

Higher National Unit Specification

General information for centres

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

Unit code: DP5G 34

Unit purpose: 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.

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

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

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 A logbook, fully documenting the activities related to Outcome 1.
- and

General information for centres (cont)

2 An account of the activities related to Outcome 2.

and

3 A set of short questions based on the knowledge and/or skills of Outcomes 3 and 4. This will consist of twenty questions, ten based on each Outcome.

The three activities will have equal assessment weighting and candidates must pass all three to achieve a pass in the unit. It is essential that the client undertakes the use of ICT for communication and the use of assistive technology on library premises where the candidate is available to offer appropriate support.

The candidate's evidence for Outcome 1 should be in the form of a logbook describing the case study. Within this, the candidate's actions, decisions and the resulting information as well as support given to the client are to be recorded. The logbook may be in print or electronic format and must be authenticated by the tutor or mentor.

Candidates should present evidence to prove that they have addressed all the skills and knowledge in Outcome 1. Specific guidance on this is 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 Outcome 2 should be in the form of an account equivalent to 500 to 750 words. The topic will be chosen by the candidate (with the approval of tutor or mentor) from the knowledge and/or skills of Outcome 2 and must be authenticated by the tutor or mentor.

The short questions will cover Outcomes 3 and 4. The questions will be allocated equally across the outcomes, 10 for each Outcome. The questions may be administered as a single end of unit test or on the completion of each Outcome. Candidate must answer at least 70% of the questions correctly in order to obtain a pass.

Testing must take place in a closed-book environment where candidates have no access to books, handouts, notes or other learning material. Testing may be done in either an electronic or print-based format and must be invigilated by a tutor or mentor. There must be no communication between candidates and communication with the invigilator must be restricted to matters relating to the administration of the text.

If a candidate requires to be reassessed, a different selection of questions must be used, with at least half the questions being different from those used in the original test.

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 Clients in the Safe and Legal Use of ICT

Unit code: DP5G 34

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

Show clients safe practice in using ICT for communication

Knowledge and/or skills

- ◆ Setting up web-based e-mail accounts for clients
- ◆ Sending and receiving e-mails
- ◆ Attaching files
- ◆ Using zip files
- ◆ Checking for viruses
- ◆ Managing e-mails
- ◆ Reducing spam
- ◆ Practicing e-mail etiquette
- ◆ E-Mailing multiple recipients
- ◆ Using chat rooms
- ◆ Using secure servers
- ◆ Scanning images and saving to disk

Outcome 2

Describe ways in which ICT can support clients with special needs or with specific language requirements

Knowledge and/or skills

- ◆ Identifying websites for those with special needs or those with specific language requirements
- ◆ Evaluating websites against best practice guidance
- ◆ Using assistive technologies
- ◆ Changing software and keyboard settings
- ◆ Using voice recognition and synthesis

Higher National Unit specification: statement of standards (cont)

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

Outcome 3

Describe legislation relating to the use of ICT for storage, manipulation and access of information

Knowledge and/or skills

- ◆ Data Protection legislation
- ◆ Copyright legislation
- ◆ Intellectual Property Rights

Outcome 4

Describe Freedom of Information legislation and information access issues

Knowledge and/or skills

- ◆ Freedom of Information legislation
- ◆ Acceptable Use Policies
- ◆ Content filtering
- ◆ Internet safety with younger clients
- ◆ Illegal material

Evidence Requirements for the Unit

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

- 1 A logbook, fully documenting the activities related to Outcome 1, ie
 - ◆ setting up web-based e-mail accounts for clients
 - ◆ sending and receiving e-mails
 - ◆ attaching files
 - ◆ using zip files
 - ◆ checking for viruses
 - ◆ managing e-mails
 - ◆ reducing spam
 - ◆ practicing e-mail etiquette
 - ◆ e-mailing multiple recipients
 - ◆ using chat rooms
 - ◆ using secure servers
 - ◆ scanning images and saving to diskand
- 2 An account, fully documenting the activities related to Outcome 2, ie
 - ◆ identifying websites for those with special needs or those with specific language requirements

Higher National Unit specification: statement of standards (cont)

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

- ◆ evaluating websites against best practice guidance
- ◆ using assistive technologies
- ◆ changing software and keyboard settings
- ◆ using voice recognition and synthesis

and

- 3 A set of short questions based on the knowledge and/or skills of Outcomes 3 and 4. This will consist of twenty questions, ten based on each Outcome.

In order to achieve a pass in the unit the candidate must complete all of these to the standard specified below.

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 and client during and after the learning.

Logbook

The logbook will be based on the knowledge and/or skills related to Outcome 1. The logbook must record successful completion by the candidate of activities related to the twelve knowledge and skills items for Outcome 1 for one or more clients who wish to use ICT for communication in the library.

It is essential that the client undertakes the use of ICT for communication on library premises where the candidate is available to offer appropriate support.

The logbook must record successful completion of ALL of the tasks listed below:

- 1 Establish the client's current competence and email requirements by:
 - ◆ determining client's competence in use of hardware and software
 - ◆ determining client's communication needs
 - ◆ selecting a web-based e-mail service provider suitable for client's needs
- 2 Set up a web-based e-mail account for the client and demonstrate how to:
 - ◆ send and receive e-mail
 - ◆ send e-mail to multiple recipients
 - ◆ attach text, music and image files
 - ◆ create "zip" files
 - ◆ scan images and save to disk
- 3 Encourage the client to use e-mail safely by demonstrating how to:
 - ◆ carry out a virus check
 - ◆ manage e-mails by organising them into folders
 - ◆ implement strategies for reducing spam
 - ◆ follow e-mail etiquette guidelines
 - ◆ observe safety recommendations when using chat rooms
 - ◆ follow local protocols to ensure secure servers

Higher National Unit specification: statement of standards (cont)

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

- 4 Providing practical support by:
- ◆ providing front line support to client
 - ◆ referring the client to other sources of support

Account

Candidates will demonstrate their knowledge and/or skills for Outcome 2 by giving an account of how ICT can be used to support clients with special needs or with specific language requirements.

Candidates should be free to choose a topic (with the approval of their tutor or mentor).

The account must:

- ◆ be equivalent to at least 500 words and no more than 750 words long
- ◆ encompass at least TWO of the five knowledge and skills items of outcome two
- ◆ demonstrate use of a methodology which is appropriate to the chosen topic
- ◆ include information which is factually correct and relevant to the chosen topic
- ◆ illustrate an understanding of key principles and techniques
- ◆ be clearly written and concise
- ◆ be presented in an accepted report structure, ie aims and objectives, methodology, results and conclusions
- ◆ correctly attribute and reference sources of information used
- ◆ be authenticated by the tutor or mentor

Short question assessment

The short question assessment will be based on the knowledge and/or skills of Outcomes 3 and 4. It will consist of twenty questions broken down as follows:

Outcome 3: 10 questions, with at least three questions related to each of the following topics:

- ◆ Data Protection Act
- ◆ Copyright legislation
- ◆ Intellectual Property Rights

Outcome 4: 10 questions, with two questions related to each of the following topics:

- ◆ Freedom of Information legislation
- ◆ Acceptable Use Policies
- ◆ Content filtering
- ◆ Internet safety with younger clients
- ◆ Illegal material

Assessment guidelines for the Unit

All the work should be undertaken in a real environment with real clients.

Higher National Unit specification: statement of standards (cont)

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

The account may take the form of a written or verbal report, a presentation an audio or video recording or any other suitable format.

The short questions may be multiple choice/restricted-response questions, short answer questions, oral questions or any other suitable format.

Candidates may present the logbook in print or electronic format.

Candidates may present the report in print or electronic format.

The skills and knowledge related to the multiple-choice test will be in the context of current real world situations in public libraries.

The suggested time allocation for a multiple-choice test is two minutes for each question plus five minutes starting up time and five minutes finishing off time. Thus a total of 50 minutes should be allocated for a 20 question end-of-unit test.

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:	DP5G 34
Unit title:	Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of ICT
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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 Clients in the Safe and Legal Use of ICT

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

Outcome 1 relates to supporting clients to use ICT safely, within current legislation, for communication. Candidates should be able to establish clients' current ICT skills. Clients should already possess basic ICT skills, such as simple word processing and the ability to navigate the Internet using a web browser. Candidates should also establish the client's communication needs, eg for personal or work-related correspondence, in order to assist in the selection of a suitable e-mail service.

The use of e-mail has exploded in recent years, especially since the fall in prices of home PCs and introduction of free Internet access in libraries and schools. There are many advantages:

- ◆ the speed of delivery
- ◆ the ability to send to multiple recipients
- ◆ the flexibility of using web-based e-mail accounts for sending e-mails for various locations
- ◆ the ability to attach other types of files, such as images

For Outcome 1, candidates should have an in-depth knowledge of electronic mail including

- ◆ local e-mail software, systems and protocols
- ◆ the structure of e-mail addresses
- ◆ tracking e-mail messages - delivered, read etc
- ◆ using importance flags
- ◆ changing setting for preferred presentation

- ◆ **Set up web-based e-mail account for clients**

Candidates should be able to set up a web based e-mail account and to show clients how to do this. This includes opening and closing the account.

- ◆ **Send and receive e-mails**

Candidates should be able to show clients how to open a new message, add content and send to a recipient. Clients should also be shown how to open existing e-mails and respond to the message or forward it to another recipient. Candidates should be aware that using e-mail is a big step for the uninitiated and assumptions should not be made about how quickly clients can absorb technical details and instructions.

Higher National Unit specification: support notes (cont)

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

◆ Attaching files

Candidates should be able to show clients how to open attached files, using the virus checkers, and how they can save the file. They should also be able to show clients how to attach files of their own, brought on floppy disks, CDs or USB flash drives.

◆ Using zip files

A zip file compresses the size of the data saved, which can be helpful when sending large attachments with e-mail.

◆ Virus checking

Viruses in e-mail attachments may cause serious problems for users. Local authorities have anti-virus software in place but candidates should be aware that this can be a serious problem for home users. Clients can inadvertently pick up viruses and then transfer them between machines when they use files on public PCs. Automatic checking should be in place but staff should be aware not to open unrecognised e-mail messages or attachments.

◆ Managing e-mails

Candidates should be aware that e-mail can be managed by sorting it into folders, automatically or on arrival. In order to prevent the build up of large numbers of e-mails in in-boxes, it is possible to archive old messages and retrieve them at a later date.

◆ Spam

Candidates should be aware that unsolicited mail can be sent out by hoaxers or commercial interests. These e-mails are known as “spam”. Most software systems and web based providers offer processes which can block a large percentage of unsolicited mail. Candidates should be aware that accessing some websites and responding to messages by clicking on links may aggravate the problem by signing up to more junk mail. Unfortunately, efforts to solve these problems can result in genuine mailings becoming blocked.

◆ E-mail etiquette

The Candidate should have knowledge of “netiquette”, such as properly describing purpose in the subject field, using spell checking, the concept and protocols of e-mail “threads” and not using capital letters.

◆ Multiple recipients

Candidates should be able to show clients how send e-mail to multiple recipients, including replying to all, adding additional recipients and forwarding files. They should know how to send e-mails to multiple recipients without displaying the e-mail addresses of all recipients.

Higher National Unit specification: support notes (cont)

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

◆ Chat rooms

Chat rooms are virtual social spaces on the Internet, where users can communicate with each other. Chat rooms are extremely popular because of their unedited and instantaneous nature. Younger clients use chat rooms a lot as they like to chat between themselves and with each other. There has been increasing concern about the use of chat rooms for “grooming”. “Grooming” is the term given to interaction between an adult and a child with an end view of sexualising that relationship. Candidates should know that younger clients are vulnerable and that “grooming” is illegal. Candidates should advise younger clients as to how they can keep themselves safe by keeping personal information to themselves and never agreeing to meet alone in person anyone they have a chat room-friendship with.

BBC Chat Guide www.bbc.co.uk/chatguide

◆ Secure server

Local authorities have secure servers to protect the local authority and public from potentially hostile breaches. This means that desktops are often “locked-down” and changes to settings cannot be made at local level. This can be frustrating — especially when simple changes to the size of display, for example, would be useful for visually impaired clients. Secure servers also have restrictions on adding new software. Candidates should be aware of their local circumstances in relation to the restrictions which this places upon functionality.

◆ Scanning digital images and saving to disk

Scanning digital images and saving them to disk has increased with the proliferation of scanning devices. Many clients will wish to attach and send digital photographs. Candidates should be aware of how to scan an image — either of text or pictures — and save it to disk. Candidates should be aware that the files will often be large and may need to be reduced in size (eg by reducing colour depth or resolution) and should know how to attach and send digital images with e-mails.

Outcome 2 relates to the ways in which ICT can support clients with special needs or those with specific language requirements. For example, 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 with the same information needs as everyone else and could benefit from some of the assistive technologies to enable them to access the wide range of resources.

Sensitivity is required in assessing the ability and aptitude of the client. Candidates must realise that disabilities may not affect the reading level of clients or their interests. It may be useful to use pictograms instead of text in signage for some clients in this group.

Higher National Unit specification: support notes (cont)

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

◆ Websites for those with special needs or those with specific language requirements

In the case of some clients, greater care should be given to the appropriateness, in relation to reading level and ability, and language. As well as the general criteria applied to assessing the appropriate of websites, 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. The SLIC website (listed below) provides information on webpage design support and PC accessibility issues.

◆ Evaluating websites against best practice guidance

Websites which can help assess the suitability of website material are:

World Wide Web 3 Consortium	www.w3.org/WAI/
Bobby	bobby.watchfire.com/bobby/html/en/index.jsp
RNIB “See It Right”	www.rnib.org.uk/
DDA	www.legislation.hmso.gov.uk/acts/acts1995/1995050.htm
SLIC	www.slainte.org.uk/SLIC/sliclibissues/access

◆ Assistive technologies

Candidates should be aware that technology can help to balance the difficulties encountered by some client groups. For example, those with motor impairment can have their ability to access PCs with the aid of a large track ball mouse, touch screens, adapted keyboards and special software. Candidates should be aware of what is available within their library and library network and support clients who wish to use the assistive technology. Candidates may also be able to use software or keyboard adaptations for people whose first language is not English. It is important for candidates to know about both what is available locally and organisations to whom clients can be referred. Candidates should also know that adaptive furniture is available to help clients.

AbilityNet	www.abilitynet.org.uk/
TechDis	www.techdis.ac.uk

◆ Changing software and keyboard settings

Although assistive technologies are widely available sometimes all that is required to improve access for a client is to change the keyboard or software settings. This can allow the enlargement of text, icons and the speed of a mouse click to the client’s comfort.

◆ Voice synthesis

Candidates should be aware that voice synthesis software can be used as an alternative to keying in and outputting in text format.

Outcome 3 relates to the candidate’s awareness of legislation relating to the use of ICT for storage, manipulation and access of information. Recently introduced legislation has a significant impact on ICT in libraries and a sound working knowledge is required by the candidate to ensure clients can use ICT safely and legally.

Higher National Unit specification: support notes (cont)

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

◆ Data Protection Act

The Data Protection Act applies across the UK. The Act specifies that personal data must be obtained fairly and lawfully. The personal data that is collected and processed must be for specified, explicit and legal purposes, and the data held must be accurate, relevant and not excessive to those purposes. Personal data must be kept secure, up-to-date and not longer than actually necessary. Candidates should be aware of the legislation relating to this.

Data Protection Act www.hmsso.gov.uk/acts/acts1998/19980029.htm

Useful information on this topic can also be found on the CILIP website.

CILIP www.cilip.org.uk

Candidates should be aware of Government initiatives on privacy and data sharing led by the Department of Constitutional Affairs, which aim to increase the data which can be shared by public bodies.

Department for Constitutional Affairs www.dca.gov.uk/foi/sharing/

◆ Copyright legislation

Copyright legislation is UK-wide and a number of Statutory Instruments have been put in place to ensure that European Copyright Directives are enacted in the UK. The key Act is the Copyright, Designs and Patents Act 1988 which determines what is illegal and what is permissible. The purpose of copyright is to ensure that the creator (person who holds the intellectual property right) or owner of the copyright can derive any financial benefit relating to their material and so that they can have control over the way in which their material is used. Regular revisions of copyright legislation take place so information professionals must keep their knowledge up to date. The Patent Office has a good summary. Copyright is very complex but it is important that candidates have a sound knowledge of what is permissible and their role.

Patent Office www.patent.gov.uk/copy/legislation/copylaw.htm

Copyright Licensing Agency www.cla.co.uk/

Copyright, Designs and

Patents Act 1988 www.hmsso.gov.uk/acts/acts1988/Ukpga_19880048_en_1.htm

Copyright legislation and the rights of intellectual property holders also applies to music files and still and moving images. The proliferation of the Internet offers increased opportunities for infringement. Digital Rights Management covers several processes of addressing the issues around the use of digital files including digital watermarking and digital fingerprinting. Digital watermarking is a computer encryption which is inserted into the image. It is invisible to the casual user but provides a tracking mechanism for owners. It is, in effect, a digital signature, which can be unique to the image or shared across the owner's other images. Digital fingerprinting is different, in that an additional file describes the content of the original image.

Higher National Unit specification: support notes (cont)

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

◆ Intellectual Property Rights (IPR)

The growth of Internet use and ease with which files and ideas can be transferred across continents has led to tighter regulation of and concern for intellectual property rights. Intellectual property refers to the rights of the thought process and intellectual creativity which developed work. Information professionals should be aware of the Intellectual Property Rights issues. Candidates should be aware that intellectual property is the legally enforceable right of the owner.

SLIC www.slainte.org.uk/SLIC/sliclibissues.htm

JISC <http://www.jisclegal.ac.uk/>

Outcome 4 relates to an awareness of Freedom of Information legislation and information access issues. Freedom of Information legislation was introduced across the United Kingdom at the beginning of 2005. The Freedom of Information (FOI) legislation is different for Scotland from that in the rest of the UK. The FOI legislation provides a right of access to the information of public bodies by individuals. Information can be in print, electronic, video or audio format.

Information Commissioner www.informationcommissioner.gov.uk

Scottish Information Commissioner www.itspublicknowledge.info

◆ Acceptable Use Policies

An Acceptable Use Policy (AUP) is required to manage access to ICT equipment and Internet access in public libraries. Each authority will have an individual AUP policy reflecting the local circumstances. Candidates should know that it is important that the AUP is reviewed on a regular basis to ensure that it complies with current legislation.

The AUP must state that Internet access is monitored using manual and electronic resources and that records of Internet access are kept.

The AUP should specify the actions and penalties which could result from contravention of the AUP. This includes providing the police with information where it is suspected that a criminal act has taken place. All library staff should receive appropriate training in the policy and procedures surrounding these policies.

MLA www.mla.gov.uk/action/pn/resources.asp

SLIC www.slainte.org.uk/Peopnetw/peopnetwsupport.htm

Higher National Unit specification: support notes (cont)

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

◆ Content filtering

Internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to web sites that the filtering system recognises as unsuitable. Although a useful tool, Internet filtering systems are not foolproof and are only one factor in the safe management of Internet access. They do not replace vigilance or simple common sense from library staff. Candidates should be aware of the filtering policies in place in their local authority and their own responsibility. A “walled garden” is a service that offers access to pre-selected websites. The quality of this service relies upon the vetting before access is allowed.

◆ Internet safety with younger clients

Different groups of users and machines may require different filters, and the younger users may have more restricted access. The most serious risks to younger clients involves the possibility of someone being hurt, exploited or abused as a result of personal information being posted online or falling victim to “grooming”. This is described under Outcome 1.

Useful tools are:

ClickThinking www.scotland.gov.uk/clickthinking

Kidsmart www.kidsmart.org.uk/

SuperhighwaySafety <http://safety.ngfl.gov.uk/>

◆ Illegal material

Candidates should be aware that material exists on the Internet which it is a criminal offence to access. If it is illegal “off-line”, it is illegal “on-line”. Even though filtering and acceptable use policies are in place in local authorities, breaches may be made. It is important that candidates are aware of the local procedures for dealing with such situations.

Guidance on the delivery and assessment of this Unit

This Unit is part of the Diploma/Advanced Diploma on 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 the use of ICT for communication for Outcome 1, a report providing evidence for the assessment of Outcome and a multiple choice assessment for Outcomes 3 and 4.

There are no obvious opportunities to integrate the assessment for this unit with that for other Units in the Diploma.

With the case study and the report 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)

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

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 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:

- 1 Show clients safe practice in using ICT for communication.
- 2 Describe ways in which ICT can support clients with special needs or with specific language requirements.
- 3 Describe legislation relating to the use of ICT for storage, manipulation and access of information.
- 4 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