

Information Ethics & Governance

Applies ethical principles to information handling, ensuring integrity, privacy, and fair use while addressing moral dilemmas in digital environments.

Examples:

- Information governance and legal matters (POFMA, PDPA, etc.).
- Digital Divide: addressing inequalities in access to technology and information.
- Intellectual Property in the Digital Age (Copyright, Trademarks, Patents, Creative Commons).

Behavioural Indicators:

Beginner	Competent	Proficient	Expert	Master
1. Able to locate and apply basic ethical and data-handling principles when working with personal or sensitive information. 2. Identifies sensitive information types and exercises judgment to verify appropriate use or sharing. 3. Applies foundational information-management skills to maintain accuracy, attribution, and ethical use of content.	1. Applies analytical ability to interpret and implement data-protection principles, balancing access and necessity. 2. Capable of evaluating information integrity and applying intellectual-property standards confidently. 3. Shows initiative and ethical awareness by recognising and addressing privacy or ethics concerns appropriately.	1. Applies critical thinking to anticipate and mitigate ethical and data-governance risks. 2. Able to design and refine governance processes that embed ethical and compliance principles. 3. Builds capability in others by modelling and promoting ethical information practices.	1. Leads organisational capability in ethical data use and governance through strategic influence and collaboration. 2. Develops others' expertise in applying advanced ethical reasoning to complex decisions and projects. 3. Demonstrates advanced analytical ability to evaluate and respond to emerging ethical and technological risks.	1. Synthesises ethical, legal, and social perspectives to define strategic direction for responsible data use, pioneering new frameworks that influence national or international standards. 2. Shapes institutional capability by integrating ethics and governance into strategic policy and resource planning, driving innovation and contributing to cross-sector or global best practices. 3. Cultivates organisational maturity in ethical leadership and inclusive technology practices, advocating thought leadership and collaboration recognised by industry

				peers nationally or internationally.
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Information impact on socioeconomic and environmental settings

*SSG CCS Interacting with Others and Building Inclusivity

Able to discuss how information impacts society, economies, and the environment.

Examples:

- Consider multiple perspectives and expectations of diverse communities when making decisions or creating content.
- Diversity includes but not limited to cultures, education, socioeconomic status, demographics, and etc.

Behavioural Indicators:

Beginner	Competent	Proficient	Expert	Master
1. Able to identify key user groups served and seek guidance on what “inclusive” looks like for each group. 2. Able to check and adjust tone, language level, and format when preparing content or services. 3. Able to recognise common barriers (e.g., language, digital skills, accessibility needs) and reflect on how decisions might unintentionally exclude someone, seeking help when unsure.	1. Able to consider how my information decisions may affect different communities (e.g., culture, language, education, accessibility). 2. Able to adapt content or service delivery when it is necessary and appropriate to reduce barriers. 3. Able to consider access constraints (e.g., devices, connectivity, cost, digital skills) and follow established accessibility guidelines, using available checks.	1. Able to consider how changes in technology or processes may affect people (e.g. costs, job skills, community access) and track how well different groups can use and benefit from our services. 2. Able to influence others to adopt sustainable and inclusive practices (e.g., guides, templates, reviews), improving outcomes beyond own work. 3. Able to evaluate how information or technology changes affect equity, sustainability, and long-term community outcomes.	1. Able to lead cross-team efforts to identify and remove systemic barriers, ensuring inclusive and sustainable practices are embedded across services and processes. 2. Applies analytical ability to use evidence and user insights to anticipate how changes may affect different communities, guiding teams to design equitable solutions. 3. Able to mentor others to apply inclusive design principles and influence organisational standards, improving outcomes beyond my own area of work.	1. Demonstrates strategic ability to shape organisational strategy that embeds inclusive and sustainable practices across systems, pioneering cross-sector approaches that influence national or international policy and resource decisions. 2. Able to anticipate emerging socioeconomic and environmental trends and guide cross-sector collaboration to ensure services remain accessible, equitable, and future-ready, contributing to recognized national or global standards of practice.

Commitment to Professional Excellence****SSG CCS Staying Relevant**

Consistently pursues high standards, engages in continuous learning, applies best practices, and contributes to the advancement of the profession.

Examples:

- Self-management
- Learning Agility

Behavioural Indicators:

Beginner	Competent	Proficient	Expert	Master
1. Able to identify the core skills and knowledge I need for my role, support from my supervisor or a learning plan, and seek guidance when unsure. 2. Able to follow instructions and checklists to deliver quality work, seek feedback, and make changes without defensiveness. 3. Able to describe recent learning activities and explain how they improve task performance.	1. Able to set clear learning goals for the year and show steady progress while applying current best practices and standards correctly. 2. Able to seek feedback and translate it into actions that improve output, managing workload reliably while maintaining quality. 3. Able to review tasks and decisions to help improve work quality or efficiency.	1. Able to plan and manage own learning strategically, aligning development goals with organisational priorities. 2. Able to use standards and evidence in complex or unfamiliar situations, adapting processes or outputs to improve quality and efficiency. 3. Able to continuously improve by analysing data and proposing solutions.	1. Able to lead initiatives that apply standards and evidence to cross-functional work, guiding others to achieve consistent quality and innovation. 2. Able to use data and research to analyse performance and feedback trends to identify systemic issues and shape improvements. 3. Able to promote a culture of continuous learning and professional excellence by mentoring colleagues.	1. Demonstrates strategic ability to set direction for learning and capability development across the organisation, pioneering approaches that influence professional standards nationally or internationally. 2. Anticipates future skill and knowledge needs and guides cross-sector collaboration to build sustainable professional standards, shaping the future of learning and workforce capability. 3. Influences national or sector-wide approaches to continuous learning and ethical practice, advancing innovative frameworks recognised by industry

				peers and professional bodies.
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Information Organisation and Management

Systematically develop, organise, and maintain information collections, ensuring quality, effective access, preservation, and relevance to user needs.

Examples:

Information Organisation

- Repository design and management
- Cataloguing & Classification
- Ontologies
- Records and Archives Management
- File planning
- Information architecture
- Metadata & Indexing

Collection Management

- Collection strategy
- Collection evaluation
- Selection & acquisition of resources
- Preservation & Conservation
- Budget forecast and management

Behavioural Indicators:

Beginner	Competent	Proficient	Expert	Master
1. Able to store common file types correctly and seek guidance when unsure, following basic naming conventions and folder structures when guided. 2. Able to apply metadata or tags at a basic level, flag missing or incorrect information (e.g., wrong title, duplicates), and seek guidance on corrections. 3. Able to follow basic rules for saving, sharing, and versioning documents (e.g.,	1. Able to organise repositories and folders using agreed structures so users can find and retrieve information easily, applying consistent naming conventions, metadata, and classification rules independently. 2. Able to perform quality checks (e.g., accuracy, completeness, duplicates, currency) and correct issues following established retention, preservation, and disposal practices independently.	1. Able to design and refine information architecture and taxonomy for complex or cross-team repositories, ensuring that structures, metadata, and classification systems optimise discoverability. 2. Able to diagnose systemic quality issues, propose and implement sustainable workflows, validation, or automation. 3. Able to lead retention and preservation planning for different information resources and coach others	1. Able to lead initiatives to design and govern complex information ecosystems, ensuring architecture, metadata, and classification standards support organisational strategy and compliance. 2. Able to use data, audits, and analytics to identify information management issues and implement sustainable solutions that improve quality, accessibility, and long-term value.	1. Demonstrates strategic ability to set direction for information governance, pioneering frameworks that align architecture, metadata, and preservation standards with long-term policy, compliance, and global best practice. 2. Anticipates future information needs and leads cross-sector collaboration to design sustainable systems that advance accessibility and accountability, shaping the future of information stewardship.

don't overwrite without checking).	3. Able to troubleshoot access problems (e.g., wrong location, naming, missing metadata) and resolve them independently to maintain reliable information access.	to apply consistent standards.	3. Able to mentor colleagues and influence organisational practices by developing standards, frameworks, and training, etc.	3. Influences national or sector-wide approaches to information stewardship, establishing innovative standards and partnerships recognised by professional and industry communities internationally.
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Information Service Design, Delivery and Assessment

The development, provision, and measurement of information services that meet user needs through reference services, research support, collection access, and knowledge discovery tools, ensuring continuous improvement through user feedback and usage analytics.

Examples:

Service Design Thinking and User Experience

- Information Needs Assessment and feedback
- User-centric design
- Systems Interface improvements, e.g. digital library, search profiles

Service Promotion and Delivery

- Reference and research consultations, and Reader Advisory
- Library Operations and Facilities & Spaces Management
- Outreach, Programming and community engagement
- Communication Channels, e.g. websites, social media

Assessment and review of Service Design and Delivery

- Service quality metrics and evaluation
- Continuous service improvement

Behavioural Indicators:

Beginner	Competent	Proficient	Expert	Master
1. Able to understand the purpose of the service and the basic steps to deliver it. 2. Able to use existing scripts/templates (e.g., FAQs, responses, checklists) to support users. 3. Able to recognize when to escalate requests appropriately when unsure. 4. Able to learn from repeated questions/issues and seek coaching to improve performance.	1. Able to gather user needs, describe service journeys, and identify common pain points and accessibility considerations before making changes. 2. Able to deliver services reliably, communicate clearly with users, and use success measures to improve routine service delivery. 3. Able to review issues and follow through on remedial actions to maintain service quality and user trust.	1. Able to lead service design using established methods, translating insights into improvements and models that balance user experience, feasibility, and governance. 2. Able to develop evaluation approaches, manage service risks, and drive continuous improvement with minimal guidance. 3. Able to enhance service delivery and process improvements that strengthen consistency and reliability.	1. Able to lead cross-team service design and improvement using user insights, data and evidence to align models, standards, and evaluation for consistent quality, and user experience. 2. Able to build staff capability in service design, assessment, and performance improvement. 3. Able to embed service design and evaluative practices across teams for continuous improvements.	1. Demonstrates strategic ability to set direction for information services, pioneering design, delivery, and assessment approaches that align with organisational goals and user needs, and influence sector-wide standards. 2. Shapes policy, resourcing, and governance decisions that enable sustainable, responsive, and high-quality services, advancing innovative practices recognised across the profession. 3. Anticipates emerging user, service, and sector trends to guide innovation and

				strengthen organisational impact, contributing to national or international leadership in service excellence.
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Digital Technologies

*SSG CCS Staying Relevant and Digital Fluency

Applies digital tools and research methodologies to enhance:

- user experiences and accessibility
- digital literacy
- data management, knowledge creation & scholarly communication

Examples:

- Digital technology development and its impact on information services
- Library Services Platforms, Service Delivery Systems,
- Social Media and Collaborative tools
- Digital information management systems such as Collection management, repository, enterprise content management, cultural heritage management (GLAM).

Behavioural Indicators:

Beginner	Competent	Proficient	Expert	Master
1. Able to use common digital tools to complete routine work and follow guidance when applying new tools. 2. Able to seek help appropriately when unsure about a tool, platform, or system to ensure reliable use. 3. Understands that effective digital practice supports access, quality, and responsible information handling.	1. Able to select and use appropriate digital tools to deliver services efficiently and reliably, keeping skills current for day-to-day work. 2. Able to apply basic data such as usage statistics, search logs, or feedback to identify issues and suggest improvements. 3. Able to document standard changes and provides clear guidance to users or colleagues to support consistent digital practice.	1. Able to evaluate and recommend technologies for complex needs, designing secure and user-centred solutions. 2. Able to use analysis and evidence to drive reliable digital improvements, leading significant changes and validating outcomes after implementation. 3. Able to coach others on digital tools and develop reusable guidance that builds team fluency and consistency.	1. Able to lead cross-team initiatives to evaluate and implement digital technologies that enhance user experience, and operational effectiveness. 2. Able to use evidence to identify systemic issues and guide sustainable improvements across teams. 3. Able to establish standards and mentor others in secure, effective, and responsible digital practice, including emerging technologies such as AI.	1. Demonstrates strategic ability to set direction for digital adoption and governance, pioneering technology frameworks that align with organisational goals, user needs, and long-term capability development recognised across the profession. 2. Anticipates emerging technologies and their implications, shaping investment, policy, and partnership decisions that influence national or international approaches to responsible innovation.

				3. Influences organisational and sector-wide digital transformation, advancing sustainable innovation and standards acknowledged by industry peers and global professional communities.
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Information Literacy and Learning

Empower users to effectively locate, evaluate, and use information, fostering critical thinking skills and teaching research skills in diverse contexts and an AI-enabled environment.

Examples:

- Apply education and training frameworks to instructional design and delivery
- Foster Reading and Lifelong Learning
- Promote Digital, Media, and AI fluency

Behavioural Indicators:

Beginner	Competent	Proficient	Expert	Master
1. Able to explain search concepts to users and demonstrate how to find relevant information using tools. 2. Able to identify suitable sources or tools for instruction and seeks guidance before using uncertain material. 3. Able to support learning activities by following lesson plans or scripts, and checks	1. Able to teach users how to form research questions and translate them into effective searches using standard tools and methods. 2. Able to guide users in evaluating sources with recognised criteria, addressing common issues such as AI-generated content and ethical use of information.	1. Able to design learning interventions for complex or diverse audiences, tailoring instructional approaches and materials with minimal guidance. 2. Able to teach higher-order evaluation skills and responds confidently to nuanced questions, using evidence to assess outcomes and improve design.	1. Able to lead cross-team initiatives that strengthen information literacy and embed evidence-based learning practices across programmes. 2. Able to design and evaluate complex learning strategies that integrate critical thinking, ethical use of information, and digital fluency for diverse audiences.	1. Demonstrates strategic ability to shape organisational strategy that embeds information literacy and lifelong learning within capability development and service design, pioneering frameworks that influence national or international standards of practice. 2. Influences policy and resource decisions to expand equitable access to information and learning

attribution expectations with a supervisor when unsure.	3. Able to deliver clear, accessible learning sessions using standard materials, collects feedback, and reflects on improvements for future teaching.	3. Able to create reusable curricula and resources that scale across teams or communities, and coaches others to strengthen delivery.	3. Able to mentor colleagues to apply advanced instructional and evaluation methods that build organisational capability and continuous learning culture.	opportunities, advancing innovative approaches recognised across professional and academic communities. 3. Champions cross-sector collaboration and research that anticipates emerging trends and strengthens adaptive learning, contributing to global thought leadership in information and education.
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