Jisc

Library and information professional profile

Six elements of digital capabilities

This role profile is one lens on the Jisc digital capabilities framework (ji.sc/what-is-digital-capability) that focuses on the digital capabilities relevant to library and information professionals working in UK higher and further education. No one will have all the capabilities included in this profile: it is intended to demonstrate how new areas of practice are emerging and how individuals might use their digital skills in different areas of their designated roles.

We developed it with highly valued input from the information literacy special interest group of the Chartered Institute of Library and Information Professionals (CILIP), who have helped map this to the Professional Knowledge and Skills Base (PKSB) (cilip.org.uk/page/pksb).

At Jisc we used this profile to create a set of questions for library and learning resources staff in the discovery tool (digitalcapability.jisc.ac.uk/our-service/discovery-tool), which was also informed by a review group made up of library staff in a range of roles across FE and HE. The discovery tool is designed to help staff and students reflect on their digital capabilities and identify current strengths and areas for development.
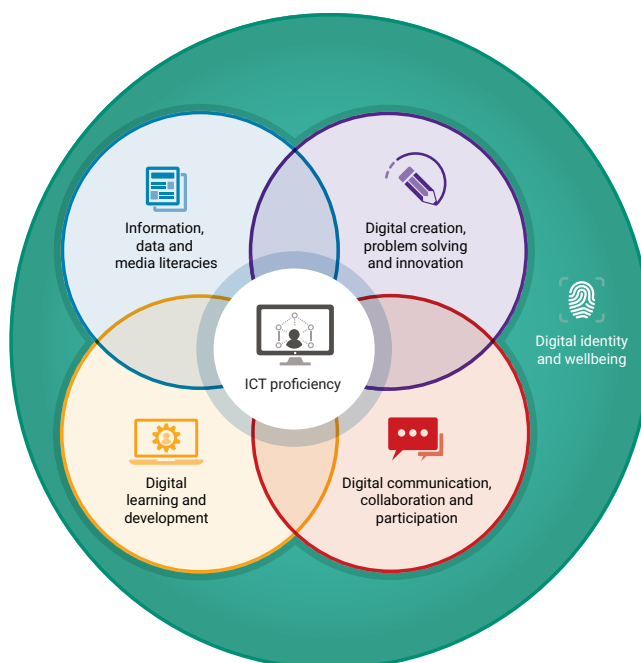
Your organisation could use the profile in the following ways:

» Library and information professionals might use it to review their own professional development needs, or to ensure their digital capabilities are fully recognised and credited (eg in appraisal and review)

» Library managers and team leaders might work with a member of staff to review their professional development needs or ensure that their digital capabilities are fully recognised and credited

» Library managers and team leaders might use the profile to support recruitment by informing job descriptions and person specifications

» Library and information teams might use the profile to assess their collective strengths and weaknesses and identify areas in which new skills need to be developed or recruited

» Libraries and learning resource centres might use the profile as the basis for a local version with language and examples relevant to local issues and digital needs

» Staff could use the profile alongside their results from the discovery tool to help their reflection process or as part of more formal appraisal

The profile is only intended as one example of how the six elements of the Jisc digital capabilities framework might be interpreted and implemented. It can be adapted to suit the needs of different staff working in different organisational settings. It is one of a number of profiles based on the framework, including profiles for researchers and teachers, which may also be relevant to library roles. For more information on the framework profiles and other related resources please see ji.sc/what-is-digital-capability.

Jisc digital capabilities framework

Digital proficiency	Library and information professionals in their own work might:
Maps to:	» Use general ICT-based devices, applications, software and services as required; basic productivity software, spreadsheets and writing/presentation software; a web browser and web services; digital capture devices such as a camera, audio recorder and associated editing software; institutional systems such as catalogues, data records, virtual learning environments (VLEs), customer relationship management (CRM) systems; communication and collaboration tools such as email, messaging, video, chat; sharing services like Sharepoint, OneDrive, Google Drive
IT and communication	
Customer focus, service design and marketing	They might also use:
ICT aspects of professional practices such as information management, governance and compliance	» Specialist library/archive/information systems as required (eg reference management systems, research data management systems, catalogues and portals, indexing services, learning analytic tools and interfaces, e-learning systems, repositories, reading list software, plagiarism detection software)
Resource discovery	They might:
Records management	» Recover from failures, find workarounds, fix problems
Collections management (PKSB)	» Stay up to date with ICT as it evolves
	» Adopt new systems, applications and approaches into practice
	Library and information professionals might contribute to their university, college or organisation in specialist ways when they:
	» Enable staff and students to use specialist library and information systems as above
	» Troubleshoot problems that service users identify
	» Assess digital tools or resources for their accessibility and user experience (UX) and provide alternatives when needed

Digital productivity	Library and information professionals in their own work might:
Maps to:	» Use ICT applications to support personal productivity and efficiency (eg through time, task and project management, file management, sharing solutions)
ICT aspects of professional expertise such as knowledge and information management etc (PKSB)	» Work fluently across devices and applications to achieve work-related tasks
	Library and information professionals might contribute to their university, college or organisation in specialist ways when they:
	» Research, critically assess, choose and help to implement specialist library and information systems (eg related to information management, governance and compliance, resource discovery, records management, collections management, research data management, open content management, plagiarism prevention etc)
	» Ensure that digital library systems and content are accessible and well managed

Information literacy *Maps to:* *Organising, managing, using and exploiting knowledge and information (PKSB)*	Library and information professionals in their own work might: » Find, evaluate, manage, curate, organise and share digital information » Map and evaluate the information landscape » Choose and use a wide range of resource discovery tools and approaches » Identify and use specialist sources of information (eg portals, catalogues, gateways, archives, datasets) » Respect copyright laws and licensing agreements » Understand the use and value of open alternatives such as Creative Commons Library and information professionals might contribute to their university, college or organisation in specialist ways when they: » Support the information literacy of others as above (see more under 'digital teaching' and 'digital research and scholarship' below) » Critically assess digital information sources and services on behalf of the organisation for their relevance, accuracy and scholarly value » Facilitate open access to content (eg with open licences) » Develop strategies and policies on copyright and licensing, plagiarism, information and content management » Enable others to understand and work within the rules of copyright and licensing, and adopt alternatives such as Creative Commons licences
Data literacy *Maps to:* *Records management and archiving (PKSB)*	Library and information professionals in their own work might: » Collate, manage, access and use digital data in spreadsheets, databases, archives, corpora and other formats, including open data as appropriate » Run analyses and reports » Record data and metadata in digital systems » Follow legal, ethical and security guidelines in data collection and use Library and information professionals might contribute to their university, college or organisation in specialist ways when they: » Collect data relevant to the working of the library such as key performance indicators (KPIs), customer relationship data » Enable others to access library-related data such as loan history, reading list data » Engage with learning analytics to encourage evidence-based practice

Media literacy	Library and information professionals in their own work might:
Maps to:	» Critically read, interpret and respond to messages in a range of digital media – text, graphics, video, animation and simulation, audio, data visualisations, presentations, wiki/blog articles
Literacies and learning	
Customer focus, service design and marketing (PKSB)	» Choose and use media resources to express ideas with an awareness of design, audience, impact
	» Facilitate access to resources in alternative formats to enable access by people with different needs
	» Act within copyright laws, understand the use and value of open alternative such as Creative Commons; reference and acknowledge the work of others in whatever medium it is communicated

Digital creation *Maps to:* *IT and communication (PKSB)*	Library and information professionals in their own work might: » Produce a range of digital media – text, images, video, audio, visualisations, infographics, presentations, podcasts and screencasts, blogs and web posts » Create digital media that meet good accessibility standards » Create other digital artefacts (eg apps, interfaces, according to the needs of library stakeholders) » Contribute to publicly available digital content (eg adding links to a shared collection, editing a wikipage or website) » Add metadata to content (eg adding subject terms or tags, publication details, licensing information) on a website or in a content management system Library and information professionals might contribute to their university, college or organisation in specialist ways when they: » Work with resource creation and open content initiatives » Create specialist content and digital media
Digital research and scholarship *Maps to:* *Research skills (PKSB)*	Library and information professionals in their own work might: » Curate and manage research data » Collect research data securely and responsibly using digital methods where appropriate (eg online surveys, data capture tools, video and audio recording, social and sharing media) » Analyse data using qualitative and quantitative tools » Co-ordinate and rationalise library-based collections of digital material to aid their discovery, presentation and preservation Library and information professionals might contribute to their university, college or organisation in specialist ways when they: » Support research teams to discover, collect, curate and manage research data » Contribute to researcher development and the development of digital scholarship » Contribute to research data strategies » Contribute to digital research and scholarship in their own right » Stay up to date with how digital tools are changing scholarly practices, and advise accordingly » Develop protocols (eg for creating metadata, managing research data)

Digital creation, scholarship and innovation (creative production)

Digital innovation *Maps to:* *Leadership and advocacy* *Customer focus, service design and marketing (PKSB)*	Library and information professionals in their own work might: » Develop and adopt new methods with digital tools Library and information professionals might contribute to their university, college or organisation in specialist ways when they: » Contribute to innovation projects » Support others to innovate with digital tools » Contribute to new models of librarianship and of the library within a digital organisation » Offer cross-institution spaces to experiment and discover new digital tools

Digital communication, collaboration and participation (participating)

Digital communication

Maps to:

IT and communication

Customer focus, service design and marketing

Leadership and advocacy (PKSB)

Library and information professionals in their own work might:

» Use a wide range of communication tools for day-to-day working (eg email, Skype, messaging)

» Communicate about library services using digital media (eg video, infographics)

» Explore the needs of library stakeholders using a wide range of digital tools (eg social media, collation tools: Padlet, Twitterfall etc)

» Communicate in accordance with different cultural, social and communication norms; consider the communication and access needs of different users

» Produce and direct service users to guidance and support materials in relation to digital library services, systems and content

Library and information professionals might contribute to their university, college or organisation in specialist ways when they:

» Use digital channels and media to communicate externally about the work of the library and organisation

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Digital collaboration

Maps to:

Literacies and learning

Customer focus, service design and marketing

Leadership and advocacy (PKSB)

Library and information professionals in their own work might:

» Use virtual collaborative environments and tools (eg project management tools, shared calendars and task lists, document sharing)

Library and information professionals might contribute to their university, college or organisation in specialist ways when they:

» Contribute to partnerships, internal and external

» Develop collaborative processes using digital tools

» Contribute towards collaborative activities in research, learning and teaching

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Digital participation

Maps to:

Customer focus, service design and marketing

Leadership and advocacy (PKSB)

Library and information professionals in their own work might as appropriate:

» Participate in, facilitate and build digital networks (eg around library practice)

» Support library/information users to participate digitally, with an awareness of different cultural, social and communication norms, and of different access needs

» Share and amplify messages across networks; share links and resources

» Behave safely, ethically and with cultural sensitivity in different online networks

Digital learning and development (development)	
Digital learning and continuous professional development (CPD) *Maps to:* *Literacies and learning (PKSB)*	**Library and information professionals in their own work might:** » Take up online learning, reflection and professional development opportunities
Digital teaching *Maps to:* *Literacies and learning (PKSB)*	**Library and information professionals in their own work might:** » Contribute to curriculum development (eg embedding of information literacies) » Contribute to researcher development (eg around digital scholarship) » Create digital learning materials independently or working with others, (eg on information and library topics), ensuring they are fully accessible » Work with service users to identify digital needs and preferences and help them personalise their tools and devices **Library and information professionals might contribute to their university, college or organisation in specialist ways when they:** » Contribute to the development of online learning and online courses » Source content for students' learning needs such as that under Copyright Licensing Agency (CLA) licence, e-books » Contribute to the use of learning and research technologies » Contribute to the development of the library as a space of (formal and informal) learning » Meet the information literacy learning needs of the whole organisation (eg for digital information searching, discovery, interpretation, critical evaluation, managing, sharing and disseminating) » Ensure that digital services, systems and content reflect wider institutional strategies and policies for learning, teaching and assessment

Digital identity and wellbeing (self-actualising)

Digital identity management *Maps to:* *Leadership and advocacy* *Strategy, planning and management;* *Literacies and learning* *Ethics and values (PKSB)*	Library and information professionals in their own work might: » Develop and project a positive digital identity or identities as a professional » Promote librarianship ethics and values in digital settings Library and information professionals might contribute to their university, college or organisation in specialist ways when they: » Contribute to the digital footprint and reputation of the library and organisation » Contribute to resources or teaching that helps students develop or manage their digital identity/ies
Digital wellbeing *Maps to:* *Leadership and advocacy* *Strategy, planning and management* *Literacies and learning* *Ethics and values (PKSB)*	Library and information professionals in their own work might: » Look after their personal health, safety, relationships and work-life balance in relation to digital technology use » Support others to do this in the library setting » Support equality of access to information and library services; use digital technologies to support access and inclusion » Act with respect for the health of others and of the natural environment when choosing and using digital technologies » Consider wellbeing of users when planning or maintaining physical library spaces that support healthy use of digital services (eg lighting, ergonomics, access issues) » Contribute to resources to support or promote student wellbeing » Develop digital wellbeing sessions and support institution-wide initiatives

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