Blended professionals: the problem of legitimacy for UK librarians as teachers in Higher Education

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Abstract

The varied role of librarians in Higher Education increasingly includes a substantial amount of teaching, supported by expertise in learning design, pedagogy and technology enhanced delivery of learning. This role is demonstrably misunderstood or underestimated outside the profession, leading to difficulty for librarians achieving recognition for their expertise. This research analyses the job descriptions for 41 Higher Education librarian roles, advertised between Autumn 2016 and Summer 2017, cross-referencing them with the Higher Education Academy's UK Professional Standards Framework, demonstrating the extent of librarian experience in learning and teaching. The job descriptions demonstrate that teaching forms a significant part of many librarian roles in HE and that Fellowship of the HEA is an attainable aim. It also indicates areas for development for librarians, in particular around assessing and providing feedback to learners. Potential further research is suggested to extend this project.

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Introduction

Librarians working within Higher Education have a varied role, traditionally involving negotiating the purchase of high quality information resources, cataloguing and classifying them, making them available for users via discovery systems and empowering users to access them (Brewerton, 2011; CILIP, 2014). In reality, this seemingly short list is broken down into a wide range of specialist roles that require specialised knowledge and experience. These are detailed in the Professional Knowledge and Skills Base (PKSB); a breakdown of the skills and capabilities required by those in the library, information and knowledge management sector as described by the library and information association, CILIP (CILIP, 2013b). One of those roles - which has become increasingly pertinent in today's information-rich world - is that of teaching information literacy skills; equipping library users with the skills they need to find, evaluate and communicate information in a digital world (CILIP, 2017a). Despite an increased need for librarians to design and deliver effective learning, and the subsequent development of expertise in learning design and pedagogy, there is a sense amongst professionals that this is not appreciated or understood by those outside the profession in the UK (Anyangwe, 2011; Ford, 1981).

The traditional route for librarians to demonstrate their commitment to personal and professional development is via CILIP's three levels of professional registration (Certification, Chartership and Fellowship). However, as demonstrated by the PKSB, the volume of skills and knowledge that librarians could choose to focus their development efforts on is so varied that it does not adequately indicate any teaching expertise to those outside the profession.

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Therefore, a more suitable route to demonstrating personal commitment to professionalism in learning and teaching, and a potential way for librarians to gain recognition for their teaching, is the Higher Education Academy's Fellowship route.

There are four categories of Fellowship, designed to allow recognition at all levels of teaching, from early career and those supporting learning at a basic level (Associate Fellowship: AFHEA), through Fellowship (FHEA) and Senior Fellowship (SFHEA), to the highest level of Principal Fellowship (PFHEA), awarded to highly experienced academics who have an impact on learning and teaching at a strategic level.

In Fellowship applications candidates must demonstrate that they have addressed the UK Professional Standards Framework (UKPSF) dimensions (Figure 2) at the level required by the descriptor for their target category (HEA, 2011).

The language used in the AFHEA Descriptor specifically names Library staff as supporters of learning, rather than educators in their own right, placing them firmly in the Associate Fellowship category (HEA, 2017b). Whilst the language used to describe the FHEA and SFHEA categories is more open, allowing librarians to map their experience to the requirements, the descriptors for PFHEA are again restrictive. The PFHEA descriptors describe the typical individual as a "highly experienced academic"; a term that is problematic to professionals who do not have an academic contract. Such wording can impact the decision of librarians to opt for a lower level, when they could actually successfully demonstrate at one of the higher descriptors. There is certainly a perception amongst librarians that it can be difficult to gain recognition through established routes such as HEA Fellowship because they are aimed at 'academics' (Bowman, 2015; Illingworth, 2017). However, librarians have certainly successfully

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achieved FHEA and higher (Gwyer, 2016). This research aims to utilise job descriptions in order to establish the expectations within the profession of librarians as teachers and the suitability of their roles as candidates for FHEA status, or higher.

Background of information literacy teaching by librarians

Within the information profession, both in the UK and further afield, teaching information literacy (IL) skills is a crucial feature of information work. This role has evolved as information has become cheaper and more accessible to society. Librarians have traditionally been seen as gatekeepers of information, however education has long been a concern within the profession. In the 19th Century, speaking at the first Conference of the American Library Association, Robinson professed:

"A librarian should be much more than a keeper of books; he should be an educator." (Robinson, 1876)

Many librarians now focus their attention on educating users to navigate the increasingly complex information landscape. The ability to search for relevant information and critically evaluate it is a skillset that students need now more than ever - in a time of fake news and information overload (Albright, 2017; Bhaskaran, Mishra, & Nair, 2017; Cohen, 2017; Pearson, 2017) – and the need for educator librarians is even more relevant now than it was in 1876.

In the UK, literacies and learning is one of the key knowledge and skill areas of the professional body (CILIP)'s Professional Knowledge and Skills Base (CILIP, 2013b). Any learning provider that wishes to have their programme accredited by CILIP must provide

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evidence that they develop skills and knowledge directly relevant to the PKSB (CILIP, 2013a), ensuring that the teaching of information literacy skills appears on many curriculums. As a Library or Information qualification is a prerequisite for the majority of librarian roles in Higher Education, it could therefore be assumed that in recent years, graduates entering the workplace have had some grounding in pedagogy.

Despite a suggested focus on preparing graduates for a teaching role, it must be acknowledged that the librarian profession is an increasingly diverse one, spanning a range of specialist knowledge and skills as befits the term "blended professional" (Perini, 2016). It is therefore an acknowledged difficulty for professional educators to create a curriculum that fully prepares their students for all of the possible specialist roles they might wish to take upon qualification (Corrall, 2017). Miller (2007) is critical of the practice of education providers in this respect, lamenting that they often emphasise IT skills over instructional design and pedagogy. It is true that the variety of potential specialisms is most often addressed by providing students with a choice of elective modules, so that they can take the path that most benefits their future career aspirations. This inevitably means that a number of information graduates may opt not to take modules that cover pedagogy and teaching practice. However it must also be acknowledged that they may not need this, opting instead to specialise in a different skillset of the information profession. It is also possible for librarians to top up their education with a stand-alone module or course in education, or by continuing professional development opportunities. Such activities are well catered for in the profession, for example via the Information Literacy Group (CILIP, 2017a) and the Librarians' Information Literacy Annual Conference, which focusses on innovative teaching techniques (CILIP, 2017b).

The teaching of Information literacy in Higher Education

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Often, the ultimate goal for librarians is to integrate information literacy instruction within the curriculum (Johnstone & Webber, 2003; Lampert, 2004), enabling students to develop their skills across the programme of study when it is relevant to them. There may also be resistance from academics to embedding these skills directly into the curriculum due to difficulty communicating the importance and relevance of these skills in programmes that are frequently already overloaded (Shirato as cited by Arp, Woodard, Lindstrom, & Shonrock, 2006). Information literacy is also a skill set that students need to refresh at key points in their study, for example when finding information for an assignment. Librarians are therefore often in the position of creating either a 'one-shot' lesson that slots in to the teaching, or providing a range of resources that students can access at point of need. In both cases, this can enable librarians to positively develop their teaching practice. In the creation of a 'one-shot' class that really needs to make a mark, more time has to be afforded to ensuring that it is an example of best practice, utilising innovative techniques to make the session engaging and interactive to students and providing the best possible learning outcomes. Similarly, in creating online learning resources that can be accessed at point of need, librarians are likely to invest their time in elearning materials and, in doing so, increase their knowledge of elearning design; best practice in online learning, and also build on a selection of technical and design skills (Godwin & Parker, 2012, p7; Mery, Newby, & Peng, 2012). The limited opportunities librarians have in which to teach has therefore the potential to lead to librarians, by necessity, developing a range of skills and knowledge around learning which, it has been contended, could give them an edge over their academic colleagues, whose greater teaching workloads leave them less time to innovate (Gregory & Lodge, 2015; Kennedy, Laurillard, Horan, & Charlton, 2015). This expertise is illustrated by an increased focus in the profession on innovative pedagogy, educational

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technology and playful learning, all of which can be seen as key themes at major conferences and as a recurring topic at the ever popular Library 'TeachMeets' (CILIP, 2017c; Johnstone & Webber, 2017; LILAC, 2017; Tumelty Kuhn, & Birkwood, 2012). Facet, the publisher for information professionals regularly publishes titles on learning and teaching demonstrating librarian expertise in this area (Facet, 2017), and librarians share knowledge and good practice in their droves via the journals such as peer-reviewed Journal of Information Literacy (Information Literacy Group, 2017) and informally via mailing lists, Twitter and networking (Marouf, 2016). This has led to a glut of literature on the practicalities of teaching in librarianship; however, there is little in the way of current research assessing the standard of teaching in the profession. This research aims to address that gap by mapping expected teaching practice in librarianship to common standards applied across HE (the UKPSF) and in doing so attempt to legitimise the teaching role of librarians.

The problem of legitimacy

Despite a strategic approach being taken to ensure librarians are equipped to teach IL, it is often not an expertise that many would associate with librarians. Perhaps because librarians perform a variety of roles, earning them the accolade of "blended professionals" (Bell & Shank, 2004; Nielsen, 2013; J. Shank & Bell, 2011; J. D. Shank, 2006; Whitchurch, 2009) and have not been particularly good at advocating this (Stubbings & Franklin, 2006), people often misunderstand what librarians do and what their expertise might be (Anyangwe, 2011). This leads to the problem of legitimacy for librarians as teachers in HE, characterised by difficulty in defending expertise in teaching to academic colleagues, which undermines the ability of

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librarians to embed much needed information literacy instruction into the learning design of courses (Johnstone & Webber, 2003; Stubbings & Franklin, 2006).

The reliance on one-shot sessions has enabled librarians to focus their efforts. However, the very fact that they are one-offs also means they disadvantage librarians' abilities to evaluate and improve their teaching in a timely manner. They frequently do not command a fair share of workload, being slotted in amongst all the other professional duties a librarian must perform (Hepworth, as cited by Corrall & Hathaway, 2000). As one-off lessons, librarians also struggle to put in place reliable assessment for students and largely rely on student feedback to evaluate the effectiveness of their sessions (Pausch & Popp, 1997). In the past, this has led to a feeling that librarians could not adequately demonstrate effective teaching and in fact needed a great deal more education about learning and teaching themselves (Johnstone & Webber, 2003). In more recent years the move towards more integrated information literacy skills teaching and an increased emphasis on elearning has begun to reverse this opinion (Mery et al., 2012).

The problem of legitimacy could have some of its roots in status. In the UK, librarians do not tend to hold academic contracts, being more likely to be employed on a professional, support or administrative contract. This immediately labels them as distinct from the academics with whom they are attempting to work. By contrast, in the US, the 1972 Joint Committee on College Library Problems recommended a faculty role for librarians in the US. The document stated "*faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves and research funds*" (ACRL, 2012).

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As a result, in the US, librarians may hold tenure track positions and are expected to carry out research into their teaching, potentially affording them a legitimacy that is lacking in the UK. Although this has not been consistently applied across Higher Education Institutions in the US (Zai III, 2015), and the situation there cannot be considered utopian it nonetheless demonstrates the disparity between expectations of information professionals in the US compared to the UK.

Research Questions

RQ1 What level of teaching experience and knowledge, as described by the UKPSF is expected of librarians in Higher Education by employers?

RQ2 Is HEA accreditation (UKPSF) an appropriate tool for recognising the teaching experience of librarians?

Method

This research aims to determine the reality of the extent of teaching practice carried out by librarians in HE. It does so by means of content analysis of a purposeful selection of 41 job descriptions for Higher Education librarian roles advertised as vacant between 13th October 2016 and 31st June 2017. The time period represents the nine months prior to the date from which samples were collected. This enabled the collection of the most up-to-date advertisements and was a sufficient time period to provide a meaningful sample size, representing one third of all Higher Education Institutions in the UK. The sample was selected from all HE advertisements placed during the given period in Lisjobnet, a recruitment service from the CILIP, that required a professional Library or Information Science qualification. This amounted to a total of 126 advertisements. After removing duplicates, a total of 96 job advertisements remained. Emails were then sent to the listed contacts for those roles, requesting the job description to be shared,

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resulting in 65 unique job descriptions from 41 institutions being received for analysis. Where an institution had provided more than one job description the most recently posted was selected for analysis, leading to the sample of 41 job descriptions, each from a different HE institution. The number of job descriptions received from each type of HE institution can be found in Figure 1.

Figure 1: Institution types
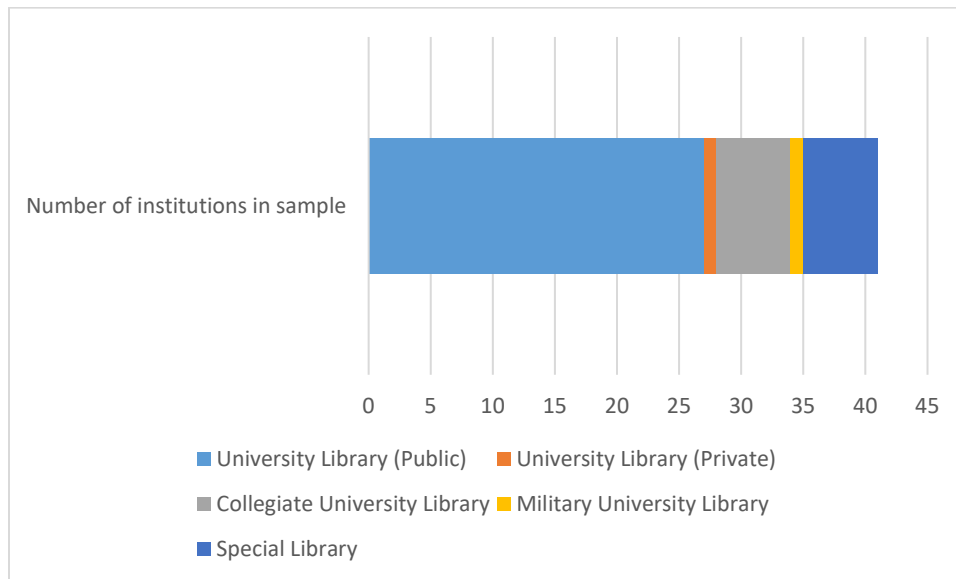
A framework for analysis was drawn up using the HEA's UKPSF. This framework details the areas of professional activity, knowledge and values that must be met by candidates applying for FHEA (HEA, 2011). The job descriptions were coded where either the duties to be performed or the skills, knowledge or experience required were deemed to meet each of the requirements at Descriptor 2 (FHEA) of the UKPSF. A further level of coding was applied where a job description specified activities at Descriptor 3 (SFHEA) level.

When coding, it was not required for the wording used to exactly match that used in the UKPSF and some knowledge of the role of librarians was required. For example, descriptor A4: "Develop effective learning environments and approaches to student support and guidance" was

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deemed to be met by a requirement to "review and develop LibGuides and other online materials to support students in accessing library materials", based on the author's understanding of this task. It must therefore be acknowledged that there is some subjectivity involved in the coding approach, as there is with all coding. In future research it would be advisable to verify the coding by using multiple independent coders cross-checking their coding strategies and interpretation of data. However, for librarians aiming to undertake this strategy to support their own fellowship applications, this approach would be more than adequate.

Ethical considerations and limitations

As there were no human participants involved in this research there are no ethical implications to consider.

This research method, whilst valuable, has a number of limitations. Firstly, it focuses solely on job advertisements placed with Lisjobnet, a job site that specialises in the library sector. It provides the most comprehensive view of job postings in HE libraries, however, its professional focus may mean that certain roles are missed. For example, tutor or academic skills roles that are based within a library but are not traditional librarian posts are likely to be advertised elsewhere. Unfortunately, expired job advertisements from other popular HE job sites such as jobs.ac.uk were unavailable due to cited data protection reasons, and so were excluded from this research. It is also the case that not all jobs are advertised externally, so it must be accepted that this is not a complete picture of the library job market.

It is also true that job advertisements and descriptions are describing the ideal rather than reality. There is usually a compromise when it comes to actually hiring someone so there may be unrealistic expectations in the job description itself. Job descriptions do not necessarily represent

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the actual skills of the person hired. Therefore, this research may reveal the teaching experience that libraries would like their librarians to have but it does not necessarily tell us the skills and experience of those in post. On the other hand, the reality of the job may actually require more teaching than anticipated. (Shi & Bennett, 2000) argue that there is a need for more research on the gap in skills between what is advertised and who is hired.

Additionally, job adverts and job descriptions only represent a small part of the reality of any profession. Indeed, many job descriptions were provided for this paper with a disclaimer from the sender that the full extent of teaching activity was not accurately represented. As Voros (as cited in Mech, 1996) declared:

"*One of the most important lines on a job description is that common last line – other duties as described."*

Despite this limitation, it could be argued that job descriptions show what the employer most values in a potential employee and thus this analysis provides a snapshot of the current expectations regarding teaching and its relative importance compared to other tasks from HE employers of librarians.

It must also be acknowledged that there is also little in the way of guidance on design of research using job descriptions, in contrast to a glut of information available on using other methods such as questionnaires and interviews. Minimal guidance means researchers base their research on what has been done before and therefore risk copying their mistakes. Much of the research utilising this method has focussed on employer requirements to inform librarians (Orme, 2008; Brewerton, 2011).

Results and Discussion

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RQ1 What level of teaching experience and knowledge, as described by the UKPSF is expected of librarians in Higher Education by employers?

An overview of the areas coded for each job description can be seen in Figure 3.

None of the 41 job descriptions analysed covered all 15 dimensions of the UKPSF, however several were very close and each of the job descriptions included elements of at least one area of the UKPSF, indicating that teaching is a part of many librarian roles, although it may not be the main focus. Only five of the job descriptions, all from specialist, college and military libraries, did not include an explicit mention of A1 or A2 (designing and delivering teaching). Even these five did however involve providing support to teaching or ad hoc one-to-one support via an enquiries service that would enable the librarian to meet the requirements of other dimensions of the UKPSF.

RQ2 Is HEA accreditation (UKPSF) an appropriate tool for recognising the teaching experience of librarians?

There is a clear difference amongst the types of institutions listed, with college and military university libraries containing only very brief mentions of teaching and covering just a few of the areas of the UKPSF. In comparison, the job descriptions from university libraries demonstrate a much broader range of teaching activities that would allow the post holder to engage with FHEA. This can in part be attributed to the wider range of activities expected of college and similar librarians. Librarians at universities tend to be an employee of what is often the only library for that institution, or one of very few. As such, resource is concentrated at site, with a relatively large number of staff who specialise in a particular area. This allows for many of the tasks of day-to-day running of the library and certain specialisms such as collection

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development and cataloguing to be done by other staff. By contrast, many collegiate universities will have one small library per college and librarians at these institutions will be one of only very few staff. They therefore have a far broader range of responsibilities of which teaching may only be one small part. With so many responsibilities to describe, it is to be expected that less space is dedicated to a breakdown of each activity. In order to have a full understanding of the teaching experience of a librarian in a college library further research would need to be carried out that examined the day-to-day activities of a librarian in post.

Accounting for variations in roles across sectors and specialisms, and the nature of jobs being rather more complex than job descriptions suggest, it does appear that librarians are generally well able to demonstrate that they meet the requirements for HEA Fellowship.

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Figure 2: UKPSF dimensions
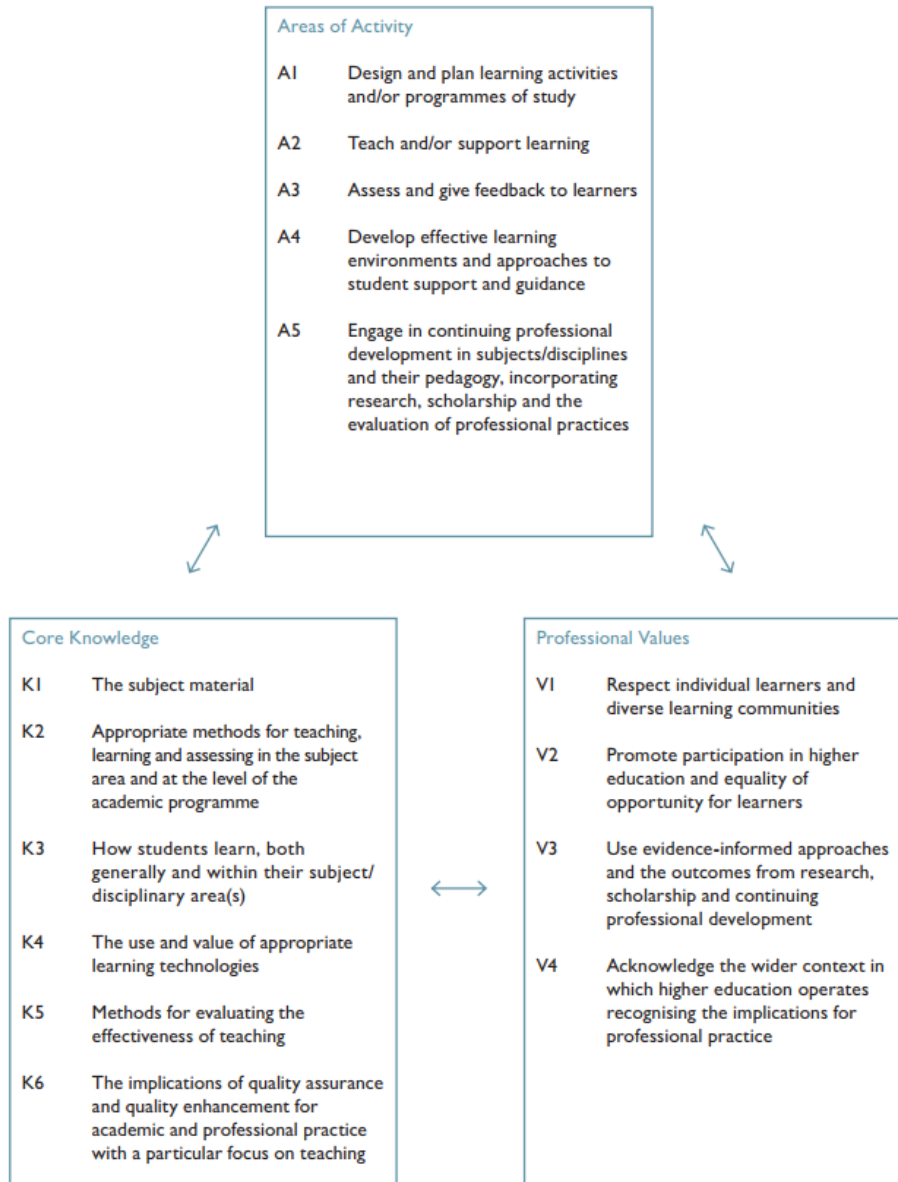
Dimensions of the Framework

Areas of Activity

A1	Design and plan learning activities and/or programmes of study
A2	Teach and/or support learning
A3	Assess and give feedback to learners
A4	Develop effective learning environments and approaches to student support and guidance
A5	Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1	The subject material
K2	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3	How students learn, both generally and within their subject/disciplinary area(s)
K4	The use and value of appropriate learning technologies
K5	Methods for evaluating the effectiveness of teaching
K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1	Respect individual learners and diverse learning communities
V2	Promote participation in higher education and equality of opportunity for learners
V3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4	Acknowledge the wider context in which higher education operates recognising the implications for professional practice

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Figure 1: Presence of coding for each job description by UKPSF framework area

Institution	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4	Descriptor 3
College 1	Y	Y				Y										
College 2						y										
College 3	Y	Y		Y		Y										Y
College 4		Y				Y							Y			
College 5	Y	Y		Y		Y										
College 6	Y	Y	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y		
Military 1	y								y	y	y	Y				Y
Private University 1	Y	Y		Y		Y	Y	Y	Y			Y				Y
Specialist 1	Y	Y		Y		Y	Y	Y		Y	Y	Y			Y	Y
Specialist 2						y						Y	Y			
Specialist 3		Y	Y			Y						Y				Y
Specialist 4						Y						Y				Y
Specialist 5	Y	Y		Y		Y	Y	Y			Y	Y	Y			Y
Specialist 6						y						Y	Y			
University 1	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y		Y	Y	Y
University 2	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University 3	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	
University 4	y	y		y	y	y	y	y				Y	Y		y	
University 5	y	y	y	y	y	Y	Y	Y		Y	Y	Y		Y	Y	Y
University 6	y	Y				y			y	y		Y				
University 7	y	y	y	Y		y			y	y		Y	Y			Y
University 8	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
University 9		Y		Y		Y			Y			Y				
University 10	Y	Y		Y		Y	Y		Y			Y	Y			
University 11	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y
University 12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y
University 13	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y		Y		Y
University 14	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y		Y		Y
University 15	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University 16	Y	Y	Y	Y		Y						Y	Y			
University 17	Y	Y		Y		Y			Y		Y	Y	Y		Y	Y
University 18	Y	Y		Y		Y	Y	Y	Y			Y				
University 19	Y	Y	Y		Y	Y					Y	Y	Y			Y
University 20						Y			Y							Y
University 21	Y	Y				Y	Y	Y	Y	Y	Y		Y			Y
University 22	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y		Y	Y	Y
University 23	Y	Y			Y	Y	Y	Y	Y			Y	Y		Y	Y
University 24	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y		Y		Y
University 25	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University 26		Y		Y		Y			Y			Y				
University 27	Y	Y	Y	Y		Y						Y	Y			

The least coded framework area was A3 (assess and give feedback to learners) with only 10 out of the 41 institutions explicitly mentioning the need to assess learners, suggesting that this is an area for development for librarians. It is possible that when writing job descriptions, there is an assumption that catch-all phrases such as "*develop and deliver programmes of study for Digital and information literacy skills*" (University 18) include the requirement to assess learners. However, this has been flagged as an area that librarians struggle with in their FHEA applications (Illingworth, 2017) and the nature of Digital and Information Literacy as a skillset that is inserted into a wider curriculum (Johnston & Webber, 2003) does leave librarians with little recourse to conduct formal assessment of learners.

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Despite not all dimensions of the framework being met for FHEA (Descriptor 2) in any of the job descriptions, more than half (25/41) of the descriptions did fulfil some of the requirements for SFHEA (Descriptor 3). This demonstrates a high level of supporting others' development and contribution to academic research across the profession. However, despite this focus on post holders taking part in continuing professional development and contributing to their colleagues' development, there is very little evidence that librarians are required or expected to take part in formal development to improve their teaching practice. Only one institution (a university library) required a teaching qualification, with ten others listing it as "desirable". This suggests that there is still a lesser importance placed on gaining recognition for teaching expertise. In some ways this is in alignment with practice across the sector as the latest figures available show that there are roughly 70000 HEA fellows across the world (HEA, 2017a) equating to roughly 35% of the UK academic workforce (HESA, 2016). This does not account for alternative teaching qualifications or accreditations for the sector but it is acknowledged that many university lecturers do not hold these qualifications (Chamberlain, 2015). Despite the recent Teaching Excellence Framework exercise and an associated body of research that indicates students rate teaching qualifications highly (Grove, 2015), it appears that this is not yet a common route to teaching in HE. The question must therefore be raised that if Fellowship is not undertaken by academics, will it be valued in librarians? Or is it enough that students place value on those teaching them holding a recognised qualification?

Best practice and recommendations

For employers

Job descriptions should highlight those skills and roles that the employer most values. A job description that pays close attention to the requirement for good quality teaching is the first step towards recognising and advocating the skills and experience of librarians. Therefore, if teaching is an important part of the role and employers value the legitimacy of their librarians, then it would be advisable to support librarians in applying for HEA Fellowship. To do so, employers could pay closer attention to the UKPSF when writing job descriptions, in particular noting the descriptors that are most lacking (A3: Assess and give feedback to learners), and providing opportunities to address these in the day-to-day job.

It is also worth noting that this analysis focussed on the descriptors provided by the HEA and not on any particular route to accreditation provided by an institution. The analysis showed that librarians are able to demonstrate they meet the criteria for Fellowship, however they may not be able to meet the criteria required for institutional pathways to Fellowship, which are aimed at 'academics'. As many HEIs encourage the institutional route there is likely a cost barrier for librarians in applying directly and it would therefore be recommended that institutions address this by enabling funding for the direct application route or evaluate the institutional routes with professional services in mind.

For librarians

For librarians, returning to their job descriptions with the UKPSF in mind may provide them with a boost in confidence to support their Fellowship application and perhaps encourage them to aim higher.

Additionally, some of the teaching activities identified in this research could provide excellent opportunities for demonstrating engagement with the UKPSF, including 'one-shot'

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sessions and online teaching materials. These both provide teaching opportunities with which time can be taken to evaluate current practice, research appropriate pedagogical methods and tools, and make improvements, which can then be measured and assessed. In particular, librarians should take time with these instances of teaching to consider how they could be designed to enable them to meet descriptor A3: Assess and give feedback to learners.

Conclusions and recommendations for further research

This research demonstrates that there is need for librarians with significant, pedagogically-sound teaching experience and that teaching and learning is a key part of the core competencies for the profession. This is illustrated by the professional qualification and current professional development interests and communities in addition to the requirements in recent job descriptions.

There is a strong case for further research into the actual responsibilities of LIS professionals as carried out in their day-to-day roles, using complementary data collection methods such as interviews and surveys. This has the potential to extend the relevance of this research.

The literature has also revealed that there is a sense of teaching expertise not being recognised by those outside the profession, which raises the question of why this might be the case: are librarians as qualified as they appear based on their job descriptions? Is this expertise being appropriately communicated? There is a need for further research to examine the reality of teaching practice amongst librarians to determine whether it is of the quality demanded. There is also scope for further research into advocacy in the profession, including an investigation of the

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point of view of academics – do their perceptions match with how librarians believe they are perceived?

The value of a Fellowship to a librarian is partly in the legitimacy that it affords their teaching expertise, enabling improved relationships with academics and other teaching staff with whom they work. Whilst this paper has demonstrated the relevance of the qualification to librarians' roles, it has not adequately addressed the value of Fellowship for achieving that legitimacy. Questions have been raised about the extent to which academics value or recognise Fellowship as an indicator of teaching expertise: perhaps an academic qualification would hold more value and relationship-building power? It seems that a vital piece missing in this attempt to build bridges between librarians and academics is the point of view of the academic. As such, an important area of future research must be to investigate this further.

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