF). (2021). *AQTF standards for Accredited courses*. Part 3 Course Standards 5.13 <https://www.dewr.gov.au/national-regulatory-framework/resources/aqtf2021-standards-accredited-courses>

⁵ Australian Library and Information Association (ALIA). (2018). *ALIA guidelines for industry placement: Diploma of Library and Information Services*. <https://read.alia.org.au/alia-guidelines-industry-placement-diploma-library-and-information-services>



credit/recognition of prior learning, professional supervision, diversity of host organisations and Fair Work principles.

2.1 ALIA accreditation requirements for industry placements

Professional experience is an essential requirement for students undertaking an ALIA accredited VET course at the Diploma level (Australian Qualifications Framework [AQF] level 5⁶). Every student graduating from an ALIA-accredited Diploma course must have completed the minimum industry placement of 70 hours (10 days) at an appropriate professional level. The placement may be undertaken virtually, in person, or in blended (hybrid) mode.

An industry placement is different from a student volunteering for an organisation as an industry placement is legally linked to the education provider and must be formally evaluated and recorded as part of the ALIA accredited *Diploma of Library and Information Services*.

2.2 Clarity and transparency of requirements: course providers, students, and host organisations

As an essential framework for quality industry placements, ALIA requires the course providers to implement clear and transparent guidelines of requirements that apply to each of the key roles: course providers, students, and host organisations and their Industry supervisors. The applicable guidelines must be made available to and agreed to by host organisations and students prior to the commencement of work placements.

Section 3 provides more specific details of 'best practice' guidelines for course providers, host organisations and students, and are intended as a model for all providers of work-based industry placements.

2.3 Evaluation and reflection

In the evaluation of their industry placement, all students should be able to demonstrate to both the Industry supervisor and the educational provider's Industry Placement Coordinator that they have related their course learning to operational experience in their host organisation. In addition, students also should be able to demonstrate that they have a sound grasp of both the theory and practice of the relevant area of study and the requisite skills and knowledge to become practitioners. Demonstrating self-reflection is an important part of continuing professional development.

The student's performance should be evaluated and corroborated from several sources including:

- Feedback by the Industry Supervisor of the student's performance during the industry placement. The feedback should confirm the specific details of duties performed during their workplace experience, and confirm that the total hours and time frame covered is directly equivalent to or exceeds a 70 hour placement.

⁶ Australian Qualifications Framework (AQF). (2013). <https://www.aqf.edu.au/>



- Student reflections: the student's written reflections of their placement experience.
- Evaluation by the educational provider's Industry Placement Coordinator or course educator.

ALIA strongly recommends that the Industry Supervisor and the Industry Placement Coordinator each discuss the feedback with the student at the conclusion of their industry placement.

Appendix A provides models for evaluations of the student's placement from a variety of perspectives and sources, including the VET Industry Placement Coordinator, the Industry Supervisor at the workplace and the student's reflection of their placement experience.

2.4 Exemptions

Students who may already have workplace experience are strongly encouraged to gain additional or different experience in another workplace by using the placement as a professional development opportunity to work in diverse types of organisations and be exposed to different corporate cultures.

In the event of the industry placement being at a student's current workplace, it is recommended that the industry placement experience, tasks, or project are negotiated with the employer by the Industry Placement Coordinator, so that the student can undertake a role that offers different tasks to their existing position. For example, this may include working in a different section of the library, preferably with a different supervisor, or working on a special project.

If students have already completed at least 70 hours of supervised, relevant workplace experience in a paid or unpaid capacity, an exemption for the placement can be formally considered. Note that the 70 hours equivalent work experience will be needed to be directly equivalent to or exceed a placement period. For example, for a part time arrangement the 70 placement hours could take place over a longer period. Additionally it is important to note that possibly only some hours of regular work may be able to be counted towards library technician level experience, so people may need to work more the 70 hours in order to achieve 70 countable hours.

The exemption must be evaluated within the principles in the course provider's RPL/credit policy and procedures and likewise aligned with the AQTF⁷ and AQF RPL frameworks⁸. Noting that there is currently no discrete industry placement unit within the current LIS Diploma, the exemption and associated evidence will need to be evaluated and recorded separately. **Appendix B** provides a model for recording the evidence for an exemption.

Exemption requirements will include evaluation of evidence that demonstrates that the student has successfully applied a range of competency elements during their supervised workplace experience.

In line with **2.3 Evaluation** above and highlighted in **Appendix B**, the evidence for exemption should be corroborated from several sources including:

⁷ Australian Quality Training Framework (AQTF). (2021). *AQTF2021 Standards for Accredited Courses Template for Course Documentation for Accreditation 8.1 Pathways and articulation* <https://www.dewr.gov.au/national-regulatory-framework/resources/aqtf2021-standards-accredited-courses>

⁸ Australian Qualifications Framework (AQF). (2012). *Recognition of Prior learning: an explanation* <https://www.aqf.edu.au/publication/recognition-prior-learning>



- the student's written reflections of their experience
- the Industry Supervisor's evaluation confirming the specific details of duties performed during their workplace experience
- evaluation by the education provider's Industry Placement Coordinator or course educator.

In exceptional circumstances, an application for exemption outside the education provider's RPL or Credit framework may be considered. Any such exemption must be formally referred to ALIA with supporting documentation, and will be considered on a case-by-case basis.

2.5 Professional supervision

Industry placements must take place in a host organisation where the student can be given supervision by a qualified professional who is eligible for either associate or library technician membership of ALIA.

2.6 Diversity of host organisations

Education providers organising industry placements for their students should approach a wide range of host organisations reflecting the diversity in the LIS profession: including all LIS sectors, university, TAFE, school, public and special libraries or information and archiving services and industry partners such as vendors and suppliers. The choice of host organisation will also be governed by the availability of a qualified placement supervisor who is eligible for professional membership of ALIA.

2.7 Fair Work principles

An industry placement is not an opportunity for a host organisation to acquire free labour, but an opportunity for the host to support the next generation of LIS professionals gain valuable professional experience. Unpaid work experience is not an employment relationship with the organisation. Further information can be found on the Fair Work Ombudsman site⁹, including a *Student Placements Fact Sheet*¹⁰.

3. Best Practice Guidelines

The following guidelines are intended as a best practice model for all providers of work-based industry placements.

3.1 Responsibilities of education providers

The education provider must provide a written legal **Student Industry Placement Agreement** and insurance for all industry placements.

⁹ Fair Work Ombudsman. (2023). *Student Placements*. <https://www.fairwork.gov.au/starting-employment/unpaid-work/student-placements>

¹⁰ Fair Work Ombudsman. (2023). *Student Placements Fact Sheet*. <https://www.fairwork.gov.au/sites/default/files/migration/723/Student-placements.pdf>



The Agreement should identify and describe the responsibilities of the education provider, the host organisation, and students¹¹ in the industry placement. The Agreement must also include insurance provisions; industry placement students undertaking approved industry placements must be covered under the education provider's Insurance Policy and Public Liability/Professional Indemnity Insurance Policy while involved in authorised activities. The educational provider is responsible for ensuring that a Certificate of Insurance Currency is provided to the host institution if requested at an appropriate level of cover. The Agreement must be initiated and completed prior to the commencement of the industry placement.

Education providers must appoint an Industry Placement Coordinator who is responsible for managing the placement program.

To maximise the opportunities for students to apply and develop their LIS knowledge and skills in an industry environment, it is strongly recommended that students undertake their placement in the final semester of their Diploma. As a minimum, students must have successfully completed 50% of the course including 2 core units of the *Diploma of Library and Information Services* prior to undertaking their placement.

All education providers will have policies about students' special needs and disclosure of relevant personal information and these must be embedded into the placement procedures (see **Appendix D**).

3.1.1 Responsibilities of the Industry Placement Coordinator

ALIA recommends that the Industry Placement Coordinator is responsible for the organisation of a student's industry placement by liaising with the host organisation(s), supervisor, and the student to build the industry relationship and to maximise the opportunities and outcomes for the student.

This will include:

1. Liaising with the student to discuss the industry placement requirements, areas of interest and any special needs.
2. Initiating the **Student Industry Placement Agreement** or equivalent and associated documentation for all stakeholders: the students, the host organisation and Industry Supervisor and ensuring it is completed prior to the commencement of the industry placement.
3. Preparing the initial list of appropriate potential industry placement host organisations.
4. Organising the industry placement by liaising with the host organisation(s), supervisor and the student.
5. Identifying and managing legal and other workplace requirements for the student at an industry placement, including:
 - Insurance coverage
 - Working with children

¹¹ See for example TAFE NSW *Student responsibilities for work placement*. <https://www.tafensw.edu.au/student-services/rights-responsibilities/student-responsibilities-in-work-placement>



- Working with vulnerable people
 - Criminal History check
 - Security requirements
 - Medical requirements e.g., vaccination requirements, first aid certificate
 - Code of practice
 - Work Health and Safety requirements
 - Information technology (IT) requirements
 - Confirmation of attendance dates and times
 - Workplace dress code
 - Requirements for any special needs of the student. (This includes discussing and following the education provider's policies on special needs and privacy issues relating to disclosure. See **Appendix D.**)
6. Ensuring the host supervisor and student are contacted by the Industry Placement Coordinator and supported during the placement. For all industry placements, the Industry Placement Coordinator or another appropriate course educator should contact the host Industry Supervisor to check on the progress of students. If possible, students should be contacted at these times as well.

ALIA recommends that each student receives one visit or contact during their placement. Extra visits should be arranged at the request of either the student or the Industry Supervisor. In all cases, Industry Supervisors and students should be able to contact the Industry Placement Coordinator as often as necessary throughout the placement.

7. Managing any issues that may arise during the placement.
8. Ensuring that the evaluation of the student's work placement is corroborated from a variety of sources, it is achieved to a satisfactory level, and that the outcome is recorded by the education provider.



3.2 Responsibilities of the host organisation's Industry Supervisor

The host organisation's placement or Industry Supervisor must be a qualified professional who is eligible for professional membership of ALIA.

The Industry Supervisor is responsible for:

1. Approving the placement for the student and organising signing of the **Student Industry Placement Agreement** by the appropriate delegate.
2. Discussing any special needs with the Industry Placement Coordinator in the context of the education provider's policies on special needs and privacy issues relating to disclosure. See **Appendix D**.
3. Discussing the industry placement with the student (pre-industry placement meeting).
4. Organising the work schedule for the student and providing the student with an industry placement program.
 - The schedule should cover the range of activities suited to the level of the student. At all levels, depending on the industry environment, some non-professional tasks may be undertaken but must be a minor part of the industry placement.
 - A suggested list of activities is provided in **Appendix C**.
 - In some cases, the host organisation may have a particular workplace project in mind for the student. Likewise, this should be discussed beforehand with the Industry Placement Coordinator and the student to confirm its suitability and to gauge any implications for the student's evaluation.
5. Providing guidance by giving the student a thorough orientation to the workplace and integrating the student into the work environment and culture, including code of conduct.
6. Offering guidance in the selection and management of a suitable industry placement project if applicable. This project should be of benefit to both the host organisation and the student. Work on the project should be carried out during the industry placement.
7. Alerting the Industry Placement Coordinator, as soon as possible, should any issues arise, that may impact on the success of the industry placement, or on the student's performance.
8. Ensuring the student has regular feedback on their performance during the industry placement, including a final debriefing session at the conclusion of the industry placement in which the overall evaluation is discussed.
9. Evaluating the student at the end of the industry placement, preferably using the supplied industry placement evaluation form to rate the student on a range of personal, professional and technological competencies. See **Appendix A**.
10. Submitting the evaluation to the education provider's Industry Placement Coordinator within two weeks of the completion of the industry placement.
11. Promoting the value of the library and information industry and role of the professionals.



3.3 Responsibilities of the student

The student is responsible for:

1. Discussing the industry placement with the education provider's Industry Placement Coordinator, so that they are clear about industry placement expectations, tasks and procedures. This includes discussing and following the education provider's policies on special needs, along with privacy issues relating to disclosure. See **Appendix D**.
2. Liaising with the host organisation's Industry Supervisor concerning specific industry placement requirements such as attending a pre-industry placement meeting.
3. If the Industry Supervisor has identified a particular project, the student should also discuss this with the education provider's Industry Placement Coordinator to identify any implications for the student's evaluation.
4. Contributing to the work of the host organisation.
5. Reporting any problems as soon as possible to the host supervisor and/or the education provider's Industry Placement Coordinator.
6. Undertaking the industry placement evaluation tasks.
7. Sending a message of thanks at the end of the industry placement to the Industry Supervisor.
8. Completing the student evaluation and reflection and returning this to the Industry Placement Coordinator within two weeks of completing the placement.

The student is expected to:

1. Communicate in a professional manner with staff and clients.
2. Undertake the industry placement without remuneration.
3. Work to the rostered staff times during the industry placement, including evenings and weekend work where applicable, but only where this is covered by their workplace insurance.
4. Undertake a range of tasks and duties as designated by the host organisation. Students are not to attempt duties outside those designated by the host organisation.
5. Treat all staff with respect and consideration.
6. Present themselves in a professional manner.
7. Act ethically and responsibly with the host organisation, staff and clients, and adhering to the organisation's Code of Conduct.
8. Observe the host organisation's workplace dress code.
9. Undertake with diligence negotiated duties assigned to them during the industry placement.



10. Observe public holidays taken by the host organisation.
11. Notify the Industry Supervisor at the beginning of the working day in cases of illness. A medical certificate must be produced for any sick leave of more than two days.
12. Report any significant loss of time at the industry placement site due to illness or other problems to the Industry Placement Coordinator so that decisions can be made about whether the student should make up this time.



Acknowledgements

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Working group members

Julie Barkman, TAFE NSW Ultimo

Jo-Ann Bathurst, TAFE NSW Ultimo

Jeannine Hooper, volunteer, formerly TAFE SA Adelaide

Sharon McGregor, TAFE NSW Ultimo

The example models for evaluation of the student's placement were kindly provided to ALIA with permission from TAFE NSW Ultimo and TAFE SA Adelaide. See **Appendix A**.

Support members

The Working Group was supported by the following ALIA staff members:

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This document was created in 2023.



Appendix A

Models for Evaluation of the student's placement

As noted in 2.3 above, the student's performance should be evaluated and corroborated from several perspectives and sources including:

- a) feedback by the Industry Supervisor of the student's performance during the industry placement
- b) the student's written reflections of their experience
- c) evaluation by the educational provider's Industry Placement Coordinator or course educator.

Model examples of each of these evaluation sources are provided below.



a) Model for Evaluation by the Industry Supervisor

1. Information for the student:

1.1 The following Evaluation details **must** be completed by your Industry Supervisor prior to the day that your TAFE Industry Placement Coordinator is scheduled to 'visit'. The visit may take place either in person or via an online video conferencing platform. Please ensure you allow adequate lead in time for the evaluation to be completed before the visit.

1.2 Additionally, at the actual time of the visit, you must arrange for your TAFE Industry Placement Coordinator to access the completed document online. For example, it can be emailed to the TAFE Coordinator by yourself or the Industry Supervisor.

2. Information for the Industry Supervisor:

2.1 This Evaluation can be completed by the nominated Industry Supervisor, or delegated to another nominated staff member who must likewise be a qualified professional who is eligible for professional membership of ALIA.

2.2 Every student's experience will be different depending on the nature of the library and the placement. However, the same appraisal form is used for in person and virtual placements.

2.3 If you consider that the student's performance or conduct (including attendance or attitude) during the work placement is unsatisfactory, please contact the educational provider's Industry Placement Coordinator as soon as possible.

2.4 Instructions: Place an **X** on the scale which most accurately reflects the student's **performance**. If the student has **not** experienced a particular performance criterion, please tick the **N/A** box.

2.5 Documentation procedure:

- The Evaluation documentation should be treated as confidential information.
- It should normally remain in its digital format.
- The student will normally upload the completed evaluation to the online learning platform.
- However, the Industry Supervisor may prefer to email the completed form direct to the TAFE Industry Placement Coordinator.
- Please note that at the actual time of the TAFE Coordinator's visit, the student must arrange for the TAFE Coordinator to access the completed document online.
- Any form of digital signature is acceptable.
- Thank you for your support of the student and the Evaluation process.



Summary of overall performance during the industry placement

Student's name:

Placement library/organisation:

1. Overall rating of student's performance:

On the scale box below place (insert) an **X** at a point on the continuum that most accurately reflects the student's overall performance in the assigned tasks.

*Does not yet meet industry
standards*

*Requires assistance
to meet industry standards*

Meets industry standards

Explain your rating by commenting on the student's overall performance in the industry placement (e.g., personal qualities, technical competencies, commitment to the workplace):



Summary of duties performed during the industry placement:

I confirm that the total hours and timeframe covered during the student's placement is directly equivalent to or exceeds a 70 hour placement.

Industry Supervisor

Name:

Position title:

Qualifications:

Signature:

Date:





2. Additional criteria

We would appreciate it if you could make comments about the student’s competence, and behaviour during the placement. This provides valuable feedback to the students and assists TAFE staff in advising and assessing students.

For the following criteria please rate the student’s performance relating to specific industry standards /workplace expectations. If some of the criteria do not relate to this placement, then mark as NA – non applicable.

On the sliding scale box below place (insert) an **X** at the point that most accurately reflects the student’s overall performance.

a) Working effectively with library clients

Identify the exact nature and extent of client’s needs	Low _____ High
Deal with client requests tactfully and helpfully	Low _____ High
Identify range of appropriate resources to meet client’s specific needs	Low _____ High
Recognise the need to provide guidance or training to clients	Low _____ High
Refer client requests where appropriate	Low _____ High

Please add any additional comments below:





b) Participate effectively in teamwork

Work cooperatively as a member of a team	Low _____ High
Communicate clearly and respectfully with team members	Low _____ High
Follow workplace policies and procedures	Low _____ High
Accept / take responsibility for completing work	Low _____ High
Follow instructions	Low _____ High
Ask appropriate questions to clarify understanding and needs	Low _____ High
Prioritise work	Low _____ High
Provide feedback	Low _____ High
Responds positively to feedback, criticism, and suggestions	Low _____ High

Please add any additional comments below:



c) Work in accordance with organisational policies and procedures under minimal monitoring and supervision

Demonstrate an understanding of the organisation's purpose, culture, policies, procedures, and client focus	Low _____ High
Comply with privacy, confidentiality, and other relevant legal and ethical requirements	Low _____ High
Comply with copyright and licensing issues related to access and use of information	Low _____ High
Comply with Work Health and Safety (WHS) regulations and requirements	Low _____ High
Behave fairly and in a non-discriminatory manner when dealing with clients	Low _____ High
Behave fairly and in a non-discriminatory manner when dealing with colleagues	Low _____ High

Please add any additional comments below:





d) Demonstrate a range of appropriate technical skills appropriate to Library Information Studies (Library Technician) Diploma level (See **Appendix C**)

Carry out a range of workplace procedures	Low_____High
Competently perform library technician tasks to workplace standards under supervision	Low_____High
Use technology and software competently (e.g., key board skills, general computing data bases)	Low_____High
Clarify tasks before commencing	Low_____High
Perform tasks in a timely manner	Low_____High
Work independently as required	Low_____High

Please add any additional comments below:



a) Model components for Student Reflection

The following are examples of model criteria for a Student Reflection following an industry placement.

(This model is also incorporated in **Appendix B** on Exemptions.)

At the end of your industry placement as part of the evaluation, you should complete a written **Reflection** that should include:

1. How you met personal goals. If you were not able to, why was this?
2. What strengths did you discover about yourself?
3. What areas of skills do you need to further develop?
4. What strategies will you use to make these improvements?



b) Models for Evaluation by Industry Placement Coordinator

The following three models are excerpts that illustrate different ways in which the placement evaluation can be linked to or embedded within a unit of competency of the Diploma. The placement is then evaluated in the context of that unit. In some situations, the Assessor may be different to the Industry Placement Coordinator. To enable students to undertake their placement in the final semester of their Diploma the relevant units are scheduled towards the end of the Diploma. The models have been adapted with kind permission from assessments used by TAFE NSW¹² and TAFE SA¹³.

Models i) and ii) TAFE NSW (Ultimo) examples

The examples below are excerpts from workplace appraisals which can be connected to industry placement for the Diploma units **ICTSAS432** and **BSBLDR414**.

The evaluation can be completed by any Industry Placement Coordinator.

The student will upload this document to the online learning system after placement has finished.

These units are assessed across selected competencies by the assessments attached to the units. They are not assessed in the workplace.

In the student's **Industry Placement Diary**, the student records examples relevant to each unit to demonstrate their understanding of the competencies in the workplace.

When the education provider's Placement Coordinator visits, these examples may be observed or discussed.

¹² TAFE NSW Ultimo

¹³ TAFE SA Adelaide



Details from student's Industry Placement Diary

Model i)	
Unit of competency: BSBLDR414 Lead team effectiveness	Element: 4. Liaise with management
Performance criteria	Industry Placement Diary examples
4.1 Establish open communication with line management	Interactions with library staff
4.2 Communicate information from line management to the team	



Model ii)	
Unit of competency: ICTSAS432 Identify and resolve client IT problems	Element 4: Prepare to resolve client ICT problems
Performance criteria	Industry Placement Diary examples
4.1 Determine client problems and impact of problem according to organisational procedures	Determining client problems and impact by using questioning techniques ICT issues could also include those that you encountered in setting up for this placement

Model iii) TAFE SA (Adelaide) example

The example from TAFE SA embeds the placement within a specific unit. This unit and the placement are undertaken by TAFE SA students near the end of their course, ensuring that the students already have a solid background of knowledge and skills to apply in the workplace.

Please note that this is an excerpt with generic comments added in places.

Assessment Title	Placement Observational Checklist
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Unit code/s and title/s	BSBINS407 Consolidate and maintain library industry knowledge
Qualification code/s and title/s	BSB50520 Diploma of Library and Information Services
Assessment method/s	Observation



Assessor Instructions

Task description

This is a Practical Assessment.

- The student will be assessed individually
- There are five (5) points in the assessment observation checklist which the assessor will review with the student.

Overview

This assessment requires the student to use research skills, knowledge, and abilities to create, and will aid the student in completing the Vocational Placement successfully. Students apply and maintain currency of information relevant to the library business before beginning Vocational Placement. Having a solid understanding of the library industry, relevant communities, similarities, and differences, as well as professional groups and industry bodies,

Instructions

Prior to Assessment:

- The student must have completed learning and formative activities prior to assessment
- The student has read the Assessment Section in the Unit and Assessment Outline
- The student must read Assessment Student Instructions prior to assessment and seek clarification where required
- If the student's comments/questions clearly indicate that they are not ready to be assessed, organise for further training before undertaking the assessment
- You can advise about the logistics of the task, but the assessor will not instruct the student on how to complete the assessment activity.

Students are assessed against the following foundation skills:

This section describes the relevant foundation skills that are required such as writing, technology, oral communication, planning and organising.

For this assessment, the assessor will need to ensure:

- This section describes requirements for the assessor and the student.

Resources/ Preparation required

Describes preparation required.



Assessment conditions

Describes assessment conditions e.g., use of the online learning site.

Time allowed

Describes time allowed and due date.

Location

At the library placement site.

Decision making

Describes conditions to receive both a satisfactory and an unsatisfactory outcome.

Providing feedback

Describes how the assessor will provide feedback.

Assessment retention

Describes conditions for retention of assessments.

Allowable adjustments

Describes Policy on allowable adjustments and Assessment Policy is also referenced.



ASSESSOR OBSERVATION CHECKLIST

Observable Behaviours	Supporting Oral Questions	Satisfactory Response
<p>What is the role of libraries in supporting the community?</p> <p>Expected response:</p> <p><i>Student discusses the role that the library has in the community it serves, if it is a school library, how they support teachers and support staff in the delivery of educational outcomes.</i></p>	<p>STUDENT HAS TO EXPLAIN TO ASSESSOR:</p> <ul style="list-style-type: none"> • What role the library has in the community it serves? • If a school library, how does it support the teachers and support staff in the delivery of educational outcomes? • If a public library, how does it support the public, council, local businesses, and other institutions within that community? 	
<p>Comments/Student's Response</p>		<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>



<p>What are some of the key trends that you can identify occurring in libraries?</p> <p><i>Expected response:</i></p> <p><i>Student discusses the key social and cultural role or educational issues relevant to the community, for example, the third space, welcoming and supportive environment, supportive of leisure and learning.</i></p>	<p>STUDENT HAS TO EXPLAIN TO ASSESSOR:</p> <ul style="list-style-type: none"> • What key social, cultural, or educational issues are relevant to the library in how it delivers services and programs? • How have you discussed these with other staff? (Speak with two staff members and discuss their views with your assessor.) • Have you been involved in a library staff meeting while on placement? What general issues were discussed in that? • What technologies could be, or have been implemented within the library service and how have they changed the way that the library operates? 	
<p>Comments/Student's Response</p>		<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>What value systems and principles of customer service apply to the library industry?</p> <p><i>Expected response:</i></p> <p><i>Student will discuss the values and principles of the library in which they are doing their placement. This may be the values of the school or the values of the Council in supporting members of the community to access educational and leisure material and services.</i></p>	<p>STUDENT HAS TO EXPLAIN TO ASSESSOR:</p> <ul style="list-style-type: none"> • Must be able to clearly explain the values, principles, and philosophies of either the school library or public library sectors. • For placement library: how do those philosophies steer the library in what services they deliver and how those are funded. • How are activities and programs organised and how are they paid for? Do those using these services pay towards the cost or is it borne by the library/council? 	



Comments/Student's Response		Yes <input type="checkbox"/>
		No <input type="checkbox"/>
<p>What is the role of the major library industry associations?</p> <p><i>Expected response:</i></p> <p><i>Students will clearly articulate the role that ALIA plays in supporting all library sectors across Australia in terms of staff support, advocacy work, training, and development.</i></p>	<p>STUDENT HAS TO EXPLAIN TO ASSESSOR:</p> <ul style="list-style-type: none"> • Understands the role that the Australian Library and Information Association (ALIA), the Australian Public Library Alliance, or the relevant school library association of [state/territory] has in supporting library staff in the delivery of services to their respective communities. 	
Comments/Student's Response		Yes <input type="checkbox"/>
		No <input type="checkbox"/>
<p>What responsibilities do you have if you were employed in a library officer role in a public or school library?</p> <p><i>Expected response:</i></p> <p><i>Student can articulate the responsibilities of a library officer working in a school or public libraries, including their daily duties and responsibility to funding organisation to represent the organisation in a positive manner.</i></p>	<p>STUDENT HAS TO EXPLAIN TO ASSESSOR:</p> <ul style="list-style-type: none"> • What are their responsibilities as an employee (as outlined in the relevant job and person specifications)? • What are the responsibilities of their manager or line supervisor in relation to how tasks are allocated? 	
Comments/Student's Response		Yes <input type="checkbox"/>
		No <input type="checkbox"/>



Appendix B

Model for recording the evidence for a placement exemption

If the student has already completed at least 70 hours of supervised, relevant workplace experience in a paid or unpaid capacity, an exemption for the placement can be formally considered.

The evidence for a placement exemption should be evaluated from several sources including:

- the student's written reflections of their experience
- the Industry Supervisor's evaluation confirming the specific details of duties performed during their workplace experience
- evaluation by the educational provider's Industry Placement Coordinator or Course supervisor

The total hours and time frame covered must be directly equivalent to or exceed a 70 hour placement.

If you are already working within the LIS industry and your experience is limited to one or two areas, you are encouraged to work with your supervisor to develop a plan that will allow you to expand your knowledge and skills in other areas of operations through observation and/or rostered tasks that you are not familiar with.

The evidence should come from a variety of sources including the following:

1. A daily skills journal or diary

The diary should list the range of activities and tasks completed along with the relevant skills applied in the workplace over a two week, or 70 hour period.

a) Reflection

The formal placement Reflection should include an evaluation of the goals you had set yourself at the beginning of the placement with details as to your future professional development plans.

2.1 How you met personal goals. If you were not able to, why was this?

2.2 What strengths did you discover about yourself?

2.3 What areas of skills do you need to further develop?

2.4 What strategies will you use to make these improvements?



b) Organisational report

Prepare a report that provides a summary of your organisation covering the points below:

3.1 Name of the organisation/library

3.2 Summary of the philosophy of the organisation/library

3.3 Description of the management structure of the organisation/library

3.4 How is the organisation funded

3.5 Main client group(s) served by the organisation/library

3.6 Services provided by the organisation/library

3.7 Summary of one policy of the organisation/library

3.8 How the organisation/library involves members of the community in the planning, implementing and evaluation of its programs/activities?

3.9 Other organisations with whom staff interact and why.

Evaluation embedded in context of another unity of competency

The evaluation can be embedded in another unit of competency. For example, as an oral assessment in the context of the overall assessment of a unit. See **Appendix A, Part c) Models for Evaluation by Industry Placement Coordinator. Model iii.**



Appendix C

Suggested list of activities for student placement

Students on placement will be involved in activities that the host library supports. One of these tasks will be demonstrated and explained to a TAFE Supervisor upon request towards the end of placement.

This is not a complete or compulsory list – just a list of suggestions.

Tasks can be applicable to physical and virtual environments.

As an alternative, the host organisation may have an appropriate project for the student to undertake. This should be discussed with the Industry Placement Coordinator and the student beforehand as the project will need to be linked with the student Evaluation requirements and requirements to demonstrate one or more tasks.

- Cataloguing and classification of library resources
- Maintaining library and information sources
- Conducting reference interviews in person or online
- Searching databases to assist customers with reference enquiries
- Collection weeding projects
- Arranging interlibrary loans
- Designing and setting up displays
- Digitisation of materials using library standards
- Presenting programs such as story time
- Completing collection acquisition processes
- Creation of procedure manuals
- Preparing subject or library guides
- Preparing resources for curriculum/topic lists
- Using new technologies such as a 3D printer
- Interactions on library social media.



Appendix D

Special needs and disclosure of relevant personal information

Education providers should have policies about students' special needs and disclosure of relevant personal information, and these must be embedded into the placement procedures.

Some examples are provided below:

1. TAFESA Vocational Placement

'Students with identified ... additional needs (which may include students from other cultural backgrounds with language or learning barriers, students with literacy/numeracy challenges, pregnant students, students with a disability or significant medical conditions and/or any substantiated reason why the student cannot comply with the requirements of a placement) need additional workplace and safety considerations before being placed in a Vocational Placement.

TAFE SA Vocational Placement Coordinators will discuss a student's particular needs with the student before discussing a proposed appropriate placement. The student may require additional reasonable adjustment to placement arrangements or assessment procedures. The duty of care to a student with identified additional needs is higher than that of a student not having them, so particular attention should be paid to work health and safety aspects of a proposed placement. With student consent, the TAFE SA Vocational Placement Coordinator will discuss any identified additional needs with you prior to finalising a placement opportunity. In some cases, you may decide to request the student to provide a medical clearance before they start a proposed Vocational Placement.¹⁴

2. Curtin University

It is important that you discuss any disability or health issues that may impact on fieldwork or other work placements with a Curtin University *AccessAbility* advisor and/or your school's fieldwork coordinator in advance of the placement, particularly if:

- Your health condition may impact on the health and safety of yourself or others while on placement, or
- You require reasonable adjustments to be made while on placement.

¹⁴ TAFE SA. *Placement provider Information Booklet p.7* https://www.tafesa.edu.au/docs/default-source/vpip/placement-provider-information-booklet.pdf?sfvrsn=3857f715_8



The AccessAbility advisor or fieldwork coordinator will discuss with you the best way to disclose appropriately on placement and assist you in negotiating reasonable adjustments¹⁵.

3. Chisholm Institute (Privacy disclosures)

'Chisholm Institute values the importance of protecting personal and/or health information.

Chisholm is committed to protecting and managing personal and health information fairly and lawfully in accordance with the *Privacy and Data Protection Act, 2014(Vic)* and the *Health Records Act 2001 (Vic)* and to the extent they apply to our activities, the requirements of the *Privacy Act 1988 (Cth)*. Chisholm has a Privacy Policy (QMS301), which affirms our commitment to the privacy principles that underpin privacy laws.¹⁶

¹⁵ Curtin University. (2023). *Disclosure on fieldwork placements*. <https://www.curtin.edu.au/students/personal-support/disability/disclosure/>

¹⁶ Chisholm Institute. (2023). *Privacy disclosures*. <https://www.chisholm.edu.au/privacy>