

# Assessment and Evaluation of LIS Education: Global Commonalities and Regional Differences

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## Abstract.

In this paper, we raise six arguments as follows: i) The assessment and evaluation of LIS education is largely done at institutional/ university level where such qualifications are offered; ii) Countries have set up education and assessment mechanisms, for example qualification authorities (such as the South African Qualification Authority - SAQA) and related bodies that set and regulate education standards that work well for LIS education; lii) Professional associations in most countries, particularly in Africa and other developing regions, have no influence or control over LIS education; iv) The absence of a dedicated body or institution to regulate LIS education (which includes its assessment and evaluation) may not compromise the quality of such education, particularly if LIS education is provided within a university or another state-regulated Higher Education Institution (HEI) environment; v) Most LIS schools offer core LIS courses, but variations occur at institutional, regional and national levels in terms of the scope and depth of the core courses offered; vi) LIS education, particularly in less resourced countries where the harmonization of such education is preferred for improved cost effectiveness, is far more enriching and offers better job opportunities in the provision of information services. We attempt, in this paper, to explore and discuss these arguments by using our experiences and related studies largely from South Africa and the USA.

**Keywords:** Library and Information Science Education, LIS accreditation, LIS assessment, LIS evaluation, South Africa, USA.

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## 1. Introduction

The scope of Library and Information Science/ Studies/ Services (LIS) education is not uniformly understood across the world. To some, the scope of this type of education is limited to librarianship, but arguably to most on the cutting edge of this discipline, it extends beyond librarianship to information science education, which encapsulates librarianship, publishing, multimedia, archives and records management, information technology, information systems and more. The latter may also include or overlap with information and knowledge management, which may or may not include librarianship. To many, LIS education also means any LIS education at undergraduate and/or postgraduate level, while to others (particularly in North America), it specifically refers to LIS education at postgraduate level. LIS education also enables some to be considered or labeled 'professional' (e.g. professional librarian) and others not (e.g. para-professional). This suggests that there may not be a uniform instrument in the assessment and evaluation of LIS education, and it is important to bring the various approaches to light. However, it is important to point out that there are many more similarities than differences in LIS education assessment and evaluation at global, regional, national and institutional levels. A distinguishing similarity among less developed countries is that the professional associations do not determine or influence LIS education. This is either because they are not mandated to do so by government legislation (as is the case with the Library and Information Association of South Africa - LIASA) or because they have little influence or are too weak to do so (as is the case with many LIS professional associations we are aware of across the globe, particularly in developing countries). In developed countries, on the other hand, library associations are often mandated by their members through their bylaws or other mechanisms to assess and evaluate LIS education programmes for accreditation purposes (such as the American Library Association, ALA).

In our paper, we raise six arguments as follows:

- i) The assessment and evaluation of LIS education is largely done at institutional/ university level where such qualifications are offered. In such cases, LIS education is assessed and evaluated alongside other university or institution qualification programmes without being singled out for special attention.
- ii) Countries have set up education and assessment mechanisms, for example qualification authorities (such as the South African Qualification Authority - SAQA) and related bodies that set and regulate education standards that work well for LIS education.
- iii) Professional associations in most countries, particularly in Africa and other developing regions, have no influence or control over LIS education. This is largely because they are not mandated, by legislation, to do so and also because they are weak.
- iv) The absence of a dedicated body or institution to regulate LIS education (which includes its assessment and evaluation) does not compromise the quality of such education, particularly if LIS education is provided within a university or another state-regulated Higher Education Institution (HEI) environment. However, we believe that a well established LIS education regulating body (e.g. ALA) that may also be a professional association could supplement quality control mechanisms already offered by HIEs or universities and

governments as other professional organizations (e.g. law, accounting, engineering, psychology, medicine) already do.

v) Most LIS schools offer core LIS courses. However, variations occur at the institutional, regional and national levels with respect to the breadth and depth of the core courses offered. These are dictated by infrastructural and resource capabilities, most prominently access and use.

vi) Our final argument is that LIS education, particularly in less resourced countries where the harmonization of such education is preferred to improve cost effectiveness, is far more enriching and offers better job opportunities in the provision of information services. In such cases, education assessment and evaluation may require the involvement of multiple disciplines (computer science, librarianship, media studies, communication studies, archives and records management) in order to be optimal. We argue that institutional and government or national mechanisms for assessment and evaluation become more effective and economical.

We take note that national and regional disparities on assessment and evaluation are to be expected, particularly when this is done by a LIS professional organization (as noted earlier). We attempt, in this paper, to explore and discuss the highlighted arguments by using our experience and related studies.

## **2. Background of the case studies**

Issues related to LIS education in South Africa are reflected in recent studies on collaboration in LIS education (Ocholla, 2008), challenges and opportunities (Ocholla and Bothma, 2007a, 2007b), statutory status of LIASA or professional associations (Raju, 2006), the historical overview of LIS education in South Africa (Raju, 2005), and on the recent history of LIASA (Walker, 2007). South Africa has 23 public universities, 12 of which have LIS schools (i-schools) or information/ library schools with different names:

- University of Pretoria (UP) - Department of Information Science;
- University of Cape Town (UCT) - Department of Information and Library Science;
- University of the Western Cape (UWC) – Department of Library and Information Science;
- University of Fort Hare (UFH) – Department of Library and Information Science;
- Durban University of Technology (DUT) – Department of Information and Corporate Management;
- University of Kwa-Zulu Natal (UKZN) – Information Studies Programme;
- University of Zululand (UZ) – Department of Information Studies;
- University of South Africa (UNISA) – Department of Information Science;
- University of Johannesburg (UJ) – Department of Information and Knowledge Management;
- University of Stellenbosch (US) – Department of Information and Knowledge Management;

- University of Limpopo (UL) – Department of Information Studies; and
- Walter Sisulu University (WSU) – Department of Library and Information Science.

The assessment and evaluation of LIS education, together with other qualification programmes offered in the country, is largely handled at the national level by the government through the Department of Education (DoE) and its affiliate organs.

In the United States (including Puerto Rico) and Canada there are 58 Library and Information Science degree programs that are accredited by the American Library Association (ALA). The first library program was established in 1887 at Columbia University. Programs go on a number of names including Masters in Library and Information Science (MLIS) and Masters in Library Science (MLS). Other names include Master of Arts, Master of Library and Information Studies and Master of Science. ALA only accredits programs that leads to a Master degree and does not accredit any undergraduate nor doctoral degrees.

Accreditation is a voluntary system of higher education institutions and their respective programs in the USA and the focus is on assessment by means of peer evaluation and self assessment aiming at the improvement of the academic quality of institutions and programs. As such it involves both a process (of evaluation) and a condition that provides to the public the assurance that the academic institutions and programs meet the criteria set for high quality education. According to the ALA “accreditation serves as a mechanism for quality assessment and quality enhancement with quality defined as the effective utilization of resources to achieve appropriate educational objectives and student learning outcomes. The Committee on Accreditation also states that the Standards are not meant to be prescriptive and that the focus is on the promotion of excellence and the evaluation of educational effectiveness. (ALA Standards for Accreditation of Master’s Programs in Library and Information Studies, 2008)

This part of the paper focuses primarily on the evaluation and assessment of the MLIS program at the School of Information Studies (SOIS) at the University of Wisconsin-Milwaukee. One of the authors was the Dean at SOIS.

### **3. LIS assessment and evaluation issues and trends**

**3.1 The assessment and evaluation of LIS education is largely done at the institutional/ university level where such qualifications are offered. In such cases, LIS education is assessed and evaluated alongside other university/ institution qualification programmes without being singled out for special attention.**

The role of South Africa’s Department of Education (DoE) is to set norms, standards and qualification structures that guide all disciplines and for the whole country. The Department of Education works closely with the South African Qualification Authority (SAQA) whose role is the registration of standards and qualifications (see SAQA Act 1995). The Council of Higher

Education (CHE), also an arm of the DoE, has a standard generation and standard setting role for qualifications, while the National Qualification Framework (NQF) or Higher Education Qualification Framework (HEQF) has a standard generation and quality assurance role in higher education. The work of these national regulatory organs informs the assessment and evaluation of qualifications at the Higher Education Institutional (HEI) or university level. HEI/ university qualifications' assessment and evaluation processes in South Africa and in most countries in Africa are quite similar. In most instances, the curriculum is prepared or developed at departmental or school level by the faculty and academic staff following the institutional and national norms and standards guiding the discipline. In some cases, input may be sought from stakeholders (such as students, professional associations, employers, advisory councils, peers, etc.) for the improvement of the curriculum. The curriculum would then move from its origin (individuals/ departments/ schools) through middle (faculty, school or college) to upper (senate or council) structures for further scrutiny and approval according to institutional and national norms and standards. LIS qualification programmes in HEIs/ universities undergo similar stages of development and quality assurance. In addition to internal quality assurance systems, universities employ the services of external reviewers, such as external examiners, for the quality assurance of their qualification programmes, examination of scripts, and writing of research reports that also add value to assessment and evaluation. While significant disparities exist in teaching and learning assessments and evaluations at national level, such quality assurance activities at institutional level in LIS schools located within universities and other HEIs in Africa are largely similar. For instance, regular curriculum and course review; student assessment of courses, teaching and learning; programme or departmental reviews; and institutional audits that also focus on curriculum and programme reviews; are common in South Africa.

At the University of Wisconsin-Milwaukee (UWM) there are a number of reviews at different levels for the MLIS program. The first and most important review is done by the Educational Committee of the ALA that oversees the accreditation of the library degree programs in the USA and Canada. This review takes place every 7 years and the MLIS program at SOIS was done in 2011. The Graduate School at UWM also undertakes a 10 year review of all graduate programs offered at UWM. This is done by a panel of both internal external reviewers and the main purpose of this review is to ensure that the program maintain a high standard. The focus is amongst others on the mission and goal of the program, quality of instruction and research, diversity and overall quality of the program. The most recent review of the MLIS program by the Graduate School was done in 2012. Curriculum development and changes are overseen by the Graduate Curriculum Committee of the School and the campus wide Graduate Faculty Committee that is housed in the Graduate School. Teaching and research evaluations are and mandatory and is done annually by the executive committee of the School.

### **3.2 Countries have set up education and assessment mechanisms, for example qualification authorities (such as the South African Qualification Authority - SAQA) and related bodies that set and regulate education standards that work well for LIS education.**

As outlined earlier, in South Africa, curriculum review and quality assurance organs have been created to develop, coordinate and regulate qualification programs and standards in the country with or on behalf of the Ministry of Education for the government through an act of parliament. SAQA, for example, was established by an act of parliament on the 4<sup>th</sup> of October, 1995 (see <http://www.saqa.org.za/show.asp?include=docs/legislation/acts/act58-95.html>), "to provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority; and to provide for matters connected therewith." Two objectives among others were to "create an integrated national framework for learning achievements" and "enhance the quality of education and training" which includes assessment and evaluation. The South African Council on Higher Education (CHE) is "an independent statutory body responsible for advising the Minister of Higher Education and Training on all higher education policy issues, and for quality assurance in higher education and training" (<http://www.che.ac.za/>). Among its roles are the accreditation of higher education programmes and coordinating quality assurance in higher education. These two organisations (SAQA and CHE) play a key role in the assessment and evaluation of qualification programmes (such as LIS) in the country as all accredited qualifications programmes have to be approved by the two institutions before they can be implemented in HEIs. The information school and LIS qualification accreditation process has benefited enormously from these statutory organs in the absence of any form of regulation from the professional association (LIASA).

#### **SOIS and the accreditation of the Master of Library and Information Studies at UWM by ALA**

The School was founded in 1967 and offers three degree programs and three certificate programs. The degree programs are: PhD in Information Studies, a Masters degree in Library and Information Science and an under graduate B degree (Bachelors in Information Science and Technology). The School has 22 full time faculty members and 10 full time teaching academic staff members and the Dean acts as the Executive Officer. There are more than 600 students enrolled in the MLIS program and the program is offered in both online and onsite modes. The minimum degree requirement is 36 graduate degree credits. There are four core courses namely: Foundations of Library and Information Science, Information Access and Retrieval, Research in Library and Information Science and Organization of Information. There is also an option to complete certification from the Wisconsin Department of Public Instruction as a school library media specialist. Students can also tailor the program according to their own interest. There are a number of options available including specialization in Organization of Information, specialization in Archival Studies, specialization in Digital Libraries and specialization in Public Library Leadership. The School also offers coordination degree options allowing students the possibility to obtain two

Master degrees – one in Library and Information Science and the other in another subject area.

The School was successfully reaccredited in 2011 – for the maximum time of 7 years. There are six standards set by the ALA for the accreditation of Master programs in Library and Information Science in the USA and Canada. The Standards describe outline the key and essential features of the Master degree programs that train information professionals. It measures quality rather than quantity. (ALA Standards for Accreditation of Master's Programs in Library and Information Studies, 2008) These are:

1. Mission, goals and Objectives
2. Curriculum
3. Faculty
4. Students
5. Administration and Finance
6. Physical Resources and Facilities

The discussion below is based on the ALA document on Accreditation (2008).

Standard one focuses on the mission, goals and objectives of the degree program and include the evaluation of student learning outcomes, the philosophy and underlying principles as well as the importance of teaching, research and service within a diverse and global society and the impact of modern information technology on the training of librarians and information professionals. The evaluation focuses therefore on the question to which degree the program was successful in attaining these goals and objectives based on a broad mission statement.

Curriculum, which is Standard two, builds on the first standard and focuses on the evaluation of the curriculum within the context of the stated mission, goals and objectives. The curriculum should allow students the ability to make choices that will allow them to meet their own professional goals and aspiration within the context of what the program offers. Focus areas include the creation of knowledge, information storage and retrieval, management, analysis, preservation and the interpretation and evaluation of information. Evaluation is based on amongst other the following: 1) the integration of theory and practice; 2) addressing the needs of a diverse population; 3) impact of technology; 4) reflective of future trends in the field; 5) promotion of professional development. The updating and reviewing of the curriculum is also reviewed within the context of student learning and outcomes.

The third standard focuses on faculty. It evaluates to what extent the faculty is capable of reaching the stated goals and objectives of the program. Apart from academic credentials the evaluation considers also the number of full time faculty in relation to the number of students, as well as diversity of the faculty and the balance between teaching, research and service. Part time faculty and staff should also balance the teaching of full time faculty and should complement the areas of expertise of full time faculty. Appropriate promotions and priorities assigned to teaching, service and research are also evaluated. Current HR policies and procedures are used to evaluate these.

Students are the focus of the fourth Standard. Under consideration are recruitment plans (including diversity), admission policies, financial aid, and student placement. The evaluation is done within the context of the stated goals and objectives of the program. The levels of accessibility of all information pertaining to students needs are also evaluated. This includes information about coherent programs of study as well the level of access to advisors.

Standard five is about administration and finance. The school must be a distinctive and autonomous academic unit within the institution. This implies autonomy in the way in which the school hires faculty, develops its academic programs, policies and procedures. The way in which the institution supports the school and program by providing the necessary resources and administrative support is also evaluated. Within this context the faculty, staff and students must be able to participate on an equal footing with other faculty, staff and students in the parent institution's policy making bodies. The executive office must also hold the title and status comparable to other executives' officers in similar entities in the institutions. The executive officer is evaluated based on his/her ability to create an environment that allows the school to achieve its goals and objectives. This includes the way in which the intellectual environment is nurtured to enhance the stated goals and objectives as well as the promotion of an environment where students interact with the faculty and staff in the school. The adequacy of the administrative support staff is also evaluated. The evaluation of administrative policies falls also under this standard.

The availability of physical resources and facilities form the core of Standard six. The evaluation focuses on to what extent the current facilities and physical resources support the mission, goals and objectives of the programme. In other words: Do the facilities allow faculty, staff and students to engage fully in research, teaching and learning? The school's systematic planning as it relates to its physical resources and facilities are reviewed.



### **3.3 Professional associations in most countries, particularly in Africa and other developing regions, have an influence or control over LIS education. This is largely because they are not mandated by legislation to do so and also because they are weak.**

One of the largest and perhaps the most dynamic LIS professional association in Africa is the Library and Information Association of South Africa or LIASA (see Walker, 2007:179 - 197) which hosted the IFLA conference in Africa in 2007 (Kenya Library Association hosted IFLA in 1984). However, LIS professional associations in Africa are weak and have limited influence on the accreditation of LIS programmes and qualifications, assessment and evaluation. The prevailing argument is that the non effectiveness of LIS professional associations is caused by the lack of statutory status that would enable them to accredit and compel LIS education to uniformly comply with specific information service professional requirements (Raju, 2006). As a result, professional associations have no influence at all on LIS education in South Africa, and indeed most of African countries, unless they host LIS education programmes. This lack of statutory influence negatively impacts on the development of qualifications. For instance, the South African Higher Education Qualification Framework (HEQF) allows institutions to offer 4-year (480 credits) professional qualification only if the professional association requires and motivates for this. With LIASA having no statutory status, this cannot be done, hence South African universities may be compelled to register and offer 3-year (360 credits) LIS degrees only. A case in point is Unisa's (University of South Africa) Department of Information Science, which had to conflate the Bachelor of Information Science degree from four to three years in order to align it with the new framework. It is likely that such HEQF allowance will soon spread to all other 4 –year LIS qualifications..

The following is a list of the core areas of competency, developed by the ALA in essence the building blocks of knowledge of library and information professionals in the USA and Canada (<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>).

- Foundations of the profession – including ethics and values, knowledge of the history of libraries and librarianship and current types of libraries;
- Information resources – knowledge of issues and concepts relating to the life cycle of information and the management of information resources;
- Organization of recorded knowledge and information – including knowledge of the principles of information organization and retrieval;
- Technological knowledge and skills – knowledge of various technologies that affects the life cycle of information;

- Reference and user services – knowledge of concepts and techniques of reference and user services and knowledge of information retrieval;
- Research – knowledge of the principles of both quantitative and qualitative research;
- Continuing education and life long learning – importance of life long learning, knowledge of learning theories and achievement measures as well as knowledge of principles of life long learning;
- Administration and management – knowledge of the principles underlying planning and management of libraries and other information centres.

**3.4 The absence of a dedicated body or institution to regulate LIS education does not compromise the quality of such education, particularly if LIS education is provided within a university or another state regulated Higher Education Institution (HEI) environment. However, we believe that a well established LIS education regulating body (e.g. ALA,) that may also include a professional association could supplement quality control mechanisms already offered by HEIs or universities and governments, as other professional organizations of other disciplines (law, accounting, engineering, psychology) already do.**

LIS education and training in South Africa appears to have benefited from the development of strong HEIs. Unfortunately (although some would argue, fortunately), the Library and Information Association of South Africa (LIASA) does not provide guidelines or standards for LIS education and training in the country. Some of the existing guidelines had been introduced from as far back as 1948; the guidelines were revised in 1964 and again in 1979 by SALA and subsequently, by the South African Institute for Library and Information Science (SAILIS) (Ocholla and Bothma, 2007a:151)

Based on experience in, and information gathered from South Africa and other African countries where LIS education is largely hosted within universities (and where there are solid national Higher Education (HE) management systems through relevant ministries or departments and Council on Higher Education) LIS education is likely to be sound even without a professional LIS association as a regulatory body. In any case, it is probably better to have no regulatory body than to have a weak one without statutory status. Some of those without any experience with how a well established professional association improves LIS education, such as many in South Africa and other African countries, think that professional associations would make LIS education better, produce a miracle through accreditation, and create acceptable uniform standards of assessment and evaluation to supplement those provided by the HEIs to which they are affiliated and government regulatory institutions. We do believe, however, that the existence of a strong professional association that can take quality assurance responsibilities from the government and HEIs in some cases could be better, but not without facing up to serious challenges surrounding statutory status, resources, support, influence and management capacity(For instance the

aspect of transferability of students and qualifications would be easier if the LIS associations collaborated as opposed to the competitive stance between universities at the moment) We also feel that LIS education that is not regulated by government (such as private institutions) or located in unaccredited or partially accredited institutions would be in serious need of a solid professional association or government intervention to regulate its activities.

**3.5 Most LIS schools offer core LIS courses. However, variations occur at institutional, regional and national levels in terms of the breadth and depth of the core courses offered. These are dictated by infrastructural and resource capabilities i.e. access and use.**

In the absence of a LIS professional association to regulate and accredit LIS education, as is the case in Africa, we rely heavily on the knowledge of the LIS faculty and teaching staff who design the curriculum at the initial stages, to ensure that an appropriate balance between core and non-core LIS courses is achieved in the curriculum. This decision is normally informed by international standards of LIS education which are supposed to be familiar to most LIS curriculum developers. However, variations occur at regional (for example differences in Anglophone, Arabic, Francophone, and Lusophone regions), national and institutional levels, but also because of the levels (undergraduate, postgraduate) and nature of education (general or vocational). Most LIS education in South Africa takes place at both undergraduate level and postgraduate level, which influences decisions on core and non-core LIS courses. There are also cases elsewhere in Africa (such as Moi University in Kenya) where librarianship, archives and records management, ICT applications, publishing, and multimedia/ media studies courses are offered in a four year degree programme. Such cases also invite another level of core vs. non-core LIS course decisions. What we do know from experience in South Africa and other parts of Africa, is that a balance between foundation courses (general academic), core courses (LIS-based but often ensuring that there is a mixture from the broad spectrum of LIS education) and electives (combination of essential specialised and general education courses), is largely achieved. As we are aware, the courses offered at undergraduate level would normally be broad but not necessarily detailed when compared to those offered at postgraduate level. However, when students register for LIS courses for the first time (e.g. with a first degree in another discipline or as a postgraduate qualification), they should achieve both 'breadth' and 'depth' at the same time.

In the USA and Canada, the variations that occur in terms of the breadth and depth of the core courses offered relate to the nature of the individual programmes, which is mainly based on institutional variations and based on the guidelines provided by the ALA.

**3.6 LIS education, particularly in less resourced countries where the harmonization of such education is preferred to improve cost effectiveness, is far more enriching and offers better job opportunities in the provision of information services. In such cases, education**

**assessment and evaluation may require the involvement of multiple disciplines (e.g. computer science, librarianship, media studies, communication studies, archives and records management) in order to be optimal. Institutional and government or national mechanisms (for assessment and evaluation) become more effective and economical.**

Until quite recently, LIS education in Africa was largely done outside Africa, and the number of LIS schools in most countries had not exceeded one per country, with the exception of South Africa, Nigeria and Kenya (Ocholla and Bothma, 2007b). The most cost effective way LIS education has been offered has been through harmonised LIS education with a combination of two or more information and communication related programmes and qualifications. The most comprehensive and harmonized LIS education programme in Africa, in our view, is in Moi University in Kenya. They combine librarianship with archives and records management, publishing, media studies and book trade, and ICT applications in a harmonised four year degree with very good market-oriented results. A similar trend, albeit on a lesser scale, can be observed in Makerere University in Uganda; the University of Ibadan, Nigeria; the University of Botswana, Botswana; the University of Namibia, Namibia; and the University of Pretoria, South Africa. The common trend is to offer courses in two or more related LIS domains in a single qualification programme with a bias towards a dominant qualification (e.g. librarianship, knowledge management, multimedia, records management, and publishing) that is also economical and cost effective. Unlike the Moi University and University of Pretoria examples where students specialise in one field (e.g. information science, multimedia, library science, IT, and records management) and courses are taught in greater detail, the courses offered in a single and dominant qualification programme (e.g. Library Science) tend to limit the depth of teaching and learning in subsidiary courses that are integrated (such as records management, knowledge management).

The library and information science education landscape in the USA and Canada differs largely from their counterparts on the African continent. The training of librarians has a long standing history and the education focus is on a Masters degree within the field of library and information science. The role of the ALA as a professional body is very strong contrary to the role of professional bodies on the African continent.

#### **4. Conclusion**

This paper has demonstrated that the quality control of LIS education does exist despite unavoidable variations in assessment and evaluation at international, regional and institutional levels. Our initial six arguments appear to require further exploration and interrogation in order to flesh out the issues at hand by comparing and reflecting on global, regional, national and institutional experiences. We do, however, expect three dominant models to emerge from these discussions.

The first model consists of the professional (LIS) associations and government regulating quality assurance (assessment and evaluation) of LIS education. This would largely occur where LIS professional associations are well established, as would be the case in USA and other developed countries.

The second model involves governments and HEIs/ universities playing a dominant role in quality assurance in LIS education without any or significant participation of the LIS professional associations. This model would be common in most of the developing countries where a professional association does not exist or is not well established. South Africa (Raju, 2006) and other African countries fall into this category. In this case, LIS education would rely heavily on government and institutional quality control mechanisms.

The third model is one in which LIS education is largely controlled by a professional association. In this case, governments and institutions of LIS education play an insignificant role. This model would mainly occur in a country where LIS education is provided only by the professional association itself.

There could be other models as well. But all these variations should not dilute quality assurance, i.e. assessment and evaluation, in LIS education. Instead, variations should be recognized as a requirement for robust quality assurance in LIS education due to differences in the processes that have evolved to meet regional and national circumstances. At the same time, the assessment of LIS education in every country must draw upon international practice to ensure that students are being properly prepared to join a global profession.

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