



**QUEENSLAND UNIVERSITY OF TECHNOLOGY**  
**SCIENCE AND ENGINEERING FACULTY**

**INN634 Professional Practice**

**Fieldwork Placement**

**Fieldwork Placement Journal**

<b>Student name:</b>	Madelin O'Sullivan
<b>Student number:</b>	N7302924
<b>Address:</b>	8 Asteroid Place, Bridgeman Downs QLD 4035
<b>Email:</b>	madelin.osullivan@student.qut.edu.au
<b>Phone:</b>	-
<b>Mobile:</b>	0433 308 458

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# 1. Introduction

Congratulations! You have arranged your first fieldwork placement and now you are ready to embark on the experience. In this unit you are required to complete between 100 hours of fieldwork placement. It is entirely up to you how you structure this time. For example you could decide to complete all 100 hours in a specific library context or you may divide the time up into 3 day parts and spend each part in a different type of library context. The choice is yours. Whatever you decide you will need to complete a **Fieldwork Journal** for each context you go to.

This Fieldwork Journal consists of:

- in **Section 2** you should record the details of your placement.
- the review of the host organisation in **Section 3** will prompt you to think about the organisation you are working in and to consider the issues involved in the planning, management and information practices of the organisation, and to consider its strengths and weaknesses to face the future;
- your journal in **Section 4** enables you to keep a record of your activities during the fieldwork, and importantly prompts you to reflect on the new experiences you are having;
- your reflections in **Section 5** will help you to think about your own personal and professional growth and to possibly formulate plans about your future career; and highlight the importance of both discipline knowledge and generic capabilities in the workplace;
- please complete your own evaluation of the fieldwork placement in **Section 6**, as your feedback is valuable to help us respond to any concerns and to help us continue to improve the arrangements with our industry partners;
- your industry supervisor's report in **Section 7** should provide you with feedback about your performance in the workplace – this can also be discussed during the exit interview;
- we would also appreciate feedback from your supervisor about their involvement in the fieldwork program in **Section 8**.

## **QUT contact information:**

Prof Helen Partridge  
Professional Practice Coordinator  
Science and Engineering Faculty  
QUT  
126 Margaret St, Level 9, Room 918

Tel: (07) 3138 9048

Email: [h.partridge@qut.edu.au](mailto:h.partridge@qut.edu.au)

## 2. Details of Fieldwork Placement

**Fieldwork organisation:** QUT  
**Address:** Gardens Point Library, V Block, 2 George Street Brisbane QLD 4001

**Manager/Team leader:** Nicole Clark

**Industry supervisor**  
(if different from manager)  
**Email:** n10.clark@qut.edu.au

**Phone:** 3138 1041

**Fax:** 3138 5191

**Dates of work practice** First day ..... / .... / .....

Last day ..... / .... / .....

Total days .....

Part-time arrangements –

- . worked casually 4-9 hours a week for 9 weeks
- . worked 14 hours a week 4 weeks
- . 7.5 hours for 1 week

This was all during Semester 2, 2012 week 1 – week 13 plus mid-semester break.

**Total Hours – 119.5 hours**

### 3. Review of the host organisation

#### 3.1 Its mission and objectives

Provide details about the mission of the organization you have been working in. How is it expressed? Where and how is it promoted/published? How does it fit into the planning/reporting mechanisms of the organisation? What is the relationship to the parent organization, if it is a subordinate body?

The mission of the QUT Library is to provide quality customer service by giving their clients resources, assistance and knowledge. This is promoted by all staff and is reflected in their PPRS and staff development. Many workshops are offered to staff to assist them with increasing their knowledge of the library processes and Though not promoted expressly on their website all the services provided on their homepage promote this – ask a librarian, study spaces, course materials etc. Its parent organisation is QUT so it provides alot of research support and support to students & staff regarding information delivery.

#### 3.2 The client profile and the service requirements of the clients?

Think about the range of clients who use the information centre – in person on through remote access. Do different groups have their own specific individual needs? How well do you think their needs are being met?

QUT Library has a range of clients from internal and external students both young and mature ages who need to be accommodated. They also have staff members as clients. Each group have their own needs such as how technology literate they are. This need is met by the library having both L&R Desk staff to answer queries in person and an online chat service for the more remote/technologically savvy clients. There are also different sections in the library to meet different needs. For example level 5 is for group work so furniture and space reflects this need with couches and tables. Level 6 on the other hand is for individual study so there are cubicles and it is a quiet level, no loud noises aloud. This meets the needs of various students as not all study the same. Overall I think QUT is meeting their client's needs well.

#### 3.3 Are there any legislative or external policy requirements that must be applied?

e.g. privacy, copyright, FOI, purchasing, budgeting, contracts, design

As QUT library is part of QUT, a large organisation, and provides copies of documents to their clients many legislative and external policies are required. They must follow copy right laws, budgets given by QUT & the government. Also, purchasing, privacy and contractual policies are also applied as QUT Library holds sensitive information and are a large organisation that needs to outsource for various things such as cleaning.

#### 3.4 What information standards are used in this information centre?

Explain how and where they are applied. Examples may include standards for document delivery, MARC, AS4390, XML, AACR2, ISO11620, Z39.50. Has the organisation developed any of its own in-house standards?

QUT Library uses MARC record standards within their catalogue. This allows them the versatility to communicate with various other universities and their records and to also fit into their lending systems which can use MARC records.

### 3.5 Promotion and marketing

Provide details on the techniques and programs used to market the service: how are users informed about services? Do you think these methods are effective - how good is the marketing and promotion? Do you think it could be improved? How?

The main source of promotion is their website which promotes all the services the library provides. They also have a blog and use twitter to promote their services. Posters inside the library also allow clients to see what the library offers. Also, at the start of the semester in first year courses relevant liaison librarians speak in lectures to promote the library and its services. This covers a large range of areas but is limited to their existing students & staff. Perhaps some external advertising could be done to draw in reciprocal or new memberships from the local community.

### 3.6 Information literacy initiatives

Discuss the initiatives taken by the organisation to support the development of the clients' information literacy skills. Are there special needs in this specific community? How well do you think this organisation is addressing this issue? How do the staff respond to this emerging role for information professionals? Do you have any ideas to help this organisation develop new strategies?

QUT library provides many classes at the beginnings of each semester to help students with their information literacy such as how to research, how to find an article etc. Their L&R staff assist in teaching these classes and also try to teach clients who ask at the desk instead of just showing them. These meet the needs of clients who find it difficult to study or who are coming back to study and aren't familiar with the current technology. QUT is meeting these needs admirably but could improve them by offering more workshops throughout the semester. Staff are embracing their role as information professionals by continually attending staff development events.

### 3.7 Human resources

Discuss the staffing structure in your host organisation? Can you consider the different educational qualifications the staff may hold? Do you feel they regard themselves as 'information professionals'? How important is the concept of professional development in this organisation? Do you feel that management supports and encourages the professional growth of their staff? What do the staff do about their own professional development?

Within the Gardens Point Library there are three main sections I have identified – collection access who deal with maintaining the physical collection physically and in document delivery. These staff do not hold formal qualifications relating to information studies. However they have many, many years experience making them very good in their roles. The L & R team who consist of library advisors and the liaison librarians. They deal with clients directly, be them student, staff or academics and. The liaison librarians have formal qualifications in LIS but the library advisors do not necessarily have any relating to LIS but most are either studying it or something else allowing them to appreciate the student experience. The management team includes the Library Services Manager & The Branch Library Manager & the Collection Access Supervisor. I am not sure what their qualifications are, I assume some formal qualifications in LIS and perhaps something else.

Professional development is very important at QUT. Staff regularly undergo PPR reviews and are encouraged to attend workshops hosted by outside organisations and by QUT. They are also encouraged to do secondments and offer many opportunities to their staff to improve their skills. It is up to the staff to accept these offers and attend workshops. Staff seem to be constantly improving themselves and learning more.

### 3.8 Performance measures

How is the performance of the information centre measured? Are certain evaluation measures used for services, products, programs or staff, eg statistics, key performance indicators (KPIs), benchmarking? What happens to the data that is collected? Does it feed into the budgeting or planning processes?

Is there any way to determine the value of this service to the parent organisation? What contribution do you think it makes to the productivity or profitability of the parent organisation?

Staff performance is measured using PPRs which go into planning processes for the staffs workload and training. Information services such as online chat and desk enquiries are recorded using statistics and are fed to higher levels and can be used to decide how many staff are required, if the service is working and in what sections is it working. Thus it lets QUT know if their information processes are worthwhile and valuable to their clients. The information processes do contribute to QUT as a whole as it gives their students & staff a place to get information in an easy and reliable manner.

### 3.9 Professional networking and cooperation

Were you aware of strategies in place that support collaborative activities or resource sharing? How do the staff interact with professional colleagues, either within the larger organisation or with those in other organisations?

Document delivery is supported and documents are shared within many universities not just within Australia but other countries such as Canada & New Zealand. Books in the BONUS group also allow students to borrow books from other universities promoting resource sharing.

Staff interact professionally with all their colleagues within and outside of QUT. Again this promotes resource sharing and collaborative activities.

### 3.10 System or service innovation

Are you able to provide details about a particular process, procedure or software application, or a particular service that is distinctive or innovative? Explain why it is innovative. What benefits can be identified as a result of the innovative practices?

QUT Library has Peer Advisors which are current QUT students at the L&R Desk providing a point of contact for student to ask their questions. It is innovative as it is taking the students needs to another level allowing them to feel as comfortable as possible within the library so they can ask about their information needs. Benefits of this service mean that clients who may not have approached a librarian will feel more at ease to approach a fellow student. This results in meeting more clients information needs.

### 3.11 The future

Use this page to provide a summary of the issues that you think will confront the organisation within the next 2-3 years. Some of these issues may include staffing levels, the need for skills and training, system replacement, customer change, legislation, funding... How is the service facing these issues? Can you identify specific strengths and weaknesses, opportunities or threats that may have a significant impact? How are they going about planning for the future? Do you think they are responding appropriately to the challenges placed before them? Do you feel they are proactive or reactive? Is there anything that you feel could be approached

in a different way?

Some problems that may affect QUT Library in the coming 2-3 years include –

. Budget cuts from the government. This could result in staffing cuts or resource cuts. It could also result in cutting back on services provided by the library. All of this means that the library may not be able to meet as many of their client's needs as they currently can. This issue is being faced by management continually reviewing and keeping tabs on their budgets and applying for as much money as they can. This allows them to maintain their current staff and maintain their collection so that it remains relevant. They are facing this issue as practically as possible by being proactive.

. Digitising the collection. This may pose a problem for librarians as there are issues with cataloguing, purchasing and copyright issues. Also some clients are not 100% comfortable with online resources and will need to be taught how to correctly use them. QUT Library is addressing this issue by slowly digitising certain resources and still maintaining their physical collection. They are also providing classes on how to find digital resources however a more specific class for e-books would be useful. The library is being pro-active about this issue, keep abreast with current news and processes relating to digitising.

. Changing technologies. This will affect both staff and students as they will need to remain current in the world of technology or attend/teach workshops relating to it. For staff in particular it is an issue as their machines and processes are changing all the time and they have to learn new skills and operating systems repeatedly. This could be challenging for staff who aren't comfortable with technology. This issue is being faced by providing their staff with IT support to help them with technology changes. Also the library offers workshops to help students learn how to use online resources. However more classes could be offered to both staff and students with using new technologies and programs not necessarily related to searching for resources. This issue is not being faced as well as others as the library is more reactive about it.

. Student numbers dropping. This could be seen as more and more universities appear and the option for external study is given. It could result in less money being given to QUT, less staff needed and fewer resources needed. It would require staff to re-evaluate their processes in order to meet the user needs of a smaller community. This issue is being faced by QUT by increasing their advertisement outside of the university community. This is proactive and in response to statistics. They could be more proactive and encourage further studies from their current students & staff. The library is not doing anything to face this issue, besides providing quality customer service to maintain the current student base.

. Changing user needs. This is a problem that is ongoing and cannot be stopped. QUT library must stay abreast with their users and their changing needs in order for users to keep using the library and its resources. IF the Library does not keep up to date they could lose their clients. The library is facing this issue by constantly monitoring user feedback and trying to incorporate it into their processes and services. They have a feedback link on their website to monitor this. They also complete user surveys annually to see how users feel about the library and its services. This is proactive of the library and they are meeting this issue well.

The library plans for the future regarding their students before the new year commences. Various committees meet to discuss services, feedback and budgets in order to meet the above issues and maintain their information services. One of their strengths is providing great services to their clients and proactively identifying their users changing information needs. Conversely, one of their weaknesses is not providing enough services relating to emerging technologies and training related to it. Overall QUT Library has a few issues they must face in the next few years, however they are facing all these problems in some way whether it is proactively or reactively.



## 4. Your experience

### 4.1 Names and positions of staff with whom you have contact

Helen Hobbs – Branch Library Manager  
Nicole Clark – Library Services Manager  
Cameron MacLeod – Collection Access Supervisor  
Various Library Advisors including Teresa Butland, Maureen O'Grady & Amanda Perrins  
Various Liaison Librarians including Kelly Johnston, Ann-Maree Graham, Graham Dawson, Sharon Stapleton, Chris Hart & Brendan Sinnamon  
Various Collection Access Assistants including Christine Mason, Lis Skov, David Knight, Sharon Stammer, Mitch Messenger

### 4.2 Your objectives for this placement

What do you hope to gain from this placement – both in terms of professional knowledge and skills and personal development opportunities?

I hope to gain some knowledge in library processes such as collection building, how libraries work, actual systems used by the library such as returns, virtual reference. I also hope to gain skills in these processes and in how to deal with library users. Regarding personal development I aim to extend my professional network and gain some valuable contact in the LIS profession.

### 4.3 List the main activities you have worked on during the placement.

L&R Desk – Answering queries from clients, utilising information retrieval skills to aid clients, returning items, providing advice regarding overdue, intercampus loans & BONUS.  
Virtual Reference – Speaking to clients via online chat to answer their queries. Improving my knowledge of referencing in various styles. Developing my professional & engaging tone when chatting with clients.  
Library Advisor - As a library advisor I was able to help deselect & weed certain sections of the collection, learn and action ordering various resources including learning about GOBI & James Bennet. I also learnt how to edit and update library subject guides and became more familiar with QUT Sharepoint site where the SEF team collaborate and advertise their tasks.  
Collection Access – Gained skills in document delivery, course material database, dewey decimal system and in returns. Learnt how to use Millennium Client system through which loans and returns are processed in. Other activities include shelving, tidying collection and answering client queries when approached.

### 4.4 Were there activities you saw being performed during the period that you have not been introduced to previously at QUT? If so please describe them and your reactions, etc.

When I first learnt about document delivery I had not been introduced to it yet in my studies. It was an interesting concept and I could see how the process could benefit many, not just the client. I also understood that when sending the document, even though you have no direct contact with the client, your work still impacts the client. If you do not send the correct copy, or scan it correctly it effects the client and the library's image. Therefore, even though I was not interacting with the client directly I was still providing a service to a client and my work needed to be professional.

### 4.5 Have any incidents or responsibilities helped you to understand what it means to be an information professional?

All my responsibilities helped me to understand what it is to be an information professional. All my jobs involved providing information to clients either directly or indirectly. For example when working on the desk or in virtual I provide clients with information directly, as with editing subject guides. However other jobs such as advising libraries which books we should order or actually placing orders is providing information/resources to clients indirectly. This has shown me that information can be given and processed in many ways.

#### **4.6\_ Were there areas where you were expected to perform, but in which you encountered difficulties?**

When I was asked to help deselect certain parts of the collection I found it difficult in some respects. As I had been given little guidelines on what to discard – old and ratty books – I found it difficult to develop a consistent evaluation method for deciding whether or not I could weed a particular book. I was given advice from various colleagues but it was all variant and confused me. I completed the weeding to the best of my ability however if I were to do it again I would initially create a list a pre-requisites determining when a book could be discarded/re-ordered. This way when competing the task I would have strict guidelines and justifications for weeding the books.

## 6. Student's evaluation of fieldwork

This evaluation should be completed at the conclusion of your placement.

Student: Madelin O'Sullivan

Name of Organisation: QUT Library

Dates of Fieldwork: from: 23/07/2012 to: 26/10/2012

Please complete each of the statements set out below by checking one of the boxes. Add any comments or explanation beneath if necessary.

1. The knowledge and skills learned during fieldwork with the agency was:

Outstanding	Moderate	Average	Adequate	Inadequate
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....  
.....

2. In relation to my own goals/accomplishments the fieldwork was:

Highly relevant	Moderately relevant	Average	Moderately irrelevant	Totally irrelevant
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....  
.....

3. Work supervision (i.e. support & feedback) provided in this organisation was:

Extremely helpful	Quite helpful	Moderately helpful	Not very helpful	Unsatisfactory
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....  
.....

4. The level of job satisfaction of the fieldwork experiences provided was:

Excellent	Very satisfactory	Satisfactory	Somewhat unsatisfactory	Totally unsatisfactory
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The period I spent on the fieldwork placement was:

Too long	About Right	Too short
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I was employed by QUT at the time so  
length was not an issue

6. The features of my fieldwork that I considered **most** valuable were:

The people I have met & my skills  
on the Desk & Virtual reference.

7. The features of my fieldwork that I considered **least** valuable were:

Shelving books - it was good exercise  
but did not add to my LIS knowledge  
However it is an important job so clients  
can find the correct books & aided in my Devy  
Personal knowledge.

8. Fieldwork might be improved for me (e.g. academic/career relevance, potential for professional growth, degree of challenge etc.) by:

Me undertaking more professional  
development workshops offered.

9. Knowledge, skills or attitudes that I believe have improved by fieldwork:

Lots of knowledge & skills gained in the US field. My perception & attitude toward an academic library has also become more positive.

10. Knowledge, skills or attitudes that I would like to develop further:  
(in particular, any comments arising from exit interview with supervisor)

I would like to develop my skills as a library advisor & of more library processes.

11. I consider that work practice ~~should~~ **should not** continue to be a component of ITN280 Professional Practice.

### Self evaluation

1. The quality of my work has been:

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The quantity of my work has been:

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Therefore, overall I would evaluate my work performance at this time:

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student signature: 

Date: 14/12/12