'"It's a personal thing": An Interpretative Phenomenological Analysis of law librarians' evaluation of revalidating in the LIANZA professional registration scheme'

by

Ruth Kathryne Cook

Submitted to the School of Information Management,
Victoria University of Wellington
in partial fulfilment of the requirements for the degree of
Master of Information Studies

June 2017

Abstract

Research problem

This qualitative study explores how law librarians in New Zealand evaluate revalidation in the LIANZA professional registration scheme. The LIANZA scheme has been running since 2007 and previous studies have highlighted areas of difficulty for registrants. This study focuses on the practitioner perspective to explore the factors which registrants consider when evaluating the scheme, and how they assess these factors when making their evaluations.

Methodology

This research uses Interpretative Phenomenological Analysis (IPA). Five participants were selected and data was collected using semi-structured interviews. Inductive theorizing from the data was conducted using the methods of IPA, which involve systematic qualitative analysis of individual cases before moving on to an analysis of the whole group.

Results

The findings revealed that participants had several factors they accounted for when evaluating the scheme, these included practical, environmental and affective aspects of participation. The key findings were the tension participants experienced around recording the process of participation, and the difficulties they experienced with the reflective writing component of revalidation.

Implications

This study highlights the need for training in reflective practice and reflective writing for registrants as well as the need to explore other forms of reflection for assessment purposes. Attempts to simplify the recording process for registrants would also reduce the difficulties they experience. Further research with other groups within the information profession would allow for comparison of the results to determine if these issues are shared.

Keywords

Professional registration, continuous professional development, law librarians, Library and Information Association of New Zealand Aotearoa, Interpretative Phenomenological Analysis

Acknowledgements

Table of Contents

1. Problem Statement

1.1 Background to the Study

Professional registration schemes offer information professionals the opportunity to gain acknowledgement from their library association for previous and ongoing investment in professional skills and knowledge. Successful participation in these schemes involves members completing a specified number of continuous professional development (CPD) activities within a given timeframe. Schemes offered by national library associations are intended to serve the needs of information professionals working in all sectors and as such are created around sets of generalised competencies (Hallam et al., 2010, p. 358; Varlejs, 2009, p. 124). In New Zealand, the Library and Information Association of New Zealand Aotearoa (LIANZA) offers a professional registration scheme (the scheme) which was launched in 2007 (Upton, 2008, p. 1). It contains 11 Bodies of Knowledge (BoKs), grouped into six clusters which registrants work through during the course of their registration and revalidation (Library and Information Association of New Zealand Aotearoa, n.d.-b). The scheme is a voluntary one and professional association members who qualify are not required to participate.

1.2 Rationale for the study

Neilson's (2009, p. 5) research indicated the scheme could have deficiencies in the rewards it offered participants. A survey conducted by Chawner (2014, p. 13) isolated three areas of concern about the scheme: its complexity, lack of flexibility and its failure to deliver the benefits it promised. Elaine Sides (2016, p. 18) as the outgoing chair of the LIANZA Registration Board noted that the number of registrants in the scheme has decreased between 2007 and 2016. The conversations the researcher has had with law librarian colleagues have highlighted the fact that special librarians working in libraries such as law libraries do not always see the scheme as offering them any value. This echoed the findings of studies undertaken in Australia which revealed the difficulties another special librarian group (in this case health information professionals) were experiencing in trying to structure relevant CPD against the generic CPD competencies upon which the Australian Library and Information Association (ALIA) Professional Development Scheme is based (Hallam et al., 2010; Hampe & Lewis, 2013a; Ritchie, 2008).

The discovery of the literature on health information professionals in Australia and the ALIA scheme added to the interest the researcher's informal conversations with colleagues had generated and prompted the idea for this study. From readings of the research by Hallam et al. (2010), Hampe and Lewis (2013a) and Ritchie (2008), the questions that arose were: are the concerns the researcher heard expressed by colleagues the same as those that have

been indicated by members of the wider profession in Chawner's (2014) survey? Or; are they an indication that an extra dimension exists for special librarians and, much like the health librarians discussed in the research from Australia, generic scheme competencies do not meet the CPD needs of special librarians? What makes the scheme so complex? Furthermore, have things changed since Neilson's (2009, p. 5) findings? Neilson's research was carried out only after the initial transitional period of the scheme ended. No participants had completed a revalidation cycle at that point - how do participants evaluate the benefits of the scheme after completing revalidation? CPD is the axis of the scheme thus CPD engagement through the scheme was examined to give some clues to the answers.

1.3 Definition of Terms

The LIANZA professional registration scheme is defined as "a framework of professional standards of competency in the body of knowledge and ethics required for professional library and information work. These standards must be demonstrated by any applicant wishing to be registered" (Lilley & Paringatai, 2014, p. 141).

Continuous professional development activities include, but are not limited to, "training courses (both in-house and externally provided), further education, conferences, seminars, workshops, professional association meetings, electronic mailing lists, [and] networking" (Cossham & Fields, 2007, p. 574).

Law librarians are information professionals who "operate across many sectors e.g. public, corporate, tertiary education, business, law societies, government and the Courts. Like most special librarians,…[they] generally obtain some specialised subject knowledge in areas of the law and sources of legal information in addition to their professional skills in librarianship and information management" (Library and Information Association of New Zealand Aotearoa, 2016, p. 6).

2. Literature review

Because of the limited number of studies of the scheme itself the scope of literature reviewed includes material discussing general aspects of CPD, law librarians and CPD and professional associations before looking at literature that includes the scheme as part of wider discussion. It also canvasses works on Interpretative Phenomenological Analysis (IPA), the specific methodology employed in this study.

There are only two studies focused on the scheme (Chawner, 2014; Nielson, 2009). Nielson (2009) is available only as an executive summary and Chawner (2014) has been presented

only at the LIANZA conference and is not yet published. However, as the only significant pieces of research on the scheme so far, they have been included in this literature review.

2.1 Continuous professional development

CPD has been thoroughly studied over the last several decades in LIS literature. It has various labels including continuing education, professional development and career development but will be referred to here as CPD. An examination of the literature of the last decade reveals a range of articles which have explored CPD in various LIS contexts and recent studies continue to emphasise the importance of CPD for information professionals. Blakiston (2011) stresses its importance for librarians and the organisations they work within and Corcoran and McGuinness (2014) assert that CPD is crucial for the survival of the profession. Matteson, Musser and Allen (2015), concentrating on CPD for library managers emphasise how essential it is for emerging leaders and Pan and Hovde (2010) explain that it benefits both individuals and the organisations they work for. Each study of CPD for information professionals reaffirms its benefits not only to individuals and their organisations, but also collectively to the whole profession.

Cossham and Fields (2007, p. 574) detail formal instructional methods of learning, as well as professional association and networking activities, in their definition of what constitutes CPD. Other forms of CPD are also described and documented. Mentoring has been shown to be an important and effective form of CPD when provided by organisations or professional associations (Bello & Mansor, 2013; Bosch, Ramachandran, Luévano, & Wakiji, 2010; Hallam & Newton-Smith, 2006; Zabel, 2008). Situated or workplace learning acknowledges learning through practice and sees tasks performed in the course of work as a form of CPD in themselves (Bilodeau & Carson, 2014, pp. 26–27; Reich, Rooney, & Boud, 2015, pp. 132–133). The concept of workplace learning has been explored in LIS literature, however definitions of the term vary (Adanu, 2007; Irfan, Haneefa, & Shyni, 2015; Udoh-Ilomechine, 2009). This difference in usage mean the literature does not always enable readers to gather an accurate picture of the scope and extent of workplace learning.

Reflective practice can be a component of CPD, or a CPD activity in itself, and can include reflection through discussion, as in reflective peer mentoring, and reflective writing (Goosney, Smith, & Gordon, 2014; Greenall & Sen, 2016; Hampe & Lewis, 2013a). Greenall and Sen (2016, pp. 139, 146) state that little is actually known about the degree to which information professionals use reflection. All studies agree that reflection must be analytic and that when this type of reflective practice occurs as a part of CPD individuals and organisations benefit from it. Several authors call for further research on the use of reflective practice by information professionals (Grant, 2007; Greenall & Sen, 2016; Perryman, 2008).

Another form of CPD which combines elements of mentoring, reflective practice and learning through practice is communities of practice. Communities of practice are groups of professionals which are non-hierarchical and voluntary (Attebury, 2015; Bilodeau & Carson, 2014; Farmer, 2012). They combine novice and more experienced members in reciprocal learning situations, include reflective discussion, and can also encompass other CPD activities as well (Attebury, 2015; Bilodeau & Carson, 2014; Farmer, 2012). Communities of practice are flexible forms of CPD as they can be formal or informal, at the level of a work unit or at association level (Farmer, 2012, pp. 3–4).

2.2 Reflective writing

Reflective writing has been carefully defined as a distinct aspect of reflection or reflective practice because these terms can often be conflated (Moon, 2007, pp. 192–193). Most studies focussing on reflective writing do so in an education context (Forrest, 2008; McKinney & Sen, 2012; Moon, 2007; Sen, 2010; Sen & Ford, 2009) and two studies consider reflective writing in depth (Grant, 2007; Moon, 2007). Grant (2007, p. 155) makes the important distinction between merely descriptive and deeply reflective writing, while Moon's (2007, pp. 198–199) framework for reflective writing lays out four stages from descriptive to reflective writing. Studies looking at reflective writing as a component of CPD have examined it in organisational programmes and professional association schemes (Greenall & Sen, 2016, p. 139,146; Hampe & Lewis, 2013b). Several studies emphasise that deeper reflective writing is a learned skill and people need to be trained in this to utilise it effectively (Grant, 2007, p. 164; Greenall & Sen, 2016, p. 145; Sen & Ford, 2009, p. 182).

2.3 Motivations and barriers

Another important consideration for studies of CPD is the motivations for, or barriers against, engaging in CPD. Barriers can be environmental, organisational and personal factors. Motivations, expectations and needs govern an individual's decision to undertake CPD (Cossham & Fields, 2006, 2007; Hess, 2015; Singh, 2016). Cossham and Fields (2007, p. 576) found that outside of an organisational culture which actively supported CPD activities individual attitudes and level of motivation was varied. Organisational context was also shown to be important in their earlier survey findings (Cossham & Fields, 2006, p. 242). Hess (2015) explicitly states that organisational context directly influences individual motivation toward CPD. Alternatively, Singh (2016) argues that CPD itself is a motivational factor for employees. This same point is made by Sayers (2007, p. 485) who states it is the type, and delivery of CPD that is important. The key themes in the literature emphasise the need for CPD to be both enjoyable and directly applicable to information professionals daily work practices (Blakiston, 2011; Pinkston, 2009; Sayers, 2007). Barriers to CPD engagement are addressed in the literature and the recurring issues are time, cost, and

proximity (Corcoran & McGuinness, 2014; Roser, 2012). Time was the top barrier for the academic librarians that Concoran and McGuinness (2014, pp. 191–192) interviewed. Roser (2012, p. 16) who interviewed public librarians found cost and proximity had the greatest influence. It would seem individuals have complex and varied relationships to CPD and this will change not only from individual to individual, but also will be influenced by the environment in which that individual works.

The literature emphasises the interrelated responsibility of both organisations and individuals for successful engagement in CPD (Adanu, 2007; Blakiston, 2011; Corcoran & McGuinness, 2014; Cossham & Fields, 2007). A part of this responsibility is the importance of the role of professional associations for CPD provision (Davidson & Middleton, 2006; Hallam et al., 2010; Henczel, 2014; Zabel, 2008). In her article on national library associations Henczel (2014, p. 138) found that CPD provision including the administration of CPD recognition schemes by these organisations was key to their impact. This is despite Varlejis (2009, p. 122) criticism that CPD does not receive as much attention from associations as preservice education. Notwithstanding this criticism, professional associations are vital parts of the CPD landscape for information professionals.

2.4 CPD and law librarians

Internationally, many studies of CPD in library environments have an academic focus (Adanu, 2007; Alawadhi, 2015; Aziagba, 2009; Corcoran & McGuinness, 2014; Earney & Martins, 2009; James, 2011). Outside of academic libraries CPD literature has discussed school librarians (Farmer, 2012), and special librarians (Murray, 2014). In New Zealand, Cossham and Fields' (2006, p. 245) research, based on a survey of 629 information professionals, discussed the bias in CPD offerings towards academic and public librarians. Public librarians were also the interview participants in Roser's (2012) research. Few studies examine law librarians and CPD. Parker (2009) discusses the American Association of Law Libraries (AALL) leadership development programme; Todd (2007) looks at competencies for law librarians; and Corrall and O'Brien (2011, pp. 296–300) in their study of education and training needs for legal information professionals, note the lack of a recent examination of law librarians' training needs outside of an academic context. The remaining literature produced for law librarians has a descriptive or explanatory focus concentrating on evaluation of delivery models, rather than broader CPD issues. An example is Fitzgibbon and Kelly's (2013) examination of Massive Online Open Courses (MOOCs) as a CPD tool for law librarians.

2.5 CPD and structure

The extended vision of what exactly CPD encompasses requires an acknowledgment of the need for individual CPD activities to sit within a formalised structure. Fields (2015) in her

examination of open digital badge pathways as a potential mode of CPD recognition for academic librarians, emphasises the need for a structured framework within which to situate CPD activities. The concern is that without the coherence and scope such structure gives, individuals can pursue an unfocused course of CPD which does not necessarily give them appropriate and varied enough coverage of topics, align skills with strategic or career objectives, or provide suitable recognition of CPD (Hampe & Lewis, 2013a; Matteson et al., 2015; Ritchie, 2008). Structure can come from CPD programmes specific to organisations (Guo, 2014; Hampe & Lewis, 2013a), or from more general competency frameworks. Varlejis (2009) details the development of the IFLA list of principles and best practices while Hallam et al. (2010) surveyed 161 health librarians on their views on professional development in Australia with a view to health-specific competency development. Critics of competency frameworks have described them as static and out of date almost as soon as they are created (Reich et al., 2015). Todd (2007) discusses the creation of the American Association of Law Libraries (AALL) competency framework and raises similar points. Although these views demonstrate how vital competency frameworks are as reference points, they emphasise how difficult it is to create successful ones.

2.6 Professional development schemes

Professional development schemes which are based on competency frameworks can draw similar and additional criticisms. Henczel (2014, pp. 130, 138) focused positively on the benefits of CPD schemes provided by national library associations but, voiced concerns about them not being mandatory while Broady-Preston and Cossham (2011), comparing the LIANZA scheme with that of the Chartered Institute of Library and Information Professionals (CILIP) with a view to the future success of both, also raised questions about the voluntary nature of both. In Australia, Ritchie (2008), Hallam et al. (2010) and Hampe and Lewis (2013a) have highlighted the difficulty health information professionals have had fitting generic CPD competencies into their roles They have examined problems with structuring CPD, and the resulting development of their complementary specialisation to the ALIA scheme.

2.7 The LIANZA scheme

The literature on the LIANZA scheme raises several issues. Broady-Preston and Cossham thought that professional registration schemes with mandatory CPD components would increase skill levels within the profession and show the importance of professionalism to those within and outside it (2011, p. 36). They stated that LIANZA's scheme is more complex than CILLIP's, but at the time the article was written CILLIP's scheme had not yet been implemented so their conclusions were made without post-implementation data

(Broady-Preston & Cossham, 2011, p. 36). In fact, they agree that the success of both schemes will only be understood in the future (Broady-Preston & Cossham, 2011, p. 36).

So far, the LIANZA scheme has been shown to have both positive and negative influence on individual engagement with CPD (Chawner, 2014; Henczel, 2014; Lilley & Paringatai, 2014; Roser, 2012). Roser (2012, pp. 18–19) found the scheme influenced her participant's decisions about which CPD they were going to do, but there was disagreement as to whether this effect was positive or negative. Lilley and Paringatai (2014, pp. 144–145) concluded that including indigenous knowledge paradigms into the body of knowledge required for registration and revalidation has led to registrants pursuing CPD in the area of mātauranga Māori, but some of these activities are at a level that is too basic for the acquisition of the deeper understanding needed to apply them further.

Studies which examined the opinions of participants in the scheme showed mixed results. Chawner noted that there was a perception that the scheme is too complex and inflexible and does not deliver the promised benefits (Chawner, 2014, p. 13). Nielson also found that the scheme could improve the rewards it offers registrants as they were not highly motivated by the prospect of individual rewards when they chose to participate (2009, p. 5). Chawner (2014, p. 13) and Nielson (2009, p. 5) note discrepancies between the benefits of the scheme as promoted by LIANZA and the experience of those registered (or previously registered). These findings raise further questions. In what ways is the scheme complex and inflexible? What do participants understand its promised benefits to be?

2.8 Methodologies in the literature

The existing literature involving registrants in the LIANZA scheme has taken a survey-based quantitative approach (Chawner, 2014; Nielson, 2009). However, a qualitative approach, offers the opportunity to provide rich detail in answer to the research questions, and to let participants speak in their own voices. IPA is such a qualitative approach. It is a newly emergent methodology in LIS literature (VanScoy & Evenstad, 2015, p. 342). VanScoy (2013) used IPA in her study of reference information services. She interviewed eight participants to examine the services from the practitioner perspective. She states that IPA studies in other disciplines have led to improvements in professional development and education within those disciplines (VanScoy, 2013, p. 272). IPA has not yet been used to study CPD in LIS. As it attempts to give an understanding of process and sense-making it has been chosen as a suitable approach for this research (Larkin, Watts, & Clifton, 2006).

The literature review has revealed that there is a lack of qualitative studies of the LIANZA scheme. It has also shown that while CPD activities, motivations and contexts have been well examined there is more to do regarding the structures that help to create a

comprehensive and appropriate CPD programme for individuals. Literature concentrating on CPD topics in LIS has a bias toward the academic sector and the profession will benefit from literature which examines alternative perspectives. This research has undertaken an exploration of these intersecting areas of study in an attempt to fill the gap. The literature reviewed also shows that IPA is a newly emergent methodology in LIS and further exploration of its methods adds to the literature of LIS scholarship. The use of IPA in this research contributes to the very small number of studies on the LIANZA scheme, and those studies using IPA methodology.

3. Research questions and objectives
The questions informing this proposed research are:

3.1 Main question:
How do law librarians in New Zealand evaluate revalidating in the LIANZA professional registration scheme, as a way of structuring CPD engagement?

3.1.1 Sub questions:
a) What do law librarians understand the benefits of the scheme to be before joining?
b) What outcomes of the scheme do they consider meaningful for themselves and their career?
c) How does participation in the scheme aid greater reflection on CPD activities?
d) What are the barriers to completing revalidation cycles?

3.2 Research Objectives
The aim of this study is to explore how law librarians evaluate revalidating in the LIANZA professional registration scheme. This aim includes the following objectives:

- To identify factors participants take into account when evaluating the scheme
- To determine if these factors are sector specific or more general
- To identify how participants weigh the factors when evaluating the scheme.

4. Research design
The design of this study is qualitative and idiographic. It utilizes a small sample of five participants to complete individual and cross-case analysis. As previous studies on the scheme (Chawner, 2014; Nielson, 2009) used quantitative survey methods this research uses a qualitative approach that provides rich data to supplement the existing research. The study attempts to understand the sense making processes of individuals and therefore the research method is Interpretative Phenomenological Analysis (IPA).

IPA requires a small homogenous sample population to engage in rigorous idiographic and cross-case qualitative analysis (Smith, Flowers, & Larkin, 2009). This research examines the practitioner perspective – that is those who have actively participated in the scheme - of a particular group of information professionals, Law librarians. This approach provides rich context to the evaluation process they undergo in revalidating in the scheme and provides insight at a micro level complementing the quantitative findings in previous research.

5. Methodology and methods

IPA is a methodology that looks at the experiences of individuals, rather than attempting to generalise individual experience. It is phenomenological as it aims for a detailed examination of participants lived experience, and hermeneutical in that it includes context and understands the participants as engaging in a process of interpretation or sense-making of their experience (Eatough & Smith, 2008, p. 2; Osborn & Smith, 2008, p. 53). IPA considers this interpretive process as a dynamic one, or "double hermeneutic" with the researcher (as intrinsically unable to have true access to the internal world of the participant) engaging in their own interpretation and understanding of the sense-making of the participant, as the participant articulates their understanding of their own lived experience (Osborn & Smith, 2008, pp. 53–54). This cycle of interpretation is mediated through the historical and socio-cultural context in which it is situated (Eatough & Smith, 2008, pp. 1–4). The aim is to attempt to understand the meaning in the participants' experience and process (Osborn & Smith, 2008, p. 76).

5.1 Population and sample

Studies using IPA usually try to sample from a homogenous group (Osborn & Smith, 2008, p. 56). It has a "non-prescriptive stance" regarding sample size with studies ranging from 1 to 30 participants (Eatough & Smith, 2008, pp. 12–13; Osborn & Smith, 2008, pp. 55–57; VanScoy & Evenstad, 2015, p. 344). Thus, as the aim of IPA is not to lose sight of the idiographic focus of the research, smaller sample sizes are acceptable. The sample size for this study was five.

Nonprobability sampling methods were used for selection of participants for this study. Initially purposive sampling was used to select participants who met the desired criterion (Leedy & Ormrod, 2015, p. 183; Osborn & Smith, 2008, p. 56). These were participants who self-identified as law librarians in New Zealand and are or have been registered. An unintended but happy consequence of the sampling process ensured another aspect of homogeneity in that all participants in the study joined the scheme during its introductory stage. Two emails requesting volunteers were sent out via the Law-Libs listserv (see

appendix 10.1). This resulted in the selection of four participants. As the desired sample size could not be obtained through purposive sampling and attempted snowball sampling failed, convenience sampling (Morgan, 2008; Saumure & Given, 2008a) was used to locate the fifth and final participant. To do this the researcher canvassed colleagues to find out if they knew anyone who would be prepared to participate. The five participants were four females and one male who were given the pseudonyms Janet, Claire, Miriam, Donna and Phil. Three are currently registered (Janet, Miriam and Phil) and two have been registered but have chosen not to revalidate at their last revalidation cycle (Claire and Donna). Participants were drawn from both the private and the public sector. Other variables such as gender, ethnicity and career stage were not selected for.

It is acknowledged that the use of purposive and convenience sampling which relied on volunteers raises issues of bias, lack of transferability and the likelihood that volunteers will be those with the strongest opinions about the subject of the study (Saumure & Given, 2008b, pp. 2–3, 2008a, p. 2). However, these sampling methods are also acknowledged as appropriate for qualitative studies that wish to study a specific group and do not wish to make claims for a broader population (Saumure & Given, 2008b, p. 2).

5.2 Ethical considerations

Approval was sought and granted from the School of Information Management Human Ethics Committee (HEC) before any data was collected for study. The ethical issues involved in research which involves volunteers were considered and voluntary and informed participation was sought (Leedy & Ormrod, 2015, pp. 120–121). Information and consent forms were created that met the requirements for informed consent as laid out in Leedy and Ormrod (2015, pp. 120–124) and complied with the guidelines of the School of Information Management HEC and the Victoria University of Wellington Human Ethics Policy (Victoria University of Wellington Faculty of Commerce School of Information Management, 2014; Victoria University of Wellington Research Policy Group, 2016). These were provided to participants before any data was collected.

5.3 Data collection

Prior to being interviewed participants were sent an information sheet, and a consent form to sign and return to the researcher before any data collection began (see appendices 10.2 and 10.3). The semi-structured interview is acknowledged as the "exemplary method" for collecting data in an IPA study (Osborn & Smith, 2008, p. 57). Five semi-structured in-depth interviews were conducted with participants four of which ranged from 35 to 55 minutes. One interview was considerably shorter, at 17 minutes in length, which has meant that for one

participant there were slightly fewer themes, but this did not diminish the detail in the themes that were discussed in this interview.

Interviews were conducted face-to-face, via Skype and FaceTime. Audio was recorded using the Piezo audio recording programme. An interview schedule containing open-ended questions and prompts was constructed prior to the interviews (Osborn & Smith, 2008, pp. 59–63) (see appendix 10.4). This was initially tested in a practice interview which led the researcher to simplify some of the questions. The interviews were transcribed in full as soon as possible after they had taken place (Osborn & Smith, 2008, pp. 64–65). Participants were offered the opportunity to review either a full transcript or a summary of their interview transcript after transcription was completed (VanScoy & Evenstad, 2015, p. 345). Two of the five participants requested summary transcripts and these were sent to them for approval which was received. Three participants opted not to see their transcripts and stated they were happy for the interviewer to proceed with data analysis without this step.

5.4 Data analysis

IPA data analysis is done through several rigorous stages, first focusing on each individual transcript. Themes are generated from the transcripts themselves through the stages of this process. The initial stage is described as a "free text analysis" where exploratory comments are developed for a transcript and grouped as descriptive, linguistic and conceptual (Osborn & Smith, 2008, p. 67; VanScoy & Evenstad, 2015, p. 346). After transcription the transcripts are read closely several times and annotated with exploratory comments of significance (Osborn & Smith, 2008, p. 67). The second stage is much like Axial coding where themes and "super-ordinate" themes are identified and coded (Leedy & Ormrod, 2015, p. 316; Osborn & Smith, 2008, pp. 67–73). For each interview, the annotated transcript was read and emergent themes were noted (see appendix 10.5). Once the researcher felt they had completed the notation of themes for the transcript the themes were analysed and sorted into groups of like themes from which were generated the super-ordinate or significant themes for the individual case (Osborn & Smith, 2008, pp. 96–100).

Smith et al. (2009, pp. 25–27, 82–83) note the importance of bracketing, trying to set aside ones "fore-structures" or preconceptions about a thing in order to truly focus on the object of enquiry. Larkin, Eatough and Osborn (2011, p. 323) describe bracketing as an attempt to be open minded in order to engage and expose "one's own presuppositions". Coming from a hermeneutical phenomenological position in the tradition of Heidegger, IPA acknowledges that this process is "complex and dynamic" and bracketing is a cyclical process that "can only be partially achieved" (Smith et al., 2009, p. 25). To this end, to focus on what each participant was saying in their transcripts avoiding a "'quick and dirty' reduction and

synopsis" of their ideas, the researcher wrote down any observations and ideas about the interviews before the analysis and put them aside to bracket them off while attending to what each participant was truly saying.

Emergent themes	Page	Data supporting theme
Registration is a nice to have	41	"Um, so it very- yeah, it's very much a nice to have".
Registration is a nice to have	41	"and professional registration's just a nice to have"
Scheme is not a requirement	51	"It's not a requirement for any job".
Registration is a nice to have	51	"It's always listed as a nice to have. It's never expected"
Scheme is a nice to have	52	"Like it's just treated as this, not so much a folly, but more a just as a nice to have."
Scheme is not taken seriously	52	"Like a 'oh look at us we're great we've got this registration scheme"

Table 1: Sample of super-ordinate theme table for development of the theme 'Registration is a nice to have"

Once superordinate themes had been identified for each case they were examined to identify any master themes occurring across the cases, and the researcher worked to identify divergent as well as similar experiences within master themes (Osborn & Smith, 2008, pp. 73–75; VanScoy & Evenstad, 2015, pp. 345–349). Guidelines from Smith et al. (2009, pp. 106–107) were used in determining significance of recurrent themes, this was particularly important because the shorter interview generated fewer super-ordinate themes than the four longer ones. Following these guidelines, the researcher determined that a theme must be present in over half the sample, in this instance three out of five cases, to be considered. A master table of themes was then composed for the group which is discussed further in the results section.

5.5 Validity and reliability

Ensuring quality is important for all research and this study has attempted to do so by following the rigorous research processes of IPA. There are different ideas about how validity is best achieved for qualitative research as the measures used must necessarily be dissimilar from those of quantitative research. Because of the nature of qualitative research, which often employs small-scale studies using varied rich data, as does this study, defining a set of rules appropriate to all types of studies is difficult. Various authors have offered suggestions for ensuring reliability and validity in qualitative research and these provide important points to consider when conducting the research. Nobel and Smith (2015) provide a good succinct summary, and the measures they describe include those that are discussed in research textbooks such as Leedy and Ormrod (2015). These authors offer steps such as analysis of divergence within results, thick description, acknowledgement of personal biases,

respondent validation and feedback from others (Leedy & Ormrod, 2015, p. 106). However, not every point is applicable to every kind of qualitative research project. In their chapter on quality and validity in IPA studies Smith, Flowers and Larkin (2009, p. 179) caution that a checklist approach to assessing validity can become too "simplistic and prescriptive and that the more subtle features of qualitative work get missed out".

VanScoy and Evenstad (2015, p. 353) note that the additional problem particular to IPA studies is that strategies such as triangulation are not appropriate as data is drawn from the participants' interpretation of their own experiences and this cannot be corroborated with external sources or observation. Smith et al (2009) favour the measures proposed by Yardley(2000) who provides four areas of guidance for ensuring reliability and validity which they believe are appropriate for an IPA study. The characteristics which Yardley (2000, p. 219) outlines as essential are; sensitivity to context, commitment and rigour, transparency and coherence, and impact and importance.

In a subsequent paper Smith (2011) gives a much more detailed breakdown to provide more granular detail to the broader categories of Yardley (2000) initially outlined in Smith et al (2009). Based on a review of 293 papers published between 1996 and 2008 using the IPA methodology Smith develops guidelines describing what constitutes a "good" study and although his primary focus is on research output he states that process is also covered and researchers can use the guidelines "in order to help achieve an acceptable standard for postgraduate theses as well as journal papers" (Smith, 2011, p. 18). Smith (2011, p. 24) provides a table listing the features of a good IPA paper. One of these is his description of rigor in an IPA study. According to Smith (2011, p. 24) rigor should include "some measure of prevalence" for each theme which is well represented and extracts which show not just convergence but divergence should be included. For sample sizes of 4 -8, extracts from half the participants should be used as evidence for each theme, and these extracts should be drawn proportionately from the data as the "evidence base…should not be drawn from just a small proportion of participants" (Smith, 2011, p. 24).

These areas of guidance require a logical well documented research process whereby all themes can be backed up by thick description drawn from the interview data of multiple participants providing demonstrable evidence as to how these results were obtained.

5.6 Assumptions and Limitations

5.6.1 Assumptions

The researcher assumes that different groups within the information professions will have differing requirements from a professional registration scheme and that is why this study is exploratory and not representative in nature.

The researcher did not explicitly disclose their outsider status which was not being a participant in the scheme. It was assumed participants were aware of this because the researcher is a student and this means they are not eligible for registration at this point in time.

5.6.2 Limitations

The findings in this study are based on interpretative analysis of participant interviews. It does not claim to be representative of externally validated facts but rather aims to present the researcher's analysis, of the participants' interpretation and expression of their own experiences of the phenomenon under study.

The researcher acknowledges the nonprobability sampling techniques used to recruit participants for the study create issues in terms of bias and transferability however, the study does not claim to represent information professionals or even law librarians as an entire group, but merely to be exploratory in nature. The researcher also set out to select participants according to predetermined criteria and this bias was intentional.

Another limitation is that one of the five interviews conducted was not as long as the other four. This has resulted in fewer themes being generated from this transcript. However, the researcher has taken this into account and when determining the recurrence of themes has used guidelines from Smith et al (2009, pp. 106–107) who state that that they must occur in over half the sample. For a study with five participants this means theme must occur in three out of five cases. Therefore, themes that appeared in three of the four longer interviews could still be considered for inclusion in the master themes.

The researcher acknowledges that, having worked in law library environments in the past and having had colleagues with both positive and negative views towards professional registration, there may be some issues explored in the research that have been previously considered in an informal context. The researcher did not disclose the fact that they work in the same area to participants until after the interviews were completed, and only then if participants expressed an interest in learning this information.

6. Results

Analysis across the group resulted in five master themes; *Process creates tension, Ideal versus actual reflection, Positive expectations prior to joining, Registration has meaning*, and *Choosing to be registered*. Each master theme contains sub themes (see table 2) and will be examined in more detail below including extracts from participants interviews alongside the researcher's interpretation of this data.[1]

Master themes	Subthemes
Tension inherent in process	Recording process is difficult
	Time management
	Including all the Bodies of Knowledge
	Making things fit
Ideal versus actual reflection	Reflection through the scheme
	What should reflection be?
Positive expectation prior to joining	Discussion as information exchange
	An improvement in status and CPD
	Practical details of participation unexpected
Registration has meaning	Registration as representation
	Affective aspect of participation
Choosing to be registered	Registration is a nice to have
	Abstract benefits of registration
	Tangible benefits of the scheme

Table 2: Master themes and subthemes

6.1 Tension inherent in process

The tension inherent in the process of participating in the scheme is the principle master theme. During analysis, themes about participation emerged that were closely related: *recording process is difficult, time management, including all the Bodies of Knowledge* and *Making things fit.* These themes relate to different aspects of the practicalities of participation. Participants described aspects of participation as "onerous", "tedious" and "a chore". Participants also revealed their approaches to process and opportunities to ameliorate some difficult aspects were identified. However, as revalidation is situated within the context of other pressures and responsibilities which must be continuously reprioritised a tension exists that participants described as intrinsic to participation.

---

1 In extracts from transcripts the following notation has been used:
...   significant pause
[]   material omitted
[colleague]   explanatory material added by researcher

6.1.1 Recording process is difficult

For all the participants in the study the process of recording participation for revalidation was essentially challenging. Each expressed how involved it was for them and how much effort and perseverance it took. Donna, describing the effort she expended recording for revalidation, stated "it was huge. And that was one reason that I didn't, that I didn't re-register, was because it's just so onerous". Phil echoes these sentiments as he describes his experience of the recording process. "I mean, for the most part the, the actual process of, ah completing the professional registration feels a bit like a kind of bureaucratic box ticking exercise too, [laughs] it's kind of making sure that, that sort of, everything is ticked off and covered". Other participants also found the amount and the process of managing the recording involved was part of the difficulty they experienced with it.

Participants stated there was a consequent increase in effort required if the recording was not well managed. Miriam describes the need for a disciplined approach "and like I say, I did find it onerous to start with. But that's more about sort of, I don't know, personal discipline". Janet also felt that her experience of the process as difficult came partly from having to record most of it towards the end of her revalidation period explaining that she spent "probably one afternoon, to start with to at least, knock it off, so in terms of looking at it, looking back through my calendar". Janet expressed a sense of her own process not being ideal, reflecting that a colleague who spreads their recording out over the whole of the cycle as had a much easier time of it; "because I look at my colleague who, yeah, has an app on his phone, and is super organised [laughs] I leave it all to the last minute". Claire also connects the management of the recording process to the effort required to complete it:

> Claire: [I]t just felt a bit onerous [laughs] to, to fill it in. [laughs]
>
> Interviewer: Can you elaborate at all?
>
> Claire: Oh, it just, just cos you have to like, keep a diary, and then if you don't keep your diary properly and you have to like, go back to your calendar and then you think 'oh no, what, what were they talking about then? I'll have to try and really remember really hard'.

Every participant made some mention of the difficulties involved in the experience of recording participation.

6.1.2 Time management

The time management subtheme is connected to the management of recording and how this occurs within participants' day to day activities and commitments. Time management involves negotiating priorities and finding time, which is not always on a regular basis. Janet

asserts, "it's honestly time, and workload management. I'm busy. [laughs] And, you know, I work full-time, and I have two small kids [ ]. So, anything in addition just gets put off until the last minute".

Miriam also explains how revalidation is not the only priority and how managing time to include it can be a struggle:

> Um, time management and those things, rather than anything else. And it's easy because it's just for me, it's kind of easy to leave it too. That's the other thing, you know, 'oh it's, it's oh, I'd better get this done' because this is, you know, someone else is waiting for this.

However not every participant experiences time management as a struggle. Phil describes his time management of the process as successful stating "I've never left it till the last minute where [laughs] to the point where it's like, I'm in a panic about filling the gaps".

6.1.3 Including all the Bodies of Knowledge

Some of the participants described the difficulty filling all the required Bodies of Knowledge (BoKs) for revalidation. One participant, Janet did not feel she had trouble covering the required range of BoKs in her role at all "yeah I find that I can include everything". However, the other four all said there were BoKs they had trouble with. Which BoKs were a challenge varied between participants and this challenge was affected by the scope of the participant's role. Claire described needing to choose CPD specifically to cover BoKs that she had not been able to cover "[b]ut there yeah, there were a couple of times where I had to think, oh yeah, how do I fulfil this requirement. And, look for the right thing".

Phil stated he had no trouble covering some BoKs with projects and CPD that were role-related but not all of them. "[S]ome of them are not so much unless you sort of think specifically 'OK I need to find something that, that fits into this particular Body of Knowledge'". He went on to describe them:

> [T]here are also ones that involve like, either doing surveys or, or sort of, talking to users to find out what they need where it's kind of 'OK sometime in the three years I should do some kind of survey or focus groups or interviews or something to make sure that I've got that ah, [both laugh]. Whereas other ones like, you know, the management one I can usually find you know, three or four things without having to, to do much.

Whereas Donna found management BoKs harder to fill saying "at the time some of those sort of leadership ones because I didn't do an awful lot of leadership in my roles. So, I guess

that it was trickier to find as well". The problems Donna and Phil experienced covering BoKs for revalidation were tied to the scope of the roles that they held or hold, rather than the subject area in which they work. Janet also explained that it was the scope of her role which enabled her to cover everything "my current role has a lot more responsibilities than my seemingly equivalent position at [ ]".

One BoK that was mentioned with frequency was BoK 11 *Awareness of Indigenous Knowledge Paradigms*. It is interesting that for participants the difficulty with this particular BoK seemed to have more to do with organisational context than role. Janet said, "the one on Māori knowledge, that's really easy because we do lots of bicultural, um, initiatives and activities and professional development that we can include". Whereas Miriam's experience contrasts Janet's "oh the one that's the hardest in this role would probably be the one that relates to indigenous practice". Claire also struggled with filling in her entry for BoK 11 describing the "ones that were a bit tricky like the Māori requirement one and, oh can't quite remember but the couple of things". She went on to explain "it's not really what I'd, what I would do in a day to day". Phil agreed; "I think for almost all librarians, or at least certainly, it's not something I come into contact with a lot in my day to day jobs". While Miriam commented "because it's neither here nor there here. There's no, you know we're [organisation] we're not dealing at a personal level". Donna also described how significant organisational context is for BoK 11 explaining that in moving from private to government sectors "I guess in particular here because we're [government sector] there's ah, the Te Reo and the, the obligations under the Treaty kind of comes in whereas when I was working [private sector] that wasn't so relevant". Donna's experience paralleled other participants and those describing difficulty with BoK 11 were not all working in the private sector, but all participants in the private sector listed it as a BoK they struggled to fill.

6.1.4 Making things fit

The final subtheme *Making things fit* arose from participants' discussion of how to manage completion of the revalidation process by assigning CPD activities to the BoK requirements. Miriam described manoeuvring the CPD she had already completed around to fill up requirements as not entirely acceptable "well I found the temptation was to go and have a look at that grid and think 'oh, well so where've I got a gap? Can I change anything?'". Her use of the word temptation suggests she is ambivalent about this rearrangement. Janet frames her rearrangement of activities not in terms of something that shouldn't be done, but rather as something that requires a lot of effort to accomplish "[f]eeling like you have to squish everything into categories, that's the hard part". Like Janet, Donna experienced making her CPD fit the necessary categories as an effort:

I think I did struggle with, with trying to slot into the different BoK areas. You know, like I'd seem to be weighted, you know, toward a few of them and then be a little bit slim in some of the others. So I had to kind of rethink some of these other things I'd done and see if they would fit into another BoK area.

Claire also described assigning categories to activities as difficult, not exactly because of the task of arrangement but rather because of the possibilities different interpretations presented:

[I]t was quite often where they slotted into, whether it was more appropriate to be in you know, BoK one or whether it should've been in BoK three. And that was the comments that I got when I got my journal back was that a lot of the could've been like crossed, they should've been in this other [laughs] BoK and they weren't [laugh] but they had enough anyway so sort of like it all worked out anyway but...

For Claire, the subjective nature of categorisation presented difficulties when her choices did not match those of the person who marked her journal. This raises the question; how does a participant know what the marker will want when their understanding of the framework and the way CPD fits into it may differ? Although participants experienced fitting activities in as difficult in different ways, for each it was an aspect of managing the completion of the revalidation process that required significant effort and focus.

6.2 Ideal versus actual reflection

The second main theme which emerged was *Ideal versus actual reflection.* Reflection on participation through reflective writing in the revalidation journal is an aspect of the recording process. For some participants, there was some conflict about the process of reflection. These participants described the successful reflection they engaged in for the purposes of the scheme, but then stated that this was somehow not real, or deep enough reflection. Most participants discussed the journal as facilitating reflection but there were differing experiences of the efficacy of this reflection. Another experience was the rejection of the formal reflection framework of the journal as useful in favour of more informal forms of reflection. This can be seen expressed through the two subthemes *reflection through the scheme* describing participants' experience of reflection in the scheme and *what should reflection be?* in which participants' expressions of what reflection should be is expressed. The varying assessments of reflection stem from participants' conceptions of reflection as useful, or even meaningful set against the time and effort taken to physically record reflection.

6.2.1 Reflection through the scheme

Miriam describes reflecting on the CPD she has done and making the connections between learning and practice. "I remember mostly, remember to link it to anything that I then do at work. That I can, you know, make that direct linkage from 'OK, because I heard this person talk about that, we did this'. Because now those are the things that are quite important". She reflects on how she has applied her learning to practice but emphasises the time it takes to do this "oh again it's time". Phil describes how reflection upon project work he includes in his journal allows him to break it down and isolate the different areas of learning encompassed in one activity. "Although it is sort of, I do find it sort of interesting thinking about 'OK I did this really really large project which, you know, maybe I can actually get two or three activities, out of that rather than just one so, yeah, things like that yeah". Referring to other CPD activities he states "I feel like I know the benefit I got out of a particular activity at the time really". Donna said the reflection on the CPD activities she had completed for her revalidation journal facilitated a link to practice "because you have to do the reflecting part on it then think, I guess, a little bit more detailed about what it had covered and what is relevant to what you're doing out of it". Janet also describes making the connections between learning and practice through reflection in her journal "I mean I do think about it and I do think 'oh what did I learn and how did I apply it?' but it's, my entries were very generic. Like, I learnt this, and then this and I am trying to incorporate this into my daily practice".

6.2.2 What should reflection be?

Phil does not explicitly describe an ideal form of reflection, but rather he relates his experience of reflection through participation in the scheme in terms of what it is not "sort of during the process itself it often feels more like a, sort of chore than a sort of 'ah ha!' moment. 'Oh yes! I ah, learned that from it'". His description of his own reflection as less than revelatory suggests it should be. He hints that reflection should expose something that has so far remained hidden about an experience and the scheme's reflective writing, linking learning to practice, does not provide such an unveiling. Janet also expresses a sense that the reflection she undertakes as part of her revalidation is somehow not 'real' reflection "I see it as a task rather than a reflective, sort of, time". Janet experiences the task of completing her revalidation journal as overshadowing the reflection she does as part of it. Her use of the concept of 'reflective…time' seems to suggest that she feels the experience should be more contemplative. Although she demonstrates that she actively reflects on her learning and integrates it into practice, she still expresses an idea that reflection should be something more. Her use of the word "generic" to describe her reflective entries in her journal suggests she thinks reflection should provide something unique each time. While never clearly stating what her reflective ideal is, like Phil, she alludes to an ideal in the way she describes her own reflection as lacking.

Donna articulated more clearly the type of reflection she values, having decided to no longer revalidate and not having found the reflective component of the journal particularly useful. She explained that now she is no longer filling in a journal she is still reflecting on her CPD experiences, "[y]eah, cos I think, you know, as I'd still talk about things with colleagues. So that is a form of reflection on what I've done anyway so, yeah it's just not done in a formal way I guess". Donna sees value in a more informal method of reflection, suggesting that for her, although the process of making the connection between learning and practice is useful, recording this did not add any extra value for her. Unlike Phil and Janet, Donna does not suggest there is an ideal form of reflection, but rather having decided the informal is more useful to her, she contrasts it with the more formal method.

6.3 Positive expectations prior to joining

This is third master theme emerged from the analysis of participants' discussion of what their understandings of the scheme were before they joined. As every participant joined the scheme at the time of its introduction they were all learning about the scheme in its initial stages and were aware of the debates that were going on surrounding its introduction. They all had positive expectations of the scheme prior to joining and these expectations are interesting as they show the context in which participants experienced their introduction to it. They also indicate what participants thought the scheme would achieve. The expectations of the contribution the scheme would make to the profession, alongside the settings in which participants gained information about and formed their opinions on the scheme illustrate an underlying commitment to the scheme that pre-existed any actual experience of participation and coloured participants' interpretation of their subsequent experiences. Three key subthemes are within this master theme; *discussion as information exchange, An improvement in status and CPD,* and *practical details of participation unexpected.*

6.3.1 Discussion as information exchange

All participants remembered their experience of learning about the scheme and forming their opinion on it through discussions either over listservs, at association meetings or informally with work colleagues. Participants framed their experience of exposure to the scheme in the form of the discussion or debate about the scheme that was going on in the period before its introduction. Miriam described her keen interest in the scheme; "So, I was interested right from the start when they started talking about it because I thought that it was quite important". Janet said of following discussion about the introduction of the scheme "I just remember keeping a really close eye on it to know what the impact on, on me as a new MLIS graduate was gonna be". Phil explained his interest in the discussions was not so avid:

> LIANZA was actually kind of, debating it as I was coming in. I wasn't really actively participating in the, I'm sure there were discussions at some level about, you know, what shape the scheme should have and what it should be based on and how it should be structured.

Donna also didn't remember paying extremely close attention but rather just following "all the discussions that were going around on the listserv at the time". Janet, Phil and Donna whilst each expressing differing levels of interest from casual to intent described their involvement from a position of observation.

Claire recounted how discussions of the scheme allowed her to hear differing opinions about its importance while forming her own:

> It was just at casual meetings like, with the, ah, with the Law Librarians Group and some other groups. Yeah, so mainly just like talking to people, getting people's opinion on it and there was quite a, quite a wide variety of like, 'no this is a terrible idea for law librarians' and, you know, 'this could actually be a good idea for, you know, the librarians in general' sorta thing.

Claire noted the good and bad opinions before deciding "it could also be quite, be like something that could be quite useful". Claire's description of canvassing opinions while deciding her stance on the scheme showing her active engagement in the discussion process that was occurring before the scheme was launched.

6.3.2 An improvement in status and CPD

Participants when thinking about what the scheme would achieve thought that a major gain would be enhancement of status both individually and of the profession. Claire and Phil saw this in reasonably practical terms. They saw the potential but their uses of phrases such as "could be the way to go" and "status might be enhanced" indicate they were reserving judgement. Claire said of the scheme's potential to enhance status on a profession-wide scale: "as a profession, like I can see how it you know, if you want to show, everybody that you're pro-, that your profession is professional [laughs] I guess for want of a better, like, phrase, turn of phrase. Then you know that could be the way to go". Phil explained his reason for joining was "I guess, try and help the professionalization of the, of the profession which I think was the, was the idea that if we had this professional registration scheme then, and people could say they were registered, then librarians might be, their status might be enhanced relative to other professions which already had kind of, formal registration schemes".

Miriam recounted being even more positive about it saying "I thought it was a marvellous idea. Really good. And also for that recognition. Because I don't think that librarians get any kind of professional recognition, in New Zealand". Miriam's descriptor of the scheme as a 'marvellous' and her reinforcement with 'really good' shows her strong positive associations with what she saw the benefits of the scheme would be and she contrasts that for emphasis with the lack of recognition she felt librarians got at the time. Janet also anticipated the scheme improving status, but for her it was on an individual level and she said that for her "at the time I really did see it as a status thing. As a, this is something in addition to having an MLIS and being qualified and having what little experience I did. It was something else to endear me to the profession, for future career prospects". Her use of the word endear in the context of registration and status is indicative of the emotional dimension this personal benefit had for Janet.

Another benefit some participants anticipated the scheme would bring was increased access to and motivation for CPD. For Claire, it was the framework for CPD that the scheme would provide that she was hoping to benefit from "it is necessary to keep up with professional development anyway. Yeah, so. I guess I was quite positive about it". Donna also thought that the scheme would motivate her to do CPD, and that there would be more CPD available to do "I guess I thought maybe there wasn't as much available at the time as there potentially would be down the track when this was underway". Miriam thought the scheme would directly influence the CPD offerings available "I thought 'oh, so if they're gonna have a scheme they're gonna have to offer more training. There's going to be more opportunity for training". The focus on the scheme and CPD before joining varied from participant to participant, but the general anticipation was that it would improve some aspect of CPD engagement.

6.3.3 Practical details of participation unexpected
Most participants said that their assumptions about the practicalities that participation in the scheme would involve did not prepare them for the actual experience. This was either because of a lack of understanding of the practical details of participation with no prior experience or reference to draw upon, to imagine the possibilities, or simply the practicalities had not been considered in detail. Most participants did not recall having extensive knowledge of the requirements of professional registration schemes in general. Phil remembered only thinking that participation would involve a "little bit" of work. He had thought there was only a "major obligation to actually sort of do the continuous professional development. Which didn't seem ah, particularly onerous requirement at the time". Janet also hadn't imagined participation in the scheme would involve "tying it to bodies of knowledge, and the reflectiveness. I thought it would just be like a C.V. type statement.

Thing". It can be seen from Claire and Donna's explanations of their ideas about recording for the scheme, that having no frame of reference for what such activities might involve, meant that considering the effort required for participation was not really possible. Claire thought "I was already doing stuff so I, I just thought it would be easy enough just to start recording it and just saying this is what I've done". Donna said "I mean, I knew it was, you know, recording that CPD that you'd done and yeah, but I don't think I realised the extent to which that was gonna be, yeah [laughs] a factor". Both Claire and Donna considered that the recording of their CPD activities would be required for the scheme, but without experience of this type of activity it was impossible for them to truly anticipate what would be involved.

One participant's experience was different. Miriam was aware of other professional registration schemes which had CPD requirements and in which participants needed to keep journals. "I thought it'd be you know, there'll be requirements. I suspected there'd be a journal". Miriam had a level of understanding about the requirements and effort participation in the scheme would involve that the other participants did not. She decided to commit to the scheme regardless of what it would involve stating "I hadn't thought about the rest of it, I just thought 'oh well, whatever it is I'll do it'". But unlike the others she did have a frame of reference which allowed to her to make an educated guess as to what she would have to do.

6.4 Registration has meaning

Participants discussions of their experience of participation in the scheme revealed an affective dimension in the main theme *Registration has meaning*. Participants described emotions or feelings about the scheme. Feelings associated with participation were connected to aspects of meaning making and a sense of oneself as a registrant. They also described how the scheme functions it as a method of representation for both ideas and actions.

6.4.1 Registration as representation

Several participants described registration in terms of what it represents to colleagues and to the profession at large. Phil spoke of his registration as exemplary "I kind of feel almost I keep revalidating in order to just be a kind of example to the rest of my staff and other people in the [laughs] profession and sort of show I'm committed to the, to the profession". Being registered shows commitment and is evidence of the time and effort that one contributes to fulfil that commitment. Janet spoke of registration representing commitment as well, but she felt it also represented more than that "it's showing, a commitment. That you're actually committed to the profession and that, you know, you're thinking about what you're doing and why you're doing it, and what skills and knowledge you have". For Janet registration represents the skills and knowledge she is continuing to acquire through her

participation. As well as all these things registration demonstrates that she is engaging in reflective practice. It is a way for her to represent the diverse skillset she has, and the effort she puts into her professional practice because as she states "being able to actually articulate that is really hard".

Claire also described the scheme in terms of a proof of her skills and learning but in her case, she describes that proof as something she no longer needs. "I guess I came to a realisation that I'm fairly good at doing it by myself So, I probably didn't really need to prove, to anyone that I was professionally registered". Claire describes recognising that she already possesses confidence in her own abilities and that she does not need external validation of them. She knows what she is capable of, and does not need to show others what she is already confident of. Although there are differing attitudes to the representational aspect of registration, participants acknowledged that this representational function is one of its meanings for them.

6.4.2 Affective aspect of participation

Several participants described their belief or faith in the scheme and the positive or mixed emotions this caused for them. Janet really believes in the scheme "when I've talked to people at work, 'cos I'm a big champion of it". Her use of the word champion creates a striking metaphor in Janet's description of herself, it goes beyond merely positive feelings associated with her own participation in the scheme suggesting images of her as a crusader for the scheme because of the strength of her faith in it.

> Janet: Like I think it's really important...
>
> Interviewer: Yeah.
>
> Janet:...to support professional registration, to support LIANZA's initiative as well.

Donna and Claire described the difficulty they found when their positive feelings towards the scheme, came into conflict with the practical difficulties of participation. Donna said "I like the concept. You know, I like the idea of having a professional, sort of, standard like this but, I don't know the practicalities of it are just lacking I think". Despite her decision that the scheme is no longer practical for her, Donna still positively associates with the ideals behind a registration scheme. Claire also described her initial positive feelings towards the scheme stating that she still feels that way:

> So I was, I was quite happy to go along with it. You know, and just see how it, how it all worked out. Though, yeah, I did think it was a good idea though. I still do think it is a good idea it's probably just not, I'll probably re-register at some point.

However, later she described herself as having "a little bit mixed feelings at the moment I guess" about the scheme saying this was "mainly because I decided not to re-register". As it was for Donna, it would seem also for Claire who positively associates with the idea of having a scheme, despite finding at present, that it is not something she wishes to continue to participate in. The underlying beliefs expressed by participants form an affective aspect of participation and it is interesting to note that participants who decided not to continue revalidating still describe having these positive emotions towards the idea of the scheme, suggesting that the affective aspect of participation is a strong one not easily disassociated from.

6.5 Choosing to be registered

Choosing to be registered, the final master theme arose from participants' discussion of their perceptions and assessments of the value of and benefits received from participation in the scheme. Participants described factors which influenced these processes in the subthemes *registration is a nice to have, abstract benefits of registration* and *tangible benefits of the scheme.* However, the extent to which each of these factors sway the outcome shifts over time and depends on external factors which vary. Thus, evaluation of the scheme is a recursive process which produces different results at different times for each participating person.

6.5.1 Registration is a nice to have

Participants spoke about registration as a nice to have, a personal choice and not a requirement. Participants were all aware that for some information professionals registration was a requirement, but not as a part of their own experience. Janet stated "it's always listed as a nice to have. It's never expected, I don't think I've ever been asked about it in a job interview". She went on to explain further "it's just treated as this, not so much a folly, but more a just as a nice to have. Like a 'oh look at us we're great we've got this registration scheme, we're really professional, but [laugh] don't know that translates to the reality of people who are actually employed". Miriam described registration as a "personal thing". Speaking of the demands of her role she stated "I'm afraid the job wins every time. You know, and I guess if it came down to it I'd probably, the registration I'm proud of the registration, but it doesn't, it doesn't mean much in my job".

Claire while acknowledging the possibility of registration as a requirement in the future said "it's not a requirement for my job right now, so I sort of thought 'well, yeah, why bother [laughs] keeping it up when I can re- re-register easily enough anyway?'". Further explaining her evaluation of registration as non-essential she said "And then I thought, well, you know, it's only, it's only because of me wanting to do it, it's not actually my work telling me I have to

do it. So I guess, that I just, you know, I just thought well, I might just leave it this time around". Claire's description illustrates how her experience of registration as not required played a part in the evaluation process she undertook in deciding not to revalidate again. It contrasts with both Janet and Miriam who also experience registration as an elective choice, but who have not decided to cease revalidation.

6.5.2 Abstract benefits of registration

Another distinction participants made was about the nature of perceived benefits offered by registration. Several of the benefits articulated were higher-level, abstract rewards. Phil said "I guess I've felt to this point ah, the benefits for me personally have been sort of, ah, more intangible than tangible". The main benefit he identifies is the representational qualities of the scheme for himself and states "I guess if you had to ask me you know, what benefits have you got from, I'd I'd have a hard time pinning any sort of specific concrete benefits that I've got out of the process". Phil's experience of the benefits of the scheme as he has understood them have been a higher ideological level of professional commitment. Janet also saw herself symbolically gaining from the scheme stating a benefit of registration is "to say 'I've done, I'm, you know, this is me committed to the profession because I've done my MLIS, I've got registered, I'm here for the long haul'".

Miriam spoke about the more abstract benefits of the scheme in terms of challenge, status and recognition. She felt status was a benefit of the scheme and that came from its difficulty "if they make it too easy, then it doesn't hold the same status in some ways. You know, it's got to be worth doing". This status then conferred further benefits "hopefully ahh, a higher level of professional recognition from my colleagues at work. You know, I'm, 'I'm professionally registered just like you are' it's ah, something that they can understand". While these are visible benefits they are representative of intangible beliefs and feelings. Such things as status and recognition are felt by the recipient, and Miriam qualifies this with the word 'hopefully', but they are not accountable in the same way as more definite benefits may be. However, these less measurable benefits are still considered by participants when evaluating the scheme for themselves.

6.5.3 Tangible benefits of scheme

Participants also described experiencing tangible benefits from participation in the scheme and these benefits were on both a personal and a professional level. Janet saw registration as bridging her experience gap and setting her apart from others who are not registrants. "Whereas I'm sitting there going 'that's great, but I'm twenty years younger than you, if I want any kind of job I can point to my experience but I have to have a point of difference. My point of difference from you, is that I'm registered". She sees it as actively aiding her in pursuit of her career goals in leadership "I can see through the opportunities I've had in my job that I

really want to be a library manager. Like I want to lead and I want to um, [pause] yeah, I want to lead and I want to manage people, and I do think professional registration will help with that". Janet experiences registration as being of material benefit to her in plan for career progression. It aids her in gaining positions that are more senior and will continue to contribute to her future goals. Registration differentiates her from other people on the same career ladder.

Claire felt the scheme benefitted her in the way it changed her definitions and understandings of the experience of CPD:

> I guess sorta makes you think about the types of things that you can do. And types of things that count towards CPD. You know, like, reading a journal article, or, you know that's all...there's quite a lot of stuff that you can do, you don't always have to go to a seminar, or go to a conference there's lots of, lots of other ways that you can you know, keep professional development wise. So I guess it maybe makes you think about you know, all the different options that there are. [pause] You know if you sort of think a bit outside the box sometimes.

Participation in the scheme allowed Claire to expand her definitions of the places and ways she could learn and what 'counts' as CPD learning. Her use of the phrase 'think outside the box' suggests creative ways of learning and thinking about learning that were facilitated through her participation.

Donna also felt the scheme was beneficial in terms of CPD, her experience was that it has benefitted the whole profession not just herself. She had hoped the scheme would improve access to CPD and thinks since its introduction "there seems to be a lot more out there now and I think that is potentially a by-product of, of the registration process". Miriam felt the scheme had improved not just the CPD available, but access to it:

> [B]ecause the whole system means there's access to more training...more opportunities, I'm better educated I would hope. I know more, I have more chance to learn about the things I need to know about...and probably it's easier to do that too. Because you know about, you know, the courses are there they're advertised and they're available to you. If you're trying to find something you know, in the big wide world that might be useful, it's not so easy, and I mean the organisation the association er sorry, makes it affordable. Which is a big deal.

These benefits experienced by Miriam are quantifiable. She has observed the number of CPD activities available increasing. She has found opportunities easier to locate because

they are publicised in advertising pitched at participants in the scheme. In her experience CPD activities have become more affordable.

Claire and Janet noted however, that CPD specifically catering to law librarians is hard to locate at times.

> Janet: And it's, then how do you find stuff that will build on the skill-set, or is it just stuff that reinforces what you already know, or is it tailored for...I think that lots of what's offered is quite public library focussed.
>
> Interviewer: Ah-ha.
>
> Janet: Or, generically tertiary-library focussed it's not specifically law librarian focussed.

Claire felt the NZLLA symposiums were an excellent source of law-focussed CPD but outside of that "with ah, law librarians it's a little bit, just cos we're like such a little niche. Just a little pocket area. It's quite hard to get, to find things to actually go and do sometimes. And if, if people don't really put them on then, yeah there's just a bit of a dearth of activities". Participants observations of the scheme's benefits in increasing CPD have been in the areas of CPD that is directly related to BoKs or more general CPD that is not so library specific. They have not observed the scheme's apparent influence on the increase in CPD available extending to CPD that is law-focussed.

7. Discussion

This section considers the findings from the data in relation to the research questions established for this study. Findings are also discussed in relation to previous studies of the scheme and related areas.

7.1 Expectations before joining

Nielson (2009, p. 5) found that registrants were not highly motivated by individual rewards when joining the scheme as the benefits of the scheme were promoted by LIANZA as "long-term, collective rewards for the profession as a whole". All participants in this study joined the scheme in this initial period, and it is evident from their descriptions of their understanding of anticipated benefits, enhancing the status of the profession and increasing professional recognition, that these messages were received and accepted. Several participants also expressed an expectation of benefits pertaining to CPD from the scheme. Miriam and Donna anticipated more CPD opportunities for the whole profession. Claire and Donna also anticipated personal CPD benefits from the scheme in terms of providing the

motivation to pursue more, and a framework to aid in guiding the breadth of CPD selection. Janet's anticipation of personal benefit from the scheme was of registration compensating for her lack of experience as a first career, new professional and of differentiating her from other non-registered applicants while job seeking. This anticipated benefit is tied to the scheme's ability to act as a shorthand for the CPD requirements participants must complete to achieve revalidation. Chawner's (2014, p. 13) survey respondents reported that the scheme had not delivered the promised benefits. As for the expectations of participants prior to joining which were those described in Nielson's study, a further question is how are individuals able to measure if the scheme is delivering these large scale, long-term benefits? Has the scheme been in existence long enough for these to be measured? How can a benefit such as increased professional recognition be measured by an individual so they can appreciate some sort of meaningful gain from it? The benefits anticipated by participants of increased access to CPD were something that they felt themselves able to perceive and measure in terms of outcomes. In terms of CPD in general for the whole profession Miriam and Donna felt the scheme would result in more CPD because of its CPD requirements.

Neilson (2009, p. 6) also found that the "thorough and rigorous re-validation requirements were keenly noted". However, most participants described not being able to realistically anticipate what the actual requirements of participation would be prior to registration. So, although participants knew of the CPD requirements the extent of the time and effort required to record them were not understood. This contributed to the positive expectations participants had before joining the scheme, as the realities of participation were not fully anticipated.

7.2 Meaningful outcomes of participation

Several participants mentioned he representative and affective dimensions of registration as a meaningful outcome of participation for them. This is noted by Broady-Preston and Cossham (2011, p. 30) who state "[c]oncepts of professional knowledge and identity are clearly factors of significance in relation to CPD schemes". Many of the participants found meaning in the scheme in its function as representative of their commitment to and belief in these profession-wide ideals and a commitment to the profession itself. Participants described this affective aspect of participation as existing outside of and even contrasting with the practical implications of participation to such an extent that Donna and Claire, having decided not to continue revalidating because of the practicalities, still professed to holding on to their ideals of the scheme Claire stating, "I still do think it is a good idea".

Registration is discretionary for participants in this study and participants described registration as a choice which they make each time they revalidate and not a requirement.

Participants' assessment of CPD benefits they could quantify were increased access to, and a reduction in the cost of accessing CPD. It is interesting to note that even though Donna and Miriam thought that access to CPD for information professionals in general had become greater and more cost effective, Claire and Janet's comments supported Cossham and Fields' (2006, p. 245) observations on CPD for special librarians and suggested it has possibly not changed much. CPD with a specific law library focus is still outweighed by that aimed at public and academic libraries, and this is not surprising for as Cossham and Fields (2006, p. 245) say "CPD providers need a large enough pool of interest to make development of courses viable". All participants described doing just as Cossham and Fields suggested and thinking outside the box for sources of CPD that is relevant to them, and it would seem that because of the small size of law librarians as a group in New Zealand this is a continuing problem which contributes to participants' assessments of the ease or difficulty they have completing CPD for the scheme's requirements. However, it is a problem that exists outside of the aegis of the scheme and the participants did not describe not being able to include law-specific CPD in their revalidation journals. The other tangible benefit mentioned by participants was that registration set them apart when job seeking. This benefit however, is one which only manifests at certain points in participants' careers.

7.3 Reflection and participation

This theme corroborated findings within the literature about critical or deep reflection and reflective writing. The problem of facilitating people's engagement in effective and deep reflective writing to enable them to experience the benefits of critical reflection is something that has been discussed in both an education and CPD context (Greenall & Sen, 2016; Moon, 2007; Sen & Ford, 2009). Participants' responses in this study provide detailed experiences concerning these issues. Participants did find the reflective writing they completed as part of their revalidation journal allowed them to record connections between their learning and how they were applying this in practice. Donna felt that the act of writing allowed her to reflect "a little bit more detailed about what it had covered and what is relevant". However, she eventually eschewed the scheme and its reflective writing for more informal reflective discussions with colleagues which she felt gave her just as much benefit for less effort. This is a key point as Greenall and Sen recommend "[t]raining, support and guidance should be provided to enable staff to find methods of reflection that are appropriate for their particular needs and suited to their personal style" (2016, p. 146). Reflective writing may be effective for many but not all people and Donna's experience is indicative of this. Greenall and Sen (2016, p. 146) also noted the issue of not having the time to engage in deeper reflective writing, especially outside of "existing workplace structures" and this was a

key issue experienced by Miriam and Janet as reflection for the scheme is not a part of daily work routines but something that sits outside these and must be fitted in.

Other participants found that the act of reflective writing in their journals felt "generic" or perfunctory, and did not add any further depth to their reflection on their learning and practice. No participants made any mention of having had training in reflective writing, but this was not a question asked in in the interview process. However, participants' explanations of writing reflectively in their journals showed a descriptive or superficial level of reflective writing and this is important to note as reflects findings from Grant (2007), Sen (2010), and Greenall and Sen (2016). The literature findings emphasise the need for proper training in reflective writing and/or models of reflection to enable people to engage in truly deep levels of reflective writing (Grant, 2007, p. 164; Greenall & Sen, 2016, pp. 144–146; Sen, 2010, p. 92). Sen explicitly states "[s]upport needs to be provided for those engaging in reflection and reflective writing. Without that support reflection can appear to be an abstract concept with little apparent practical use" (2010, p. 92). This is the conclusion that Phil, Claire and Janet came to. While Janet made mention of "Googling sample journals" for examples of reflective writing, none of the other participants described any support or training received on reflective writing. While this was not asked about specifically in the interviews, and there is some material on reflection available on LIANZA's website (Chawner, 2011; Library and Information Association of New Zealand Aotearoa, n.d.-a; Library and Information Association of New Zealand Aotearoa, n.d.-c) it is interesting to note its lack of discussion by participants.

Moon (2007, p. 191) states "[r]eflection is not, however, a clearly defined and enacted concept. People hold different views of its nature, which only become revealed at stages such as assessment". Forrest explains that "when we begin to reflect we need to move beyond the standard 'bag of tricks' of our professional education, by developing the confidence to challenge core beliefs and assumptions" (Forrest, 2008, p. 230). Both the potential of reflection and its problematic nature were expressed by participants in their discussion of where reflection was lacking and in references to ideal concepts of reflection. Looking at Moon's framework of reflective writing, as four categories from descriptive to deeply reflective, or at Grant's duopoly of analytical and non-analytical reflective writing the potential for reflective writing is revealed (Grant, 2007; Moon, 2007, pp. 198–199). This potential is shown, albeit in a more vague sense by participants comments. Janet clearly expressed the desire that her reflective writing be of this quality whilst Phil implied that his did not reach its full potential. Chawner's (2014, p. 11) survey responses indicated "no significant personal impact" for the statement "completing a revalidation journal helped me focus on my professional development". The responses of the participants in this study

clearly demonstrate the complexity of the above statement. These participants illustrated both the potential and the difficulties of reflective writing. There are multiple issues explored in this study that need to be teased out even further to give a full understanding of what Chawner's statement might mean for participants in the scheme.

7.4 Barriers to completing revalidation

Broady-Preston and Cossham (2011, p. 32) described the revalidation requirements of the scheme as prescriptive and time consuming. "The extent to which the schemes succeed in their intent will depend to a large extent on practical details surrounding their implementation" (Broady-Preston & Cossham, 2011, p. 36). This conclusion has appeared as significant themes in the experiences of participants in this research. They have noted the effort required to record all the CPD necessary to meet requirements, to keep coherent and detailed enough records over the revalidation cycle, and to maintain a sense of overall coverage of BoKs. Participants have described how all of this must be juggled with more pressing role-related or personal responsibilities and how it is an incredibly complex process.

Alongside this, participants discussed the difficulty of categorising the CPD they had completed in order that it fitted all the requirements of the BoKs. Describing the scheme's body of knowledge Broady-Preston and Cossham (2011, p. 32) state "[i]n practice it is unlikely to be attained by any individual librarian unless they had a long and extremely varied career". This assertion is the experience of participants. Participants needed to reshape their role-related CPD to fit into the scheme framework because some roles do not contain the breadth of responsibilities to allow all BoKs to be easily covered. This was not only because they were law librarians. Donna and Phil described the BoKs they had difficulty covering and this did not stem from their subject-specialisation, but their role scope. Also, participants' ease or difficulty completing BoK 11 seemed defined by organisational context rather than participants' roles. It supported the anecdotal findings recorded by Lilley and Paringatai (2014, p. 144). Miriam described wanting to attend a mātauranga Māori workshop but not being able to because it was cancelled. Other participants did not describe this level of engagement in their CPD for BoK11, except for Janet who was the only participant who described participating in more activities than were required in this area. Lilley and Paringatai say of BoK 11 and its part in the revalidation process "For many this will have been the first time that they had engaged with mātauranga Māori and if they wish to maintain their registration status they will have to continue to develop their knowledge and skills in this area" (2014, p. 145). The participants' experiences seem to confirm this statement for some, but not all participants.

Participants took ownership of their own responsibilities for managing the practical aspects of the revalidation process, but this did not diminish the fact that they all experienced it as a mammoth task – despite differing approaches. One of Chawner's (2014, p. 13) findings was "The scheme is too complex" and participants' experiences support this. This current study attempts to explore further the multidimensional nature of this complexity adding to earlier research. It is not just the way that things are recorded for the scheme, but also the organisational contexts, role responsibilities and personal situations of each participant that contribute to this and present different priorities that must be negotiated to successfully complete revalidation. The nature of the personal and organisational context cannot be overlooked or underestimated in understanding the complexity of the scheme's practical aspects. These things are significant and they had a considerable impact on participants' experiences.

7.5 Evaluation of participation

The issues mentioned in literature on contention and difficulty that surround participation in CPD have been touched upon in many of the themes generated by participants. However, a key point that participants have described through their process of evaluating the scheme is that value is a shifting idea that is constantly renegotiated. Through their important themes, participants isolated several factors that are included in the evaluation process: participants' underlying commitment to the scheme, the access they have to suitable CPD, the other commitments they have on their time from both professional and personal sources, the time it takes to complete the administrative tasks involved in revalidation, reflective writing and the difficulty of fitting their CPD activities into the framework of the scheme. As participants' priorities, career stages and environmental factors change so does the composition of the ratio that is calculated in the evaluation process. It would seem for the participants in this study that every given cycle this ratio is recalculated, outcomes and benefits, effort, cost and time are weighed against ideological commitment and the outcome of this process can change each time. It may well shift back and forwards in and out of favour. One participant stated that should the circumstances change – should the immediate material benefit of being registered change – they would reconsider their position. Others have strong ideological commitments which outweigh fluctuations in cost and benefit and mean for them revalidation is worth the effort.

The scheme has lofty goals built around commitment to the profession and it requires participants to hold these beliefs as important. However, its lynchpin is CPD and this requires participation on an individual level. Individual participation requires a supplementation of long-term career and profession-wide goals with smaller, more immediate goals and rewards worked for in discrete time consuming increments. The

scheme also sits externally to the tasks participants do as part of their daily role responsibilities. Participants described initially making their CPD choices based on what they need for their role or what they are working towards in their career. The latter is forward looking and more abstract, however the former is based in real time needs and requirements. Time pressures are an important consideration as functions of one's role cannot be overlooked to concentrate on professional registration requirements. Completing the requirements of one's role must come first and then only second the demands of registration. This is a point which has also been mentioned in the literature – time is a significant barrier to completing CPD.

8. Conclusion

Using the processes of Interpretative Phenomenological Analysis, the experiences of five law librarians who are or have been registrants in the LIANZA professional registration scheme have been analysed to explore the evaluative processes they undergo in their decisions to continue to revalidate or not. The themes which have emerged as important, show that both ideological, environmental and practical factors are evaluated each time a participant decides to complete a revalidation cycle. Examining these processes from the practitioner perspective has illustrated that over time the interplay of these various factors changes, as can the individual's evaluation of the scheme. One key finding is the theme of tension around process. This is something that has been discovered in previous research but this research's findings break it down further into areas for suggested further study, a significant one being helping participants get the most out of reflective writing and practice. It seems that law librarians can complete the requirements of the scheme mostly within the scope of their roles, however some creative effort is required to effect this. It would be interesting to see if the situation is similar for other groups within the profession.

As with all CPD organisational context plays a great role in how much and how effectively it is done. Arguably a supportive workplace ameliorates some of the demands of time that professional registration places on people over and above those of doing their job but if this is a well know issue with CPD then measures could be taken to combat it. Because of the level of ideological commitment required to overcome the substantial demands of participation it seems likely that for many people the effort may prove too much. Perhaps this is not a problem, as, if registration is a rarity, then it will accord higher status to those who undergo it, however if providing a framework and structure for CPD for the whole profession is the goal it would seem likely that wider participation is necessary. In this case and bearing in mind the recursive nature of participants' evaluation of revalidation could intermittent participation be an option? Could the scheme be something that people can return to

throughout their career and leave if the costs outweigh the benefits returning if these factors change later?

Could more be done to address these issues with the scheme? For instance, how necessary is the substantial reflective component? In the literature on reflective practice, reflection takes many forms. There is discussion about how people need to be taught to write reflectively. How is this playing into the obvious tension people feel about the reflective parts of the revalidation process? Could it be managed in a way that is less arduous for participants in real terms, yet still ensure that those connections and improvements in practice are made? Ultimately, the participants' evaluation of the scheme is very dependent on career stage, and situation.

8.1 Implications

Using the methods of IPA this study concentrates on a small homogenous group of information professionals to provide an interpretation of their experiences. These may be compared with those of other groups in the profession to provide a detailed understanding of the practitioner experience of being a registrant in the scheme. The literature has acknowledged the ideological aspects of professional registration schemes but this research focuses on the practitioner perspective. It has further highlighted the practical and process-based aspects of participation and how significant and changing the impact of each of these is at an individual level. This has implications both in terms of the value of the idiographic focus of the IPA approach for this kind of research, but also in determining areas where improvements could make a significant difference to registrants' experience in the scheme.

One of the main implications arising from this research is the need to ensure participants have sufficient training in reflective writing and reflective frameworks. The findings suggest that participants are not prepared for this aspect of reflective practice so training to up-skill new and current registrants should be a key priority.

Another implication is the tension arising from the practical aspects of managing the process of revalidation. The findings suggest that this was an ongoing struggle for all participants. Streamlining the management of, and the time required for, the recording process could greatly improve registrants' experiences.

8.2 Further research

The results of this study showed that reflective writing is something that participants struggle with. An exploration of the current training and information for participants about reflective writing for the scheme could help to establish how much further training is needed. Further research into reflective writing as an assessment tool for CPD in professional schemes

would also be worthwhile. Another point raised is that reflective writing is not the best form of reflection for everyone and research into the use of other forms of reflection as assessment tools for professional schemes could be useful in considering this problem further.

This research contains findings from a small homogenous group of participants. Further qualitative studies looking at the evaluation of revalidation in the scheme by other groups within the profession would be useful to enable comparisons with this study's findings. Lastly, as participants described not being able to fully anticipate the level of commitment participation would involve, an examination of more recent registrant's understandings of the participation requirements of the scheme before joining would indicate if this is still the case.

9. References

Adanu, T. (2007). Continuing professional development (CPD) in state-owned university libraries in Ghana. *Library Management*, *28*(6/7), 292–305. doi: 10.1108/01435120710774440

Alawadhi, S. (2015). Continuing Professional Development in Kuwaiti Academic Libraries. *International Information & Library Review*, *47*(3–4), 83–91. doi: 10.1080/10572317.2015.1113603

Attebury, R. (2015). Adult education concepts in library professional development activities. *New Library World*, *116*(5/6), 302–315. doi: 10.1108/NLW-08-2014-0100

Aziagba, P. (2009). Staff Development as Motivation for Paraprofessionals: A Case Study in Southern Nigeria. *Chinese Librarianship: An International Electronic Journal*, (27). Retrieved from http://www.white-clouds.com/iclc/cliej/cl27aziagba.pdf

Bello, M. A., & Mansor, Y. (2013). Strengthening professional expertise: Mentoring in knowledge transfer, the cataloguers' perspective. *International Information & Library Review*, *45*(3–4), 139–148. doi: 10.1080/10572317.2013.10766381

Bilodeau, E., & Carson, P. (2014). The role of communities of practice in the professional education of academic librarians. *Education for Information*, *31*(1/2), 25–51. doi: 10.3233/EFI-150949

Blakiston, R. (2011). Building Knowledge, Skills, and Abilities: Continual Learning in the New Information Landscape. *Journal of Library Administration*, *51*(7–8), 728–743. doi: 10.1080/01930826.2011.601272

Bosch, E. K., Ramachandran, H., Luévano, S., & Wakiji, E. (2010). The Resource Team Model: An Innovative Mentoring Program for Academic Librarians. *New Review of Academic Librarianship*, *16*(1), 57–74. doi: 10.1080/13614530903584305

Broady-Preston, J., & Cossham, A. (2011). Keeping the information profession up to date: Are compulsory schemes the answer? *IFLA Journal*, *37*(1), 28–38. doi: 10.1177/0340035210396777

Chawner, B. (2011). *On Reflection - Professional Registration*. Retrieved May 19, 2017,

from http://www.lianza.org.nz/reflection-professional-registration

Chawner, B. (2014). *Why Professional Registration is the future!* [PowerPoint slides].

Retrieved from

http://www.lianza.org.nz/sites/default/files/Sides_E_Professional_registration_schem

e.pdf

Corcoran, M., & McGuinness, C. (2014). Keeping ahead of the curve: Academic librarians

and continuing professional development in Ireland. *Library Management*, *35*(3),

175–198. doi: 10.1108/LM-06-2013-0048

Corrall, S., & O'Brien, J. (2011). Developing the legal information professional: A study of

competency, education and training needs. *Aslib Proceedings*, *63*(2/3), 295–320. doi:

10.1108/00012531111135718

Cossham, A., & Fields, A. (2006). Keeping the roses watered: the continuing professional

development of librarians in New Zealand. *The Australian Library Journal*, *55*(3),

235–247. doi: 10.1080/00049670.2006.10721856

Cossham, A., & Fields, A. (2007). Balancing individuals' expectations and organisational

requirements for continuing professional development. *Library Review, 56*(7), 573–

584. doi: 10.1108/00242530710775971

Davidson, J. R., & Middleton, C. A. (2006). Networking, Networking, Networking. *Science &

Technology Libraries*, *27*(1–2), 203–224. doi: 10.1300/J122v27n01_14

Earney, S., & Martins, A. (2009). Job rotation at Cardiff University Library Service: A pilot

study. *Journal of Librarianship and Information Science*, *41*(4), 213–226. doi:

10.1177/0961000609345089

Eatough, V., & Smith, J. A. (2008). Interpretative Phenomenological Analysis. In C. Willig &

W. Stainton-Rogers, *The SAGE Handbook of Qualitative Research in Psychology*

(pp. 179–194). Retrieved from http://methods.sagepub.com/book/the-sage-

handbook-of-qualitative-research-in-psychology/n11.xml

Farmer, L. (2012). The roles of professional organizations in school library education: Case studies from around the world. *School Libraries Worldwide*, *18*(2), 1–11.

Fields, E., (2015). Making Visible New Learning: Professional Development with Open Digital Badge Pathways. *Partnership: The Canadian Journal of Library & Information Practice & Research*, *10*(1), 1–10. doi: 10.14288/1.0077958

Fitzgibbons, M., & Kelly, K. (2013). MOOCs as Online Professional Development for Law Librarians. *Australian Law Librarian*, *21*, 245–252.

Forrest, M. E. S. (2008). On becoming a critically reflective practitioner. *Health Information & Libraries Journal*, *25*(3), 229–232. doi: 10.1111/j.1471-1842.2008.00787.x

Goosney, J. L., Smith, B., & Gordon, S. (2014). Reflective Peer Mentoring: Evolution of a Professional Development Program for Academic Librarians. *Partnership: The Canadian Journal of Library and Information Practice and Research*, *9*(1). doi: 10.21083/partnership.v9i1.2966

Grant, M. J. (2007). The role of reflection in the library and information sector: a systematic review. *Health Information & Libraries Journal*, *24*(3), 155–166. doi: 10.1111/j.1471-1842.2007.00731.x

Greenall, J., & Sen, B. A. (2016). Reflective practice in the library and information sector. *Journal of Librarianship and Information Science*, *48*(2), 137–150. doi: 10.1177/0961000614551450

Guo, S. (2014). Developing effective professional development programs: a case study. *New Library World*, *115*(11/12), 542–557. doi: 10.1108/NLW-05-2014-0048

Hallam, G., & Newton-Smith, C. (2006). Evaluation of transitional mentoring for new library and information professionals: What are the professional and personal outcomes for the participants? *Library Management*, *27*(3), 154–167. doi: 10.1108/01435120610652905

Hallam, G., Ritchie, A., Hamill, C., Lewis, S., Newton-Smith, C., Kammermann, M., & O'Connor, P. (2010). Australia's Health Libraries: A Research-directed Future. *Library Trends*, *59*(1/2), 350-372-375-379.

Hampe, N., & Lewis, S. (2013a). E-portfolios support continuing professional development for librarians. *Australian Library Journal*, *62*(1), 3–14. doi: 10.1080/00049670.2013.771766

Hampe, N., & Lewis, S. (2013b). E-portfolios support continuing professional development for librarians. *Australian Library Journal*, *62*(1), 3–14. doi: 10.1080/00049670.2013.771766

Henczel, S. (2014). The impact of library associations: preliminary findings of a qualitative study. *Performance Measurement and Metrics*, *15*(3), 122–144. doi: 10.1108/PMM-07-2014-0025

Hess, A. N. (2015). Equipping Academic Librarians to Integrate the Framework into Instructional Practices: A Theoretical Application. *The Journal of Academic Librarianship*, *41*(6), 771–776. doi: 10.1016/j.acalib.2015.08.017

Irfan, M., Haneefa, M., & Shyni, G. (2015). Workplace Learning Among Library Professionals of University Libraries in Kerala. *DESIDOC Journal of Library & Information Technology*, *35*(5), 376–381. doi:10.14429/djlit.35.5.8586

James, I. J. (2011). Effective Motivation of Paraprofessional Staff in Academic Libraries in Nigeria. *Library Philosophy and Practice*.

Larkin, M., Eatough, V., & Osborn, M. (2011). Interpretative phenomenological analysis and embodied, active, situated cognition. *Theory & Psychology*, *21*(3), 318–337. doi: 10.1177/0959354310377544

Larkin, M., Watts, S., & Clifton, E. (2006). Giving voice and making sense in interpretative phenomenological analysis. *Qualitative Research in Psychology*, *3*(2), 102–120. doi: 10.1191/1478088706qp062oa

Leedy, P. D., & Ormrod, J. E. (2015). *Practical research: planning and design*. Harlow, England: Pearson Education Limited.

Library and Information Association of New Zealand Aotearoa. (2016). Libraries in Aotearoa New Zealand. Wellington, New Zealand: Library and Information Association of New Zealand Aotearoa. Retrieved from http://www.lianza.org.nz/resources

Library and Information Association of New Zealand Aotearoa. (n.d.-a). *Lets get BOKing.*

    [Video file]. Video posted to

    https://www.youtube.com/watch?time_continue=195&v=SVan_EzGUrg

Library and Information Association of New Zealand Aotearoa. (n.d.-b). *Bodies of*

    Knowledge: Clusters. Retrieved October 13, 2016, from

    http://www.lianza.org.nz/professional-registration/bodies-knowledge-clusters

Library and Information Association of New Zealand Aotearoa. (n.d.-c). *Learning to write*

    reflectively. Retrieved May 19, 2017, from http://www.lianza.org.nz/learning-write-

    reflectively

Lilley, S., & Paringatai, T. P. (2014). Kia whai taki: Implementing Indigenous Knowledge in

    the Aotearoa New Zealand Library and Information Management Curriculum.

    Australian Academic & Research Libraries, *45*(2), 139–146. doi:

    10.1080/00048623.2014.908498

Matteson, M., Musser, S., & Allen, E. (2015). From good to great managers: The case for a

    structured continuing education program in library management. *Library*

    Management, *36*(1/2), 127–141. doi: 10.1108/LM-05-2014-0058

McKinney, P. A., & Sen, B. A. (2012). Reflection for learning: understanding the value of

    reflective writing for information literacy development. *Journal of Information Literacy*,

    6(2), 110–129. doi: 10.11645/6.2.1747

Moon, J. (2007). Getting the measure of reflection: considering matters of definition and

    depth. *Journal of Radiotherapy in Practice*, *6*(4), 191–200. doi:

    10.1017/S1460396907006188

Morgan, D. (2008). Snowball Sampling. In L. Given (Ed.), *The SAGE Encyclopedia of*

    Qualitative Research Methods (p. 816). Retrieved from

    http://methods.sagepub.com/reference/sage-encyc-qualitative-research-

    methods/n425.xml

Murray, T. E. (2014). Professional Development and the Special Librarian. *Journal of Library*

    Administration, *54*(8), 709–709. doi: 10.1080/01930826.2014.965104

Nielson, P. C. (2009). *Factors influencing Registrants motivations to apply for LIANZA Professional Registration under the Transition Arrangements (Executive Summary)*. Unpublished MLIS research project, Victoria University of Wellington, Wellington, N.Z. Retrieved from http://www.lianza.org.nz/sites/default/files/files/Professional%20Registration%20580 %20Project%20-%20Executive%20Summary.pdf

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, *18*(2), 34–35. doi: 10.1136/eb-2015-102054

Osborn, M., & Smith, J. A. (2008). Interpretative phenomenological Analysis. In J. A. Smith (Ed.), *Qualitative psychology: a practical guide to research methods* (2nd ed, pp. 53–80). Los Angeles, California: SAGE Publications.

Pan, J., & Hovde, K. (2010). Professional Development for Academic Librarians: Needs, Resources, and Administrative Support. *Chinese Librarianship: An International Electronic Journal*, *29, 1-9.* Retrieved from http://www.iclc.us/cliej/cl29PH.pdf

Parker, C. A. (2009). Leadership Development Programs for Law Librarians. *Journal of Library Administration*, *49*(8), 881–885. doi: 10.1080/01930820903397218

Perryman, C. (2008). Further study is needed to define and measure the use of reflective practice in library and information science. *Evidence Based Library and Information Practice*, *3*(1), 53–56. doi: 10.18438/B8G037

Pinkston, J. (2009). Wanted: A Revolution in Library Continuing Education. *Public Library Quarterly*, *28*(4), 295–311. doi: 10.1080/01616840903333774

Reich, A., Rooney, D., & Boud, D. (2015). Dilemmas in continuing professional learning: learning inscribed in frameworks or elicited from practice. *Studies in Continuing Education*, *37*(2), 131–141. doi: 10.1080/0158037X.2015.1022717

Ritchie, A. (2008). Future visions for continuing professional development in health librarianship: an Australian perspective. *Health Information & Libraries Journal*, *25*, 103–105. doi: 10.1111/j.1471-1842.2008.00819.x

Roser, M. R. (2012). *Influences on the Professional Development Choices of Library Staff*. Unpublished MIS research project. Victoria University of Wellington, Wellington, New Zealand. Retrieved from http://researcharchive.vuw.ac.nz/handle/10063/2341

Saumure, K., & Given, L. (2008a). Convenience Sample. In L. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (p. 125). Retrieved from http://methods.sagepub.com/reference/sage-encyc-qualitative-research-methods/n425.xml

Saumure, K., & Given, L. (2008b). Nonprobability Sampling. In L. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (p. 563). Retrieved from http://methods.sagepub.com/reference/sage-encyc-qualitative-research-methods/n425.xml

Sayers, R. (2007). The right staff from X to Y: Generational change and professional development in future academic libraries. *Library Management*, *28*(8/9), 474–487. doi: 10.1108/01435120710837765

Sen, B. (2010). Reflective writing: a management skill. *Library Management; Bradford*, *31*(1/2), 79–93. doi: 10.1108/01435121011013421

Sen, B., & Ford, N. (2009). Developing reflective practice in LIS education: The SEA-change model of reflection. *Education for Information*, *27*(4), 181–195. doi: 10.3233/EFI-2009-0884

Sides. (2016). Professional Registration - taking time to reflect. *Library Life Te Rau Ora*, (443), 18. Retrieved from http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps_pid=IE25743741

Singh, R. (2016). The Impact of Intrinsic and Extrinsic Motivators on Employee Engagement in Information Organizations. *Journal of Education for Library & Information Science*, *57*(2), 197–206. doi:10.12783/issn.2328-2967/57/2/11

Smith, J. A. (2011). Evaluating the contribution of interpretative phenomenological analysis. *Health Psychology Review*, *5*(1), 9–27. doi: 10.1080/17437199.2010.510659

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: theory, method and research*. Los Angeles, California: SAGE.

Todd, K. (2007). Competencies of Law Librarianship: Reference, Research, and Patron Services. *Legal Reference Services Quarterly*, *26*(1–2), 7–22. doi: 10.1300/J113v26n01_02

Udoh-Ilomechine, Q. (2009). Patterns of In-Service Training for Special Libraries: A Pilot Study. *Library Philosophy and Practice*, 1–5.

Upton, J. (2008). Soapbox: Professional Registration - a great goal for 2008! *Library Life Te Rau Ora*, (322), 1–2. Retrieved from http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps_pid=IE766235

VanScoy, A. (2013). Fully engaged practice and emotional connection: Aspects of the practitioner perspective of reference and information service. *Library & Information Science Research*, *35*(4), 272–278. doi: 10.1016/j.lisr.2013.09.001

VanScoy, A. & Evenstad, S. (2015). Interpretative phenomenological analysis for LIS research. *Journal of Documentation*, *71*(2), 338–357. doi: 10.1108/JD-09-2013-0118

Varlejs, J. (2009). Still "Nobody's Baby"? *Library Leadership & Management; Chicago*, *23*(3), 122–126,139.

Victoria University of Wellington Faculty of Commerce School of Information Management. (2014). *Application Guidelines & Documentation*. Retrieved October 15, 2016, from http://www.victoria.ac.nz/sim/research/human-ethics-committee/hec-applications

Victoria University of Wellington Research Policy Group. (2016). *Human Ethics Policy. Victoria University of Wellington*. Retrieved from http://www.victoria.ac.nz/documents/policy/research-policy/human-ethics-policy.pdf

Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology & Health*, *15*(2), 215–228. doi: 10.1080/08870440008400302

Zabel, D. (2008). The Mentoring Role of Professional Associations. *Journal of Business & Finance Librarianship*, *13*(3), 349–361. doi: 10.1080/08963560802183187

Bibliography

Budd, J. M. (2005). Phenomenology and information studies. *Journal of Documentation*, *61*(1), 44–59. doi: 10.1108/00220410510578005

Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed). Los Angeles: SAGE Publications.

Garraway, J. (2006). Te Wero: the challenge to reposition a library association. *Library Management*, *27*(1/2), 77–82. doi:10.1108/01435120610647965

Jenkin, A. (2010). New Zealand News. *Australian Law Librarian*, *18*, 237.

Lo Iacono, V., Symonds, P., & Brown, D. (2016). Skype as a tool for qualitative research Interviews. *Sociological Research Online*, *21*(2). doi: 10.5153/sro.3952

Sides, E. (2014a). Benchmarking professional registration. *Library Life Te Rau Ora*, (427), 29. Retrieved from http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps_pid=IE221153 37

Sides, E. (2014b). Professional registration: time to pivot? *Library Life Te Rau Ora*, (429), 31. Retrieved from http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps_pid=IE230667 93

10. Appendices

10.1 Volunteer recruitment email

Volunteers wanted for research project

Hello,

I am studying towards a Master of Information Studies at Victoria University, and am conducting a short research project about how law librarians evaluate the continuous professional development components of the LIANZA professional registration scheme.

If you are a law librarian who is registered or has been registered in the past I would be really interested in talking to you about your continuous professional development activities and participation (current or past) in the LIANZA scheme. The interviews will take 30-60 minutes and can take place face-to-face in the Wellington region or alternatively via Skype, or a similar service.

For more information, or to volunteer your time for an interview, please contact me at cookruth@myvuw.ac.nz.

Regards,

Ruth Cook

School of Information Management

Victoria University of Wellington

10.2 Participant information sheet

Participant Information Sheet

<u>Research Project Title:</u> **Exploring the evaluation of the continuous professional development requirements of the LIANZA Professional Registration Scheme by law librarians**

<u>Researcher:</u> **Ruth Cook, School of Information Management, Victoria University of Wellington**

As part of the completion of my Master of Information Studies, this study is designed to to explore how law librarians evaluate the continuous professional development (CPD) requirements of the LIANZA professional registration scheme. There has been previous research which has surveyed information professionals on their opinions of the scheme. This research hopes to build on previous research, and provide more detail.

This study will look at the opinions of law librarians, as a specialist group within the wider information profession with their own particular set of CPD needs. The scheme has been designed to be broad enough to suit the whole of the profession, and this research aims to examine if a broad profession-wide scheme is still managing to meet the current and future CPD needs of a sub-group with its own unique requirements. This is an important issue to take into consideration for the scheme as it continues to evolve. As previous research has used a survey method, this research will use interviews with law librarians to discover what they say, in their own words, their CPD needs are, and how these are served by the CPD requirements of the LIANZA scheme. Victoria University requires, and has granted, approval from the School's Human Ethics Committee reference number: 24226.

I am inviting law librarians in New Zealand who qualify for registration in the LIANZA scheme to participate in this research. Participants will be asked to take part in a 45 minute interview. Permission will be asked to record the interview, and a transcript of the interview will be sent to participants for checking.

Participation is voluntary, and you will not be identified personally, and neither will the organisation you work, for in any written report produced as a result of this research, including possible publication in academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself and my supervisor Professor Anne Goulding. The research report will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. Should any participant wish to withdraw from the project, they may do so until the

13th of April 2017 and the data collected up to that point will be destroyed. All data collected from participants will be destroyed within 2 years after the completion of the project.

If you have any questions or would like to receive further information about the project, please contact me at cookruth@myvuw.ac.nz or telephone 04 389-6950/021 912-659, or you may contact my supervisor Professor Anne Goulding at Anne.Goulding@vuw.ac.nz or telephone 463-5887.

If you have any concerns about the ethical conduct of the research you may contact the Victoria University Human Ethics Committee Convener Dr. Philip Calvert at philip.calvert@vuw.ac.nz or telephone 463-6629.

Ruth Cook

10.3 Participant consent form
Participant Consent Form

Research Project Title: **Exploring the evaluation of the continuous professional development requirements of the LIANZA Professional Registration Scheme by law librarians**

Researcher: **Ruth Cook, School of Information Management, Victoria University of Wellington**

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction.

I understand that I may withdraw myself (or any information I have provided) from this project, without having to give reasons, by e-mailing cookruth@myvuw.ac.nz by the 13th of April 2017.

I understand that any information I provide will be kept confidential to the researcher and their supervisor, the published results will not use my name, or the name of any organisation I am employed by, and that no opinions will be attributed to me in any way that will identify me or any organisation I work for.

I understand that the data I provide will not be used for any other purpose or released to others.

I understand that, if this interview is audio recorded, the recording and transcripts of the interviews will be erased within 2 years after the conclusion of the project. Furthermore, I will have an opportunity to check the transcripts of the interview.

Please indicate (by ticking the boxes below) which of the following apply:

☐   I would like to receive a summary of the results of this research when it is completed.

☐   I agree to this interview being audio recorded.

Signed:

Name of participant:

Date:

10.4 Interview schedule and prompts

Interview questions

Smith and Osborn (2008, pp. 58 – 63) state that IPA questions should be open enough to allow the respondent to express their opinions in their own words, grouped logically around different themes for investigation (or sub questions) and use funnelling to move from general to more specific.

CPD needs of law librarians

1) How would you describe the key skills and competencies you need for your day to day work?
2) How do you think about future competencies and skills you may need?
   Prompt: identify, plan for, awareness of, reflect upon future goals
3) Can you explain how you work towards meeting current and future needs, and gaining new skills?
4) Where do you gain information on CPD?
   Only ask Q5 if not covered in answer to Q4:
5) Where do you go to undergo CPD for your registration/revalidation journal? Is this different? Why? Why not?
6) Which BoK's or clusters do you cover with the CPD you regularly undertake for your registration/revalidation journal? Which ones do not? Why?
7) In filling in the journal how did/does it cause you to think about the CPD you have undertaken?
8) You have described the CPD you do overall, how do you evaluate the usefulness of the CPD you do for registration/revalidation in the context of your daily work?

   Prompt: reflection, structure, direct/indirect application

Preconceived ideas of the CPD benefits of the LIANZA professional registration scheme

9) What did you know about the LIANZA registration scheme before you joined?
10) Where and how did you find out about the scheme to begin with?
11) What did you think participation would involve?
    Prompt: In which ways did you anticipate it would help you? How did you imagine it would work logistically? How much time did you imagine you would need to devote to its requirements?
12) What did you imagine the CPD requirements would be?
    Prompt: more or less than you were already doing

13) Do you think participation in the scheme makes/made a difference to the amount of CPD you do/did?

Barriers to completing requirements of the scheme in time

14) What do you do to find CPD activities to undertake which meet the BoKs in clusters you are not easily able to complete during your regular CPD?

15) How do/did you spread your CPD activities to ensure you are completing them on schedule?

    prompt: weekly/fortnightly, whenever you can, check towards end of cycle to see how much is left to go

    Do not ask Q16 if answers are covered in Q15

16) Are there any issues with this?

    Prompt: what kind of issues – specify/ what do you think enables you to manage your CPD time so well?

17) How do you resolve any issues you encounter with completing your CPD activities in the required time? OR (if answer to 16 was no) Has there been a time in the past when you had trouble completing your CPD activities in the required time?

    Do not ask question 18 if the answer to 16 & 17 was none.

18) What would make it easier to complete your CPD in the timeframes allowed? OR How did you remove the barriers which existed in the past to completing your CPD in the timeframes allowed?

    Do not ask question 19 if it was covered earlier

19) How do you feel you gain, CPD wise, from participation in the scheme?

20) Is there anything you would like to add about CPD for law librarians or about the LIANZA scheme?

10.5 Sample from a theme development sheet

Key

Conceptual
Descriptive
Linguistic

Emergent themes	Original transcript	Exploratory comments
		Emergent themes
	I: Yeah.	
Registration to compensate lack of experience	P: Because, [laughs] I'm very aware that I'm young in libraries. I, came to libraries as a first career, rather than second. And, so I did my MLIS really young, so I needed to be registered to get a qualified job. So, I see it as	Registration was necessary to get a qualified job because of her age upon qualifying (young, first career)
Registration as task towards end goal	a task rather than a reflective, sort of, time.	Task – something difficult or unpleasant that you have to do. Maybe because she is not choosing to reflect, but is only doing it because it is required.
	Although, I, I mean I do think about it and I do think 'oh what did I learn and how did I apply it?' but it's, my entries were very	So registration is a task to achieve the goal of suitable employment rather than an opportunity to reflect on learning. Focus on end goal not process.
Desire for deeper reflection	generic. Like, I learnt this, and then this and I	Some reflection does occur though: what was learnt and how it was applied.
Reflection and reflective practice	am trying to incorporate this into my daily practice. More.	Some reflection – but only on a superficial level?/only in a minor way?
		Entries were very generic – all entries were similar and not unique.
	I: Oh. Wonder why?... it's like that do you have any idea? About why it was that, like that for you?	This is an example of reflection and reflective practice.
		So although she articulates regret about her lack of reflection during the process she does demonstrate that she actually engages in both reflection and reflective practice. Why is there a disconnect between what she says she does and what she does? Is there a sense that reflection needs to be more profound or longer or more difficult in some way?
Registration as necessary	P: I, I think it is because I saw it as something I had to get.	Registration was necessary/compulsory not done because of choice.
		Had to get – refers back to use of word 'task' earlier.
		Contrasts with her description of registration as a nice to have.

Name: Ruth Cook

Word count: 16,223