



Draft

Course Handbook

Diploma and Advanced Diploma

in

Applications of ICT in Libraries

UNIVERSITY

Contents

Section	Page
1. Introduction	4
2. Structure and Contents of the Awards	6
3. Delivery Models	7
4. Learning and Assessment Materials	8
5. Aims of the Group Awards	8
5.1 General aims	8
5.2 Specific aims	8
6. Recommended access to the Group Awards	9
7. Structure of the Group Awards	10
7.1 Diploma in Applications of ICT in Libraries	10
7.2 Advanced Diploma in Applications of ICT in Libraries	10
8. Unit Outlines	11
8.1 Applications of ICT in Libraries: Locating Information on Behalf of Clients	11
8.2 Applications of ICT in Libraries: Supporting Reader Development	12
8.3 Applications of ICT in Libraries: Supporting Client Learning	13
8.4 Applications of ICT in Libraries: Using ICT in Professional Practice	14
8.5 Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of ICT	15
8.6 Applications of ICT in Libraries: Carrying Out the Net Navigator Role	16
8.7 Applications of ICT in Libraries: Carrying Out the Educator Role	17
8.8 Applications of ICT in Libraries: Integrative Unit	18
9. Assessment Strategy	19
10. Use of E-Assessment	20
11. Open Learning and Distance Learning	20

1. Introduction

New Library: The People's Network was commissioned from the Library and Information Commission by the Department of Culture Media and Sport in 1997. The report's vision of the public library service has been a major catalyst for the transformation of services over the past seven years. The training programme (ICTL) was further developed in **Building the New Library Network**. It identified three key training strands:

Outcome 1: ICT technical skills content, which almost all the UK library authorities chose to deliver by training staff using the European Computer Driving Licence (ECDL) qualification

Outcomes 2-8: variously described as the supplementary outcomes, library outcomes or contextual outcomes. These Outcomes were delivered in a wide variety of ways – using library staff, national bodies, external training agencies, independent consultants, commissioned training courses, cascade training etc.

Advanced Outcomes: the advanced roles were Net Navigator, Information Consultant, Information Gatekeeper, Information Manager and Educator. Again, the training content and delivery mechanism varied widely. When the training was finally delivered, the uptake of the **Net Navigator** and **Educator** training was much higher than any of the other areas.

The possible certification of the ICTL training was raised in the early documentation and was regularly discussed. The national agencies have always been supportive of certification but have focused on the delivery of high-quality training and completion of the ICTL programme. There were a number of key considerations:

- Any qualification would need to be of a significantly high enough level to attract learners to elect to go through formal assessment.
- Employers need to be supportive of the qualification, with a view to including it in workforce development, staffing structures and gradings.
- Education providers should be encouraged to develop and deliver appropriate training.
- The qualification must link to the emergent CILIP Framework for Qualifications.
- A qualification is important to new library staff, but retrospective assessment of prior learning is also very desirable.

At the request of the **Big Lottery Fund**, SLIC began exploring how certification could be pursued and opened discussions with the **Scottish Qualifications Authority (SQA)**.

SLIC and SQA agreed to work together on the development of two new Professional Development Awards (PDAs), the **Diploma and Advanced Diploma in Applications of ICT in Libraries**. The main parameters for the development were as follows:

1. The key target candidates for the Award are **paraprofessional staff** or **new professionals**. These number around 40,000 and the initial learner target is estimated at around 2000.
2. Two qualifications have been developed – a **Diploma** for Outcomes 2-8 and an **Advanced Diploma** which extends coverage to the Net Navigator or Educator roles.
3. The Awards can be made **retrospectively**, so all the trained staff have the option of undergoing formal assessment of their prior learning.
4. The Awards link to the **Scottish Credit and Qualifications Framework (SCQF)**. The SCQF is a 12 point scale. The Awards are PDAs (Professional Development Awards) in Applications of ICT for Libraries, placed at points 7 and 8 on the SCQF scale, equating to Higher National Certificate / Higher National Diploma level or First / Second year of an Undergraduate Degree.
5. Although the Awards have been produced in Scotland through SQA, they are **UK qualifications**. Parallel accreditation with QCA, which manages Awards for England, Wales and Northern Ireland, is also being explored.

The resulting work has produced a Diploma and Advanced Diploma in ICTL. Higher National Units were produced to incorporate the original outcomes and advanced outcomes. The outcomes, as identified in the original NOF guidance, did not have sufficient detail for the purpose of accreditation and required expansion and greater specificity.

An additional part of the whole project has been to produce top-up learning materials for candidates who have benefited from the NOF training some time ago and need refreshing. The development of new learning materials was necessary (refresher content for learners, given the time lapse since initial learning) however, there are still a considerable number of providers who can make suitable material available.

The qualifications are primarily targeted at staff working in the Public Library service in the UK. This is because they have already completed an extensive training programme. Some units from the qualifications may also be of interest to staff working in other libraries, such as school or college libraries. It may be helpful to offer the units flexibly and add exemplars/terminology of relevant sectors. As SQA offers certification of individual units, there would be the possibility for a non-public library candidate, eg: a school librarian, to undertake one or more units pertinent to their job role and career ambitions.

The Diploma and Advanced Diploma are work-based qualifications and effective partnerships with employers are essential to successful delivery. The employer is best-placed to provide a formal framework for the authentication of work by candidates in the working environment. The partnership between the candidate, training provider and employer underpins the successful assessment of the qualifications through mentor/tutor support, completion of work-based assignments and authentication. Web-based “top-up” learning is available at www.ictl.org.uk

2. Structure and Contents of the Awards

The structure and content of the awards were derived from the initial training carried out during the ICTL training programme. This content was in turn derived from a survey of user requirements. The basic outcomes of the training covered the following areas:

- Developing the skills necessary to use ICT to locate information on behalf of clients.
- Developing the skills necessary to use ICT to promote reader development.
- Developing the skills necessary to use ICT to support learners.
- Developing the skills necessary to use ICT in support of professional practice.
- Developing the skills necessary to support learners in the safe and legal use of the Internet.

Higher National Units corresponding to each of these areas were developed as part of the Diploma programme.

The Advanced Outcomes offered during the training were Net Navigator, Information Consultant, Information Gatekeeper, Information Manager and Educator. Candidates generally undertook training in only one of these areas. The uptake of the **Net Navigator** and **Educator** training was much higher than any of the other areas, so these were the areas included as options in the Advanced Diploma, ie:

- Developing advanced skills in using ICT to locate information on behalf of clients.
- Developing advanced skills in using ICT to support learners.

The Advanced Diploma also includes an **Integrative Unit** to allow candidates to demonstrate the integration of the skills acquired throughout the training into professional practice.

3. Delivery Models

It is envisaged that these qualifications are best delivered in a formal framework, such as:

- **An in-house training programme**, drawing on staff expertise and cascade training, using the top-up training to refresh skills, with a formal supervisor/mentor network for authentication of assignments. This might be a larger library authority with SQA approved centre status
- **A consortium of library authorities**, sharing commercial training, the top-up learning material or shared staff expertise with a formal supervisor/mentor network for authentication of assignments. One authority might take the lead and secure SQA approved centre status or use a local centre, perhaps a college.
- **A commercial training provider** who has their own learning content and tutors, secures SQA approved centre status, and works with local authorities to put staff through training and assessment, with the tutors taking on the role of network for authentication of assignments.
- **A college**, who has their own learning content and tutors, already has SQA approved centre status, and works with local authorities to put staff through training and assessment, with the tutors taking on the role of network for authentication of assignments.
- **A college working in partnership with a number of local authorities**, with the authorities using the top-up learning, cascade training and own mentors and the college presenting the candidates for assessment using their SQA approved centre status.

As this qualification relies on work-based assignments, it is important that there is a formal framework for the authentication of work by candidates.

The units can be studied flexibly or sequentially. The suggested pathway is reflected in the numbering of the units, however, as long as Unit 1 precedes Unit 6 and Unit 3 precedes Unit 7, then the Units can be followed in an order which suits the candidate and their learning context. For example, Unit 2 could be delayed until reader development training is cascaded in-house, top-up learning followed or commercial training bought-in.

The Units are estimated at 40 hours of learning to include diagnostic testing, accessing “top-up” learning, embedding knowledge in practice, completing assignments and face-to-face training. This will take some time and candidates should be encouraged to focus on a single unit at any one time and accept that the units will take some time to complete satisfactorily.

4. Learning and Assessment Materials

Web-based “top-up” learning is available at www.ictl.org.uk. This has been developed to support authorities wishing to deliver their own training and present candidates for assessment who completed the formal training some time ago. The qualification is supported by a complete set of exemplar assessments.

5. Aims of the Group Awards

5.1 General aims

These awards have a range of broad aims which are generally applicable to all equivalent Higher Education qualifications. These general aims are:

- To develop the candidate’s knowledge and skills such as planning, analysing and synthesising.
- To develop employment skills and enhance candidates’ employment prospects
- To enable progression within the Scottish Credit and Qualifications Framework or the National Qualifications Framework.
- To develop study and research skills
- To provide academic stimulus and challenge and foster an enjoyment of the subject.

5.2 Specific aims

The specific aims of the Diploma in Applications of ICT in Libraries are:

- To develop the skills necessary to use ICT to **locate information** on behalf of clients.
- To develop the skills necessary to use ICT to **promote reader development**.
- To develop the skills necessary to use ICT to **support learners**.
- To develop the skills necessary to **use ICT in support of professional practice**.
- To develop the skills necessary to **support learners in the safe and legal use of the Internet**.

The specific aims of the **Advanced Diploma in Applications of ICT in Libraries** are as above, plus:

- To develop advanced skills in **using ICT to locate information** on behalf of clients.

or

- To develop advanced skills in **using ICT to support learners**.

and

- To demonstrate the **integration of the skills acquired** throughout the training into professional practice.

6. Recommended access to the Group Awards

As with all SQA qualifications, access will be at the discretion of the Centre and the following recommendations are for guidance only.

At a minimum, a candidate would require relevant:

- IT skills, eg: ability to use a browser, search the web, download and activate software. Candidates are expected to begin each unit possessing the IT skills required for that unit. These skills could be acquired while the candidate undertakes the award. The basic IT skills required are word processing, email, and use of the WWW at a level equivalent to the ECDL or PC Passport units in word processing and use of the Internet.
- Experience of working with clients in a library environment
- Experience of working with fiction and non-fiction, online reader development websites and readers
- Communication at Intermediate II
- Problem solving at Higher Level

Detailed notes on prior qualifications are presented in the Unit descriptions. Mature candidates with suitable work experience may be accepted for entry provided the enrolling centre believes that the candidate is likely to benefit from undertaking the award.

7. Structure of the Group Awards

7.1 Diploma in Applications of ICT in Libraries

Candidates must complete all five Mandatory Units:

Mandatory Units: Diploma

Unit Ref.	Unit Number	Unit Title	Credit Value	SCQF Level
Unit 1	DP5C34	Applications of ICT in Libraries: Locating Information on Behalf of Clients	1	7
Unit 2	DP5D 34	Applications of ICT in Libraries: Supporting Reader Development	1	7
Unit 3	DP5E 34	Applications of ICT in Libraries: Supporting Client Learning	1	7
Unit 4	DP5F 34	Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development	1	7
Unit 5	DP5G 34	Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of the Internet	1	7

7.2 Advanced Diploma in Applications of ICT in Libraries

Candidates must complete all six Mandatory Units plus one Optional Unit.

Mandatory Units: Advanced Diploma

Unit Ref.	Unit Number	Unit Title	Credit Value	SCQF Level
Unit 1	DP5C 34	Applications of ICT in Libraries: Locating Information on Behalf of Clients	1	7
Unit 2	DP5D 34	Applications of ICT in Libraries: Supporting Reader Development	1	7
Unit 3	DP5E 34	Applications of ICT in Libraries: Supporting Client Learning	1	7
Unit 4	DP5F 34	Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development	1	7
Unit 5	DP5G 34	Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of the Internet	1	7
Unit 8	DP5K 35	Applications of ICT in Libraries: Integrative Unit	2	9

Optional Units: Advanced Diploma

Unit Ref.	Unit Number	Unit Title	Credit Value	SCQF Level
Unit 6	DP5H 35	Applications of ICT in Libraries: Carrying out the Net Navigator Role	2	8
Unit 7	DP5J 35	Applications of ICT in Libraries: Carrying out the Educator Role	2	8

8. Unit Outlines

8.1 Applications of ICT in Libraries: Locating Information on Behalf of Clients

The purpose of this unit is to develop skills in working logically through the steps of a reference enquiry, typical for a public library, using Internet resources.

The unit is suitable for staff in public libraries who deal with information enquiries from clients.

On completion of the Unit you will be able to:

- Define the precise nature of the enquiry in conjunction with the client
- Create a search strategy to fully satisfy the enquiry
- Evaluate the results of the search in terms of validity of information found and its appropriateness in meeting the client's needs

You will gain hands on experience of interacting with library clients and establishing their information needs and using the Internet to search for the required information. This will be done in a real library environment.

The unit is assessed through four short searches and one extended search. These will be searches related to typical information needs of public library clients.

Some examples are:

Short Searches - finding out:

- the current community charge rates in your locality
- the sequel to a novel which the client has recently read
- the post code of a firm for which the client knows name, street and town
- whether UK citizens require a visa to visit Thailand

Extended Search

A client wishes to explore the topic of asylum seekers in Britain. You would produce information giving Government policy, views of other political parties, statistics on immigration etc.

8.2 Applications of ICT in Libraries: Supporting Reader Development

The purpose of this unit is to develop skills in public library staff required to use online resources in order to support clients in the development of their reading.

The unit is suitable for any staff in public libraries who are involved in this role.

On completion of the Unit you will be able to:

- Demonstrate an understanding of reader development.
- Identify, evaluate and use a range of online resources which promote reading to adult clients.
- Identify, evaluate and use a range of online resources which promote reading to younger clients.
- Identify, evaluate and use a range of online resources which promote reading to clients with special needs or with specific language requirements

You will gain hands on experience of exploring clients' reading development needs and satisfying these through appropriate online resources.

The unit is assessed through one case study and two short essays.

The case study will be related to a typical situation in reader development work with adults or young people in a public library.

Sample case study topic:

A regular library user approaches you stating that he/she is experiencing difficulties in finding interesting books in the library. You establish a reader profile for him/her, identify and evaluate on-line reader development resources and use these to set up an appropriate reading development programme in conjunction with the client.

Sample essay topic 1:

Discuss the reasons why public libraries should become involved in reader development initiatives.

Sample essay topic 2:

Discuss the specific factors which should be taken into account in reader development work with a physically impaired client.

8.3 Applications of ICT in Libraries: Supporting Client Learning

The purpose of this unit is to develop skills in public library staff required to support clients in their selection and use of ICT-based learning packages within the library.

The unit is suitable for any staff in public libraries who are involved in this role. The library may provide the clients with stand-alone ICT learning packages or support through ICT-based materials for learning which is delivered elsewhere.

On completion of the Unit you will be able to:

- Profile a client in terms of ICT competence and learning goals
- Select ICT-based package(s) to support this learning
- Provide appropriate ICT support to the client in the use of their chosen learning package(s)

You will gain hands on experience of interacting with library clients, establishing their learning requirements, sourcing learning materials and providing support during the learning. This will be done in a real library environment.

The unit is assessed through two case studies. These will be related to typical learning needs of public library clients.

Some examples are:

Case Study 1:

An adult client who studied German at school some years ago wishes to upgrade his/her abilities to be able to deal with German speaking customers at the bookshop where he/she works. He/She may have an interest in later formal academic studies in German language.

Case Study 2:

A school pupil with visual impairment but who is managing to cope with mainstream school classes wishes to supplement his/her school studies for Standard Grade Chemistry at your library.

8.4 Applications of ICT in Libraries: Using ICT in Professional Practice

The purpose of this unit is to develop skills in public library staff required to use ICT in support of professional practice.

This unit is suitable for all public library staff.

On completion of the Unit you will be able to:

- use an automated library management system proficiently.
- use and evaluate online selection tools.
- use ICT in continuing library practice and professional development, to join in professional discussions and to improve your own professional practice.

This unit is assessed through a practical exercise, a case study and a report.

The practical exercise will involve using the circulation, acquisitions and catalogue modules of the library management system.

Sample case study topic:

The stock selection manager asks for assistance, during a particularly busy period, to select books of local interest for a new branch library. You are given the selection criteria and asked to use online selection sources to identify suitable material.

Sample report topic:

Improving your understanding of current issues relating to information literacy.

8.5 Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of ICT

The purpose of this unit is to develop skills in public library staff required to support clients so that they can use ICT safely for a range of purposes and within the current legislative framework.

The unit is suitable for any staff in public libraries who are involved in this role.

On completion of the Unit you will be able to:

- Show clients safe practice in using ICT for communication.
- Describe ways in which ICT can support clients with special needs or with specific language requirements.
- Describe legislation relating to the use of ICT for storage, manipulation and access of information.
- Describe Freedom of Information legislation and information access issues.

You will gain hands on experience of interacting with clients and showing them how to use ICT for communication purposes safely and within the current legislation. You will also be able to work with library clients to establish how their special needs can be addressed through the ICT of assistive technology.

The unit is assessed through a logbook, an account and a set of short questions.

The logbook will be related to a typical situation in which the client requires support in setting up and operating a web-based e-mail account.

Sample logbook topic:

A regular library user with no previous experience of e-mail approaches you for assistance. You explain to him/her how to set up and operate an e-mail account to send and receive mails with text and photographic attachments, including saving and printing documents.

Sample account topic:

Ways in which ICT can support clients with visual impairments

8.6 Applications of ICT in Libraries: Carrying Out the Net Navigator Role

The purpose of this unit is to develop skills in working logically through the steps of a complex reference enquiry, typical for a public library, using a complex search strategy, a wide range of Internet resources and current awareness and alerting services.

The unit is suitable for staff in public libraries who deal with complex information enquiries from clients.

On completion of the Unit you will be able to:

- Define the detail of a complex enquiry in conjunction with the client
- Demonstrate knowledge of search logic, search engines and features of the Internet
- Create and implement a complex search strategy
- Evaluate websites located in a complex search
- Review effectiveness of search strategy
- Use ICT to set up current awareness and alerting services.

You will gain hands on experience of interacting with library clients and establishing their complex information needs and using the Internet to search for the required information. This will be done in a real library environment.

The unit is assessed through:

1. 40 restricted response questions which test your knowledge, understanding and skills

and
2. 2 complex information searches. These will be searches related to typical information needs of public library clients.

Some examples of the type of information search are:

- Comparison of attitudes towards EU membership in the old and new accession countries
- Effects of the fluctuations in oil prices on UK manufacturing industry
- Recent literacy initiatives with primary school children in the UK
- Effectiveness of counselling of victims of post-traumatic stress disorder
- How has the UK tourist industry recovered from the foot and mouth epidemic

8.7 Applications of ICT in Libraries: Carrying Out the Educator Role

The purpose of this unit is to develop skills in design and delivery of training on ICT related topics.

The unit is suitable for staff in public libraries who deliver training on ICT related topics to colleagues or clients.

On completion of the Unit you will be able to:

- Establish ICT training needs for individuals and groups
- Select a delivery approach which takes account of learner's preferred learning style and is appropriate for learning content
- Design learning materials and programmes on ICT related topics
- Utilise appropriate skills to support individuals and groups in their use of learning materials and programmes on ICT related topics
- Evaluate and revise learning materials and programmes on ICT related topics

You will gain hands-on experience of interacting with learning groups, establishing their learning requirements, selecting learning approaches, creating learning materials, delivering training, providing support during the learning and evaluating the learning programme. This will be done in a real work environment.

The unit is assessed by means of a logbook and an account. These will be related to typical learning situations of individuals or groups undertaking ICT related training in public libraries.

Examples are:

Logbook topic:

You are working at supervisory level in a community library of a large authority. You have recently undergone training in the use of software which can be used to generate questionnaires and analyse data, e.g. for use in customer satisfaction surveys. You have been asked to cascade this training to colleagues in other community libraries. You will carry out training needs analysis, choose a learning strategy, create learning materials, deliver and evaluate the training.

Account topic:

Motivation problems with in-house training.

8.8 Applications of ICT in Libraries: Integrative Unit

You will explore the main issues that surround the application of ICT in a library environment. You will produce a reflective account which will allow you to show skills and knowledge of ICT. You will be able to show that you can provide evidence that you have achieved the following aims of the Unit:

- Review the programme to identify key areas of learning.
- Demonstrate the incorporation of key areas into ongoing professional practice.
- Formulate an approach to continuing professional development in key areas.

This Unit is primarily intended for candidates working in a library environment. This Unit is part of the Advanced Diploma in Applications of ICT in Libraries. You should complete the Units required for the Group Award before attempting this Unit and relate your work for the other Units in the Group Award to this Unit.

This Unit is assessed through a reflective account based the work you have carried out.

9. Assessment Strategy

The following objectives were used to design the assessment for this award:

- the assessment should encompass knowledge and understanding, as well as practical skills
- the assessment should relate to the candidate's professional practice
- the assessment should be holistic and integrative
- candidates should have some freedom to choose the topics of their assessments
- the time taken to carry-out the assessment should be kept to a minimum.

In general, knowledge and skills have been assessed by means of multiple choice or short response questions, essays or reports and practical skills have been assessed by means of a logbook or case study. The following tables summarises the assessment for the Diploma:

Unit Title	Assessment
Locating Information on Behalf of Clients	Logbook showing successful completion of four simple searches and one complex search.
Supporting Reader Development	A case study, documenting the identification, evaluation and use of a range of online resources that promote reading to adult or younger client, plus two short essays.
Supporting Client Learning	Two case studies, one related to a client who wishes to find and use ICT-based learning package(s) in the library and the other related to a client who wishes ICT-based support in the library for a course of learning undertaken elsewhere.
Using ICT in Library Practice and Professional Development	One practical exercise, documenting the use of an ICT-based library management system; one case study, documenting the use of ICT sources in stock selection and one report documenting use of ICT in continuing professional development.
Supporting Clients in the Safe and Legal Use of the Internet	One case study, documenting the use of ICT for communication; one report, documenting ways in which ICT can support clients with special needs or with specific language requirements and one multiple choice test covering legislation relating to the use of ICT for storage, manipulation and access of information, Freedom of Information legislation and information access issues.

The Advanced Diploma includes the Assessments listed above, plus the following:

Unit Title	Assessment
Carrying Out the Net Navigator Role	A set of 40 restricted-response questions to assess the candidate's knowledge and understanding and annotated records of two complex searches.
Carrying Out the Educator Role	An extended case study, documenting the activities related to the five unit outcomes for a group of learners requiring ICT related training and an essay on learning styles.
Integrative Unit	Reflective report on the integration of knowledge and skills acquired throughout the course into professional practice.

10. Use of E-Assessment

It is anticipated that electronic assessments will be developed to assess the units within this award. A conventional e-testing system could be used to carry out the multiple-choice and restricted response tests required for Supporting Clients in the Safe and Legal Use of the Internet and Carrying Out the Net Navigator Role.

However, given the nature of the remaining assessments, some of which involve extended pieces of writing, it is unlikely that a conventional e-testing system could be used and an e-portfolio system (requiring human marking) would be more appropriate.

11. Open Learning and Distance Learning

The use of e-Learning techniques is highly appropriate for this set of qualifications. It would be expected that centres delivering these awards would allow for the use of e-Learning, but a blended solution could also be deployed.

If the qualifications are delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning (SQA, February 2001 – publication code A1030)*.