

Higher National Unit Specification

General information for centres

Unit title: Applications of ICT in Libraries: Supporting Reader Development

Unit code: DP5D 34

Unit purpose: 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.

On completion of the Unit the candidate should be able to:

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

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit will be at the discretion of the Centre. There are no specific requirements but candidates would benefit from Core Skills in Communication at Intermediate 2, Information Technology at Intermediate 2 and Problem Solving at Higher level. These may be demonstrated by the possession of relevant National Units.

Core Skills: There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Evidence for the knowledge and/or skills for the entire Unit must be produced from:

- 1 One case study, fully documenting the activities related to Outcome 2 or Outcome 3 ie identifying, evaluating and using a range of online resources that promote reading to adult or younger clients.

and

General information for centres (cont)

2 An essay based on the knowledge and/or skills of Outcome 1. This should be of minimum length 250 words and no greater than 500 words.

and

3 An essay based on the knowledge and/or skills of Outcome 4. This should be of minimum length 250 words and no greater than 500 words.

Item 1 will have an assessment weighting of 50% of the total. Items 2 and 3 will each have an assessment weighting of 25% of the total.

The candidate's evidence for Item 1 should be in the form of a logbook describing the case study. Within this, the candidate's actions, decisions and a description of the reading development activities chosen are to be recorded. The logbook may be in print or electronic format and must be authenticated by the tutor or mentor.

For this case study candidates should present evidence to prove that they have addressed all the skills and knowledge in the Outcome. Specific guidance on this can be found in the logbook instructions in Evidence Requirements, from which a template for the logbook structure may be produced for the candidate.

The candidate's evidence for Item 2 should be in the form of a short essay of between 250 and 500 words. The topic will be chosen by the candidate (with the approval of his/her tutor or mentor) from the knowledge and/or skills of Outcome 1. The essay may be in print or electronic format and must be authenticated by the tutor or mentor.

The candidate's evidence for Item 3 should be in the form of a short essay of between 250 and 500 words. The topic will be chosen by the candidate (with the approval of his/her tutor or mentor) from the knowledge and/or skills of Outcome 4. The essay may be in print or electronic format and must be authenticated by the tutor or mentor.

An assessment exemplar and guidelines on the delivery of the unit have been produced to indicate the national standard of achievement required at SCQF level 7.

As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit.

Higher National Unit specification: statement of standards

Unit title: Applications of ICT in Libraries: Supporting Reader Development

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate an understanding of reader development

Knowledge and/or skills

- ◆ Reader development
- ◆ Reading promotion
- ◆ Genres
- ◆ Reader-centred selection skills
- ◆ Literacy initiatives

Outcome 2

Identify, evaluate and use a range of online resources that promote reading to adult clients

Knowledge and/or skills

- ◆ Identifying adult clients' current reading experience and preferences
- ◆ Criteria for evaluation of online resources
- ◆ Reader development initiatives for adult clients
- ◆ Reader development websites for adult clients
- ◆ Online resources for reader development for adult clients
- ◆ Thematic approaches to reader development for adult clients

Outcome 3

Identify, evaluate and use a range of online resources that promote reading to younger clients

Knowledge and/or skills

- ◆ Identifying younger clients' current reading experience and preferences
- ◆ Criteria for evaluation of online resources
- ◆ Reader development initiatives for younger clients
- ◆ Reader development websites for younger clients
- ◆ Online resources for reader development for younger clients
- ◆ Thematic approaches to reader development for younger clients

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

Outcome 4

Identify, evaluate and use a range of online resources that promote reading to clients with special needs or with specific language requirements

Knowledge and/or skills

- ◆ Identifying current reading experience and preferences of clients with special needs or with specific language requirements
- ◆ Criteria for evaluation of online resources
- ◆ Reader development initiatives for clients with special needs or with specific language requirements
- ◆ Reader development websites for clients with special needs or with specific language requirements
- ◆ Online resources for reader development for clients with special needs or with specific language requirements
- ◆ Thematic approaches to reader development for clients with special needs or with specific language requirements.

Evidence Requirements for the Unit

Outcomes 2 and 3 must be assessed by means of a log book and Outcomes 1 and 4 by means of an essay each. Candidates must complete the logbook and both essays to the standards specified below in order to pass the Unit.

Logbook

The logbook must record successful completion by the candidate of a case study, fully documenting the activities related to Outcome 2 or Outcome 3, ie identifying, evaluating and using a range of online resources that promote reading to adult or younger clients. The logbook must record the successful completion of ALL of the tasks listed below:

- ◆ Identifying clients' current reading experience and preferences

Producing a reading profile by determining client's

- reading history
- reading preferences
- personal and lifestyle interests
- desire for specific items
- openness to new reading experiences
- reading ability
- interest in participation in reader development activities

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

- ◆ Evaluating online reader development resources to match reader profile

Evaluating using the criteria:

- reliability
- accuracy
- currency
- range and sufficiency
- appropriateness

- ◆ Formulating a reader development programme for the client

Using a range of:

- reader development initiatives
- reader development websites
- online resources for reader development
- thematic approaches to reader development

Essays

Candidates must demonstrate their knowledge and/or skills of Outcomes 1 and 4 by writing two essays. Candidates are free to choose topics of personal interest or vocational relevance to them, subject to the approval of their tutor or mentor.

Each essay must:

- ◆ be at least 250 words and no more than 500 words long
- ◆ be factually correct and relevant to the chosen topic
- ◆ illustrate an understanding of key principles and techniques from outcomes one or four
- ◆ be clearly written, well structured and concise
- ◆ be in print or electronic format
- ◆ correctly attribute and reference the work of other people
- ◆ be authenticated by the tutor or mentor

Assessment guidelines for the Unit

All the work for the case study should be undertaken in a real work environment with real clients. Candidates may present the logbook and essays in print or electronic format.

The tutor or mentor must take steps to authenticate the evidence as the unaided work of the candidate. This could be done most easily by direct observation and/or questioning of the candidate once the work has been completed.

As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit.

Administrative Information

Unit code:	DP5D 34
Unit title:	Applications of ICT in Libraries: Supporting Reader Development
Superclass category:	CZ
Original date of publication:	September 2006
Version:	02

History of Changes:

Version	Description of change	Date
02	Added: As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit	8/9/06

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Higher National Unit specification: support notes

Unit title: Applications of ICT in Libraries: Supporting Reader Development

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Note: throughout the content/context the terms reading and reader may also apply to the experience of those listening to the spoken word, through audio cassettes, CDs and downloadable audio files.

Outcome 1 relates to developing good knowledge and understanding of the concept of reader development within the on-line environment. Candidates should be able to:

- ◆ define reader development
- ◆ identify reading promotions
- ◆ define a range of reading genres
- ◆ demonstrate reader-centred selection skills
- ◆ demonstrate knowledge of literacy initiatives

Each of the knowledge and/or skills statements is now described further.

◆ **Reader development**

Candidates should be able to define reader development. A good example of such a definition is “Reader development means active intervention to:

- increase people’s confidence and enjoyment of reading
- open up reading choices
- offer opportunities for people to share their reading experience
- raise the status of reading as a creative activity”

(Source: Opening the Book Website www.openingthebook.com)

◆ **Reading promotions**

Candidates should be able to identify a range of reading promotions and distinguish between reading promotion to market a small number of titles and reader-centred development - Reader development sells the reading experience and what it can do for you, rather than selling individual books or writers.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

Reading promotions may be local (within the library or local authority library service), national or international. Reading promotions focus on small or moderate numbers of book titles which are grouped together and marketed as a “reading pathway” for the client group. This might be adults, younger clients or clients with special needs or specific language requirements. Sometimes, language, subject or publisher links them together. They are not reader-centred and often share an objective of ensuring increased sales or issues. They do bring books to the attention of readers and may attract new readers because of their display and supporting print materials. The candidate should be aware that grouping books together in a promotion centres the reader’s attention on them and can be used to increase issues.

Examples of reading promotions include:

Richard and Judy’s Summer Reads: www.channel4.com (search for Richard and Judy)

Wales Book of the Month www.cllc.org.uk/about_wales.html

◆ Genres

Candidates should be able to identify a range of genres which are used in an online environment or in their library. A genre is a “family” group of books which share style, form, or content. Some clients will limit their reading choices to a particular genre but, with support, can be led to enjoy reading across a wider range. Many libraries organise part of their fiction collection by genre and the identifying labels for crime, romance, science fiction and historical fiction will be familiar to many library clients. Genres are a simple way of organising reading preferences for clients but a disadvantage of this approach is that it can prevent more adventurous reading. Other examples of genres include:

- blockbusters
- biography
- travel writing
- literary fiction
- short stories

◆ Reader-centred selection skills

Candidates should demonstrate reader-centred selection skills. As is more fully explained in Outcome 2, the candidate should be able to carry out an interview with the client to establish their reading history and preferences. Building a reader-profile, the candidate should be able to draw on their knowledge of the reading resources available to them and their experience in order to develop a reader-centred list or pathway. The candidate should use a range of resources when developing their selection including:

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

- online sources
- online sources
- online sources
- the library catalogue
- print sources
- reviewing journals
- publishers' lists
- approvals
- pre-publication lists
- specialist suppliers
- showroom and bookshop visits
- trade publications

◆ Literacy initiatives

Candidates should be able to identify both local and national literacy initiatives. They should be aware of literacy initiatives in education, such as the national literacy strategy, national priorities for education and literacy hour. Examples of useful websites are:

My Home Library www.myhomelibrary.org

Scottish Executive Home Reading Initiative:
Read Together www.readtogether.co.uk

National Literacy Trust www.literacytrust.org.uk

Walsall Libraries – What can I read? www.walsall.gov.uk/libraries/children

Outcome 2 relates to the initial identification of client's reading preferences and the use of online resources to meet their needs. The candidate will conduct a face-to-face interview with the client to identify their current reading preferences, if any. Based on the results of this interview the candidate will select, evaluate and use a range of online resources which will satisfy the client's reading development needs.

Candidates are expected to demonstrate good communication and interpersonal skills during conversations with clients. The interview is a two-way interaction with the candidate taking responsibility for the efficiency of the communication process. Candidates are expected to use language which is appropriate to the client and demonstrate appropriate body language designed to set the client at ease. The appropriate use of open and closed questions is crucial.

Open questions encourage longer answers and their main uses in this context are to:

- (a) Establish rapport with the client.
- (b) Gain relevant background information.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

Closed questions prompt yes, no or short factual answers and their main uses in this context are to:

- (a) Elicit specific pieces of information from the client.
- (b) Gain confirmation that the candidate's understanding of what the client has said is correct.

Each of the knowledge and/or skills statements is now described further.

◆ Identifying clients' current reading experience and preferences

Candidates are expected to develop a reading profile of the client through conversation, beginning by determining their reading history, including ascertaining whether they are seeking a specific item. The reading history gives the candidate a good basis to build on but the candidate should be aware that the client may be looking for new reading experiences across a wider range of material. Some readers may have taken a conscious decision to limit their reading range; others may be unaware of the range of genres and new reading trends. The candidate's responsibility is to ensure that the client is fully informed about their reading options.

Discussing the associated personal and lifestyle interests of clients may also assist candidates to suggest appropriate reading directions for those wishing to expand their reading experience. For clients who are open to new reading experiences, it may be possible to suggest non-fiction and related fiction as pathways. For example, a reader with an interest in horse riding may enjoy biographies of show-jumpers, books on technical aspects of riding and fiction with a riding-related theme such as "The Horse Whisperer".

The conversation about reading may offer opportunities to suggest participation in reading-related activities organised by the library or others. For example, these activities might include reading groups, online reading discussions, author visits, promotions and reading from suggested lists.

This discussion presents an opportunity to assess tactfully the reading ability of the client so that the candidate can suggest reading materials at an appropriate level to meet their needs. The sensitivities of the client should be considered when entering into conversations of this nature and the candidate must be clear that suggesting reading material at an inappropriately high or low level may deter the client from asking for guidance on reading in future.

Candidates are expected to take structured notes as a record of the interview. These notes will act as a basis for the subsequent selection on online reading resources.

◆ Criteria for evaluation of online resources

Candidates must understand that information about reading on the Internet requires more critical evaluation than similar information in print which has undergone a rigorous selection process. All online reader development resources must be critically evaluated. Criteria which may be applied include:

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

Reliability

This relates to the expertise and reputation of the organisations and individuals connected with the website. The website may have a commercial imperative or contain the biased opinions of individuals or pressure groups.

Accuracy

In general, reputable sites can be assumed to be accurate. However, it is still important to crosscheck key information such as availability in print or price, where possible, as this information is liable to change.

Currency

Candidates should be aware that reputable websites should contain an indication of when the pages were last updated. However, in some cases only a small part of the website might have been altered on this date. For example, currency is important when searching for information about forthcoming and recently published titles if the reader is seeking a newly published book.

Range and sufficiency

This relates to the content of the website and the ability to satisfy the reader's interest. Some websites may have extensive lists but be limited by the priorities of the publishers: others may be limited by the range of promotional titles or by the target audience.

Appropriateness

This relates to the content of the website and the reader's ability to access the information. The language of the online resource should be at a suitable level for the reader to use easily. For readers who may prefer to access information in a language other than English, the candidate would be expected to suggest resources in Welsh, Gaelic or other languages. Using information from non-UK sites may sometimes be problematic, for example sourcing items from the US or use of American English.

The candidate is expected to refer to the interview notes for guidance.

◆ Reader development initiatives for adult clients

Candidates should be aware of major, current reader development initiatives for adult clients. Such initiatives typically stimulate interest in reading more widely through innovative approaches and marketing to the reader. The reader development initiatives use a reader-centred approach, which focuses on meeting the reader's needs rather than promoting a range of books or specific titles.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

There are some major initiatives such as nationally funded reading promotions, book awards and media-led activities. Some of these are annual events but it may be worthwhile to revisit them. For example a list of former nominees for a major literacy prize could be useful. Some examples of useful websites are:

Branching out	www.branching-out.net
Estyn Allan	www.estyn-allan.net
Opening the Book	www.openingthebook.com
BBC Big Read	www.bbc.co.uk/arts/bigread
Man Booker Prize	www.themanbookerprize.com
Orange Prize	www.orangeprize.co.uk
Tir na N-og Awards	www.clc.org.uk
International IMPAC Dublin Literary Award	www.impacdublinaward.ie
Reading Agency	www.readingagency.org.uk
Arts Council Northern Ireland	www.artscouncil-ni.org

◆ Reader development websites for adult clients

Candidates should be able to locate and use reader development websites for the benefit of clients. Such reader development websites offer a range of reading options, aimed at presenting alternatives to current reading preferences. The aim of these sites is to stimulate interest in the reading experience and not to promote “better reading”. Examples of useful websites are:

Whichbook.net	www.whichbook.net
Scottishreaders.net	www.scottishreaders.net
East Midlands Libraries	www.whatareyouuptonight.com
London Libraries	www.readroutes.org.uk
Derbyshire and Derby City	www.rowa.co.uk

◆ Online resources for reader development for adult clients

Candidates should be able to locate and use online resources for reader development to enhance the reading experience for clients. Some of these online resources will be managed by commercial interests and promote a narrower range than the reader development websites and others may offer interactive opportunities, through posting reader recommendations and discussion facilities.

Downloadable audio files are another online resource for readers. Some of these are only available through library suppliers but <http://www.audible.co.uk> offer downloadable audio-files to use with MP3 players, PDAs and other devices in a range of formats from their website. The Penguin website <http://www.penguin.co.uk> has an e-books section.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

Online book discussions groups enable readers to exchange opinions about their reading. Some of these are independent sites: some are discussions boards within other more general sites. Some useful sites are:

Amazon	http://www.amazon.co.uk
Penguin	http://www.penguin.co.uk
Random House	http://www.randomhouse.com
Guardian online reading group	http://books.guardian.co.uk/readinggroup
Radio 4 Book Club	http://www.bbc.co.uk/radio4/arts/bookclub/
Mail on Sunday You Magazine Reading Group	http://www.you-reading-group.co.uk/
Daisy Goodwin's poetry site	http://www.daisygoodwin.co.uk
Oprah Winfrey's Book Club	http://www2.oprah.com/books
Online chat	http://booktalk.guardian.co.uk

◆ Thematic approaches to reader development for adult clients

Use of thematic lists can be helpful if the interview has identified that the client has a specific interest. Such lists can stimulate interest in reading progressively through the titles, enabling the client to have access to a ready-made pathway to titles which they would not have otherwise located. Candidates cannot be expected to have an all-encompassing knowledge of thematic lists, however they should be able to use Internet search techniques to identify and locate appropriate resources. Where these cannot be located, candidates should be able to construct short lists of appropriate titles, for example using the library's online catalogue or bookseller's websites. A good example is Birmingham Libraries' Aspirasian collection promoting the writing of Black and Asian writers (www.birmingham.gov.uk and search for Aspirasian). Useful sites include:

100 Best Scottish Books of All Time	http://www.scottishbooktrust.com/
Poetry	http://www.poetrybooks.co.uk/

Outcome 3 relates to the initial identification of younger clients' reading preferences and the use of online resources to meet their needs. Younger clients are, for the purposes of this Outcome, the under-16s. Some of these younger clients will be mature and capable readers who would benefit from some of the resources described under Outcome 2. The skills involved in this Outcome are essentially described in detail under Outcome 2, however the resources and the approach will differ.

◆ Identifying clients' current reading experience and preferences

The interview might take place with the younger client alone or with their parent or carer present. Cognisance must be taken of the age and understanding of the younger client, and efforts made to extract the requisite information in a positive and engaging manner which avoids talking "over the head of" or "talking down to" the younger client. Candidates must realise that age and reading age may differ.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

Keeping structured notes of the interview will enable candidates to make reading recommendations based on what was actually said during the interview and not assumptions.

◆ Criteria for evaluation of online resources

The criteria for the evaluation of online resources will be broadly similar to those in Outcome 2. However, greater care should be given to the appropriateness, in relation to reading level and ability where the younger client is accessing the website without mediated, adult support.

Suitability

Candidates must exercise especial care to ensure that younger clients do not access sites with content which parents or carers might find objectionable. Younger clients are likely to require website presentation which differs from adult clients. They will respond to websites which have better graphics, higher levels of interactivity and information in bite-sized chunks.

◆ Reader development initiatives for younger clients

This is the same as Outcome 2, with the use of these resources:

Stories from the Web	http://www.storiesfromtheweb.org/sfwhomepage.htm
The Guardian (and go to Children's Library)	http://books.guardian.co.uk
The Magic Pencil	http://magicpencil.britishcouncil.org
BBC's Read and Write Together	http://www.bbc.co.uk/arts/books
Read Together	http://www.readtogether.co.uk

◆ Reader development websites for younger clients

This is the same as Outcome 2, with the use of these resources:

4readers.net	http://www.4readers.net
CBBC	http://www.bbc.co.uk/cbbc/bluepeter/active/books/
Achuka	http://www.achuka.co.uk
Ask Chris	http://askchris.essexcc.gov.uk/
Reading Voyage	www.readingvoyage.org.uk

◆ Online resources for reader development for younger clients

This is the same as Outcome 2, with the use of these resources:

Walsall Libraries	http://www.walsall.gov.uk/libraries
North Ayrshire Libraries	http://www.learning-north-ayrshire.com/bookspace.htm
Story Library	www.childrens-express.org/dynamic/public/library.htm

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Supporting Reader Development

◆ Thematic approaches to reader development for younger clients

This is the same as Outcome 2, with the use of these resources:

Birmingham City Libraries	http://www.birmingham.gov.uk
Children and Young People — What Can I Read Next?	
Story Library	http://www.childrens-express.org/dynamic/public/library.htm
Puffin	http://www.puffin.co.uk/
Spot	http://www.funwithspot.com

Outcome 4 relates to the initial identification of the reading preferences of clients with special needs or with specific language requirements and the use of online resources to meet these needs. This client group might include those visually impaired, those whose first language is not English, those disabled, those with literacy difficulties, and those with dyslexia or learning disabilities. Many of the clients in this group will be mature and capable readers who would benefit from some of the resources described under Outcome 2 but will require assistive technologies to enable them to access the wide range of reading resources.

The skills involved in this Outcome are essentially described in detail under Outcome 2, however the resources and the approach will differ.

◆ Identifying clients' current reading experience and preferences

The interview might take place with the client alone or with their carer/interpreter/mediator present. Cognisance must be taken of the ability and aptitude of the client, and efforts made to suggest new reading pathways. Candidates must realise that disabilities may not affect the reading level of clients or their reading interests but sensitivity should be exercised. Keeping structured notes of the interview will enable candidates to make reading recommendations based on what was actually said during the interview and not assumptions.

◆ Criteria for evaluation of online resources

The criteria for the evaluation of online resources will be broadly similar to those in Outcome 2. In the case of some clients, greater care should be given to the appropriateness, in relation to reading level and ability, and language.

Accessibility

Candidates must exercise care to ensure that clients are directed towards accessible sites with appropriate content. For example, visually impaired people may be unable to access websites which are incompatible with software which they rely on.

◆ Reader development initiatives for clients with special needs and with specific language requirements

This is the same as Outcome 2, with the use of these resources:

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A touch of ...	http://touchof.nlb-online.org/
A touch more ...	http://touchof.nlb-online.org/touchmore/
ImaginAsian	http://www.imaginasian.info
The Vital Link	http://www.literacytrust.org.uk/vitallink

◆ Reader development websites for clients with special needs and with specific language requirements

This is the same as Outcome 2, with the use of these resources:

National Library for the Blind	http://fiction-cafe.nlb-online.org/
The Shared Reading Project	http://clerccenter.gallaudet.edu/Literacy/srp/

◆ Online resources for reader development for clients with special needs and with specific language requirements

This is the same as Outcome 2, with the use of these resources:

Literacy Trust	www.literacytrust.org.uk/vitallink/1stchoice.ht2ml
Essex Libraries	http://askchris.essexcc.gov.uk/adult

◆ Thematic approaches to reader development for clients with special needs and with specific language requirements

This is the same as Outcome 2, with the use of these resources:

British Council Reading Groups	www.encompassculture.com/readinggroups/
Essex Libraries	http://askchris.essexcc.gov.uk/adult
Give me a break	http://www.givemeabreak.org/givemeabreak/

Guidance on the delivery and assessment of this Unit

This Unit is part of the Diploma/Advanced Diploma in Applications of ICT in Libraries. This Unit provides knowledge and skills on reader development in public libraries with adult clients, younger clients and clients with special needs or specific language requirements.

The assessment consists of one case study on reader development for either an adult or a younger client, plus two short essays. Essay 1 provides evidence for Outcome 1 and Essay 2 provides evidence for Outcome 4. There are no obvious opportunities to integrate the assessment for this Unit with that for other units in the Diploma.

The conditions for assessment are lightly controlled. It is therefore important that assessors take steps to authenticate the assessment material as the candidate's own, unaided work.

Higher National Unit specification: support notes (cont)

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Open learning

If this Unit is 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).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website **www.sqa.org.uk**.

General information for candidates

Unit title: 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:

- 1 Demonstrate an understanding of reader development.
- 2 Identify, evaluate and use a range of online resources which promote reading to adult clients.
- 3 Identify, evaluate and use a range of online resources which promote reading to younger clients.
- 4 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.