

SCOTTISH QUALIFICATIONS AUTHORITY

ARRANGEMENTS DOCUMENT

G7WW 16 Diploma: Applications of ICT in Libraries

G7WV 18 Advanced Diploma: Applications of ICT in Libraries

Version 1

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RATIONALE

FOR THE DEVELOPMENT OF THE AWARD(S) AND THE PROCESSES OF
CONSULTATION AND MARKET RESEARCH CARRIED OUT

BACKGROUND TO THE DEVELOPMENT

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 License (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 methods and so on.
- **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.

The possible accreditation of the ICTL training was raised in the early documentation and has been regularly discussed at training meetings over the past 5 years. The national agencies have always been supportive of the accreditation but have focused on the delivery of high-quality training and completion of the ICTL programme. There were a number of key considerations:

- Any accreditation 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 accreditation could be pursued. SLIC met with the Scottish Qualifications Authority (SQA) to ask for guidance. The SQA were most supportive and interested in the proposal to develop and accredit a new qualification.

1. The target for the Award is paraprofessional staff or new professionals. These number around 40,000 and the initial learner target is estimated at around 2000.
2. It should be possible to develop a PDA Diploma for Outcomes 2-8 and an Advanced Diploma which extends coverage to the Net Navigator or Educator roles.
3. The Awards have been made retrospectively, so all the trained staff would 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.
5. Although the Awards would be produced in Scotland through SQA, these would be UK qualifications. Parallel accreditation with QCA, which manages Awards for England, Wales and Northern Ireland, is also being explored.

The Outcomes, as identified in the original guidance, did not contain sufficient detail for the purpose of accreditation and required expansion and greater specificity. The development of new learning materials might be necessary (refresher content for learners, given time lapse since initial learning) however, there are still a considerable number of providers who are making suitable material available.

In order to complete the drafting of the units by March 2005 SLIC proposed that the project should be taken forward at Assistant Director level and that development work should be carried out a team of writers based in Scotland, supplemented by content advisers from the other three nations to balance any variation in context.

It was agreed that SQA would project manage the qualification, offering expertise and guidance, support for the qualification, training the writing team in unit writing and qualification design, Assessment and Exemplars, quality assurance and approval of the final Awards. SQA would also encourage partnerships for articulation into higher education for learners. SQA confirmed the funding and staffing resource to do this within the timescale. The approval of the final Award requires the establishment of a Validation Panel, comprising of practitioners, educationalists and representatives from the agencies.

It was also agreed that SLIC would act as the lead agency, responsible for co-ordination and communication between the partners (The Joint Forum, the Big Lottery, the writing team, the SQA and the library strategic bodies (MLA, CyMAL and representatives from Northern Ireland)).

SLIC would also be responsible for the budget and would nominate a lead consultant to act as a link between the SQA, lead and unit writers and other interested parties. SLIC would identify practitioners to be trained, a lead writer, and unit writers to write the unit specifications. SLIC already has experience of steering an online course to accreditation through the SQA.

QUALIFICATION DESIGN TEAM

The qualification design team consisted of:

Bobby Elliott, Qualifications Manager, SQA	Project Manager - SQA
Rhona Arthur, SLIC	Project Manager - SLIC
Ted Hastings, SQA Consultant	Lead Developer
Eion Johnston, 4mostplus	Developer
Sheila McCullough, 4mostplus	Developer
Angela Lees, Qualifications Officer, SQA	Project Officer - SQA

CONSULTATION AND MARKET RESEARCH

SUMMARY OF CONSULTATION

As noted in “Background to the Development”, *New Library: The People’s Network* explored the needs of the public, supported by research carried out by British Educational Communications and Technology agency and the Department of Trade and Industry, in the context of the introduction of ICT and identified the following:

- Basic computer skills
- Advanced services
- Interpersonal communication skills.

It was agreed that a systematic programme of ICT training was required to secure the success of the People’s Network vision. It was anticipated that this would take 5 years.

The People’s Network Training Task Group based the Expected Outcomes on the results of a BECTa needs analysis. In addition to these Expected Outcomes, the Training Task Group aimed to ensure that public library staff were ready to meet the challenges of their new role of supporting the public to understand and exploit the potential of ICT in daily life, *New Library: The People’s Network* also referred to the five new roles quoted in a European Commission Report *Public Libraries and the Information Society* :

- Net navigator
- IT Gatekeeper
- Information consultant
- Information manager
- Educator

The People’s Network Training Task Group added these five Advanced Outcomes so that librarians were fully-prepared “to enable and facilitate” in an ICT environment. When the training was finally delivered, 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.

SUMMARY OF MARKET RESEARCH

The original driver behind this development was the Big Lottery Fund, who wished to have a library qualification to help sustain the investment in skills made under the New Opportunity Fund’s People’s Network programme. SLIC discovered support for this from library staff and managers during their evaluation visits in July 2004. The UK Joint Forum, a meeting of strategic agencies for museums, libraries and archives, supported the development. All of the Heads of Public Library Service in the UK have been consulted about the development of an ICT qualification supporting applying these skills in the library context. Feedback from the senior managers, CILIP, the UK professional body and training providers has been positive. In addition, CILIP have been consulted about synergy with their new Framework of Qualifications and accreditation of prior learning, work-based practice and reflective practice have all been embedded in the development of the qualification. Informal discussions with local authorities have revealed that the new qualification will contribute to corporate agendas of IIP and Charter Mark by appropriately accrediting the training of their workforce.

UPTAKE AND PROGRESSION

It is estimated that around 40, 000 library staff have already been trained across the UK and that around half of these would eventually take the opportunity to convert this training into a formal qualification. It is anticipated that approximately 2000 staff would undertake the Diploma in the first year, with 1000 of these continuing to Advanced Diploma level.

PROJECTED UPTAKE

	DIPLOMA	ADVANCED DIPLOMA
2005 - 2006	2000	1000
2006 - 2007	4000	2000
2007 - 2008	4000	2000

Table 1 – Projected uptake

TARGET SECTOR AND LEVEL OF EMPLOYMENT

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 and diagnostic testing is available at www.ictl.org.uk.

TARGET CANDIDATES

The prime target candidates are staff working in Public libraries who are not professionally-qualified librarians and new recruits, for example, candidates aiming to move from library assistant to senior library assistant with responsibility for the day-to-day operation of a branch library. The awards will also be of interest to professionally-qualified candidates who wish to have their competences certified, for example, an experienced professional using the qualification as evidence of continuous professional development in a revalidation of professional charter submission.

Candidates are likely to be those seeking to improve their promotion prospects or using the qualification as evidence for part of the framework for professional qualifications. For example, a school librarian wishing to change sectors and secure senior posts in the public library service. In addition some or all of the units may be of interest to staff working in other libraries, such as school or college libraries. For example, a college librarian studying Units 3 and 7 because of a need to improve skills for developing a new information literacy course to students. Candidates would normally be expected to have reached a reasonable level of general education, eg: A-Level or SCE Higher and possess reasonable ICT skills, eg: PC Passport or ECDL.

RELATIONSHIP WITH OTHER AWARDS

These are Professional Development Awards for Library staff and are unrelated to other SQA provision.

RATIONALE FOR STRUCTURE AND CONTENTS

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.

HN 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.
- or
- 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.

Delivery models

These qualifications are best delivered in a formal framework, such as:

- An internal in-house training programme, drawing on staff expertise and cascade training 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 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 works 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.

Framework for Delivery

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.

Learning and Assessment Materials

Web-based “top-up” learning and diagnostic testing 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 full range of exemplar assessments and worked-up assessments.

AIMS

OF THE GROUP AWARD(S)

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.

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.

RECOMMENDED ACCESS

TO THE GROUP AWARD(S)

PRIOR EXPERIENCE AND QUALIFICATIONS

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, ability to search the web, ability to download and activate software. Candidates are expected to commence each unit possessing the IT skills required for the unit. These skills could be acquired over the period the candidate undertakes the PDA. The most basic IT skills required are word processing, email, and use of the WWW at a competence 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.

STRUCTURE

OF THE GROUP AWARD(S)

CONDITIONS OF AWARD

Diploma in Applications of ICT in Libraries

Candidates must complete all five Mandatory Units.

MANDATORY UNITS

UNIT TITLE	CODE	CREDIT VALUE	SCQF LEVEL
Applications of ICT in Libraries: Locating Information on Behalf of Clients	DP5C 34	1	7
Applications of ICT in Libraries: Supporting Reader Development	DP5D 34	1	7
Applications of ICT in Libraries: Supporting Client Learning	DP5E 34	1	7
Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development	DP5F 34	1	7
Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of ICT	DP5G 34	1	7

Table 2 – Mandatory units: Diploma

Advanced Diploma in Applications of ICT in Libraries

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

MANDATORY UNITS

UNIT TITLE	CODE	CREDIT VALUE	SCQF LEVEL
Applications of ICT in Libraries: Locating Information on Behalf of Clients	DP5C 34	1	7
Applications of ICT in Libraries: Supporting Reader Development	DP5D 34	1	7
Applications of ICT in Libraries: Supporting Client Learning	DP5E 34	1	7
Applications of ICT in Libraries: Using ICT in Professional Practice	DP5F 34	1	7
Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of ICT	DP5G 34	1	7
Integrative Unit	DP5K 35	2	8

Table 3 – Mandatory units: Advanced Diploma

OPTIONAL UNITS

UNIT TITLE	CODE	CREDIT VALUE	SCQF LEVEL
Applications of ICT in Libraries: Carrying out the Net Navigator Role	DP5H 35	2	8
Applications of ICT in Libraries: Carrying out the Educator Role	DP5J 35	2	8

Table 4 – Optional units: Advanced Diploma

APPROACHES TO DELIVERY & ASSESSMENT

OF THE GROUP AWARD(S)

CONTENT AND CONTEXT

The content of the awards was 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.

HN 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.

or

- 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.

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.

Table 5 Summary of assessment for the Diploma

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

UNIT TITLE	ASSESSMENT
Carrying Out the Net Navigator Role	A set of 40 multiple-choice 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.

Table 6 Summary of assessment for the Advanced Diploma

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 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.

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)*.

TRANSITION ARRANGEMENTS & CREDIT TRANSFER

As there are no previous awards in this area, there is no need for credit transfer arrangements. As noted previously, a large number of candidates have already undergone training programmes relating to these awards and it is anticipated that many of these will wish to obtain certification via accreditation of prior learning.

SLIC have developed a series of exemplar assessments, covering all units, which will be suitable for this purpose. They are currently developing a set of online pre-assessment and top-up materials which can be used by candidates who have already undergone training to ascertain their readiness for assessment and refresh specific areas, if required. These materials are not intended for candidates who are new to the awards and have not previously undergone training, but it is anticipated that a number of existing training providers will continue to make training available to new entrants.

The vast majority of candidates seeking to obtain certification on the basis of prior training are likely to be working in a library environment which will provide them with opportunities to generate the evidence required to produce their portfolios and allow them to be mentored by professionally-qualified staff.

GUIDANCE FOR CANDIDATES AND PROGRESSION ROUTES

Candidates with a National Certificate, City and Guilds or NVQs Levels 2 & 3 in Information & Library Studies or candidates with an ECDL or PC Passport and working in a library will view this qualification as a progression.

It is anticipated that these qualifications will provide a good preparation for library staff wishing to pursue a first-degree course, leading to professional qualification. Para-professional staff pursuing promotion or HND qualifications will also find this useful.

The qualifications will also be useful for new recruits to library work who will progress to first degree or postgraduate qualifications; or use the qualifications as evidence in the Chartered Institute of Library and Information Professionals' Framework of Qualifications; or for improved understanding of a new library and information sector.

The qualification will carry credits towards other qualifications for professional candidates, who will already have first and possibly postgraduate degrees. However, they are more likely to use the qualification for their own professional development portfolios. The qualification can contribute towards the Chartered Institute of Library and Information Professionals' Framework of Qualifications for Certification, Chartership or Revalidation of Chartership. Discussions have commenced with providers of higher education about articulation with courses and exemptions from modules, but due to the nature of educational provision this will vary between institutions. The qualifications are not a holistic library qualification but cover an important aspect, which is applying the use of ICT technical expertise, to that context. This means that it covers only part of the demands of HE courses and professional qualifications.