

Higher National Unit Specification

General information for centres

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

Unit code: DP5F 34

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

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

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

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 practical exercise, fully documenting the activities related to Outcome 1.
and
- 2 One case study, fully documenting the activities related to Outcome 2.
And

General information for centres (cont)

3 One report fully documenting the activities related to Outcome 3.

It is essential that the candidate has access to an automated library management system and is trained in its use prior to assessment.

The three activities will have equal assessment weighting.

The candidate's evidence for Outcome 1 should be in the form of checklists completed by the tutor or mentor. These checklists confirm that the candidate has competently completed all of the key functions involved in the use of a library management system.

The candidate's evidence for Outcome 2 should be in the form of a logbook describing the case study. Within this, all the candidate's actions, decisions and the resulting information are to be recorded. The logbook may be in print or electronic format and must be authenticated by the tutor or mentor.

For the case study candidates should present evidence to prove that they have addressed the skills and knowledge in Outcome 2. 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 Outcome 3 should be in the form of a written report of between 500 and 750 words. The topic will be chosen by the candidate (with the approval of the tutor or mentor) from the knowledge and/or skills of Outcome 3. The report 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

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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

Use an automated library management system proficiently

Knowledge and/or skills

- ◆ Circulation
- ◆ Acquisitions process
- ◆ Cataloguing and stock management
- ◆ Inter Library Loan processes

Outcome 2

Use and evaluate online selection tools

Knowledge and/or skills

- ◆ Criteria for stock selection
- ◆ Online library catalogues
- ◆ Publishers' and booksellers websites
- ◆ Online reviews and personal evaluations

Outcome 3

Use ICT in continuing library practice and professional development, to join in professional discussions and to improve your own professional practice

Knowledge and/or skills

- ◆ Discussion lists
- ◆ Professional websites
- ◆ Online professional journals

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

Evidence Requirements for the Unit

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

- 1 A checklist documenting the activities related to Outcome 1.
and
- 2 A case study and logbook, documenting the activities related to Outcome 2.
and
- 3 A report documenting the activities related to Outcome 3.

In order to achieve a pass all of these must be completed to the standard specified below. It is essential that the candidate has access to an automated library management system and is trained in its use prior to assessment.

Checklist

The checklist will be based on the knowledge and/or skills related to Outcome 1 and must record successful completion of ALL of the tasks listed below:

- ◆ Carry out key operations within the circulation module:
 - issuing, discharging, renewing and reserving items
 - registering new clients
 - removing clients from the system
- ◆ Describing and operating the acquisitions process competently:
 - explaining budget allocation processes
 - ordering, receipting and invoicing new items
- ◆ Using the catalogue to manage resources effectively and support clients
 - checking an item's loan status
 - searching the catalogue using different fields — author, title, class, phrase or keyword
- ◆ Carry out key operations within the ILL module
 - initiate an ILL request
 - monitor progress of an ILL request
 - carry out internal ILL procedures for issue, discharge, recall of ILL items to client
 - carry out procedures for receipt of and return of ILL item from/to home library
 - locating items from internal and external sources
 - requesting items from internal and external sources
 - carrying out administrative procedures
 - monitoring progress of requests and reporting to clients

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

Case Study and Logbook

The case study will be based on the knowledge and/or skills related to Outcome 2. The logbook must record successful completion by the candidate of the case study, fully documenting the activities related to the skills and/or knowledge required to use ICT in support of stock selection.

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.

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

- 1 Ascertaining criteria for stock selection
- 2 Using the following tools for selection of stock:
 - ◆ an online catalogue of another library
 - ◆ a publisher's website
 - ◆ a bookseller's website
 - ◆ a review of an item, from an online source
- 3 Evaluating the chosen online/Internet tools.

Report

Candidates will demonstrate their knowledge and/or skills of Outcome 3 by writing a report describing their use of ICT in support of continuing professional development, to join in professional discussions and to improve their own professional practice. Candidates should be free to choose a topic (with the approval of their tutor or mentor).

The report must:

- ◆ be at least 500 words and no more than 750 words long
- ◆ encompass at least TWO of the three knowledge and skills items of outcome three
- ◆ 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, conclusions
- ◆ correctly attribute and reference sources of information used
- ◆ be authenticated by the tutor or mentor

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

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.

Assessment guidelines for the Unit

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

Administrative Information

Unit code:	DP5F 34
Unit title:	Applications of ICT in Libraries: Using ICT in Library Practice and Professional 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: Using ICT in Library Practice and Professional 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

Outcome 1 relates to the proficient use of an automated library management system.

Candidates should have received on-site training to develop the specific operational knowledge of their library management system. This might have been led by the supplier, systems manager or been cascaded by library staff. Candidates should possess good ICT skills, specifically the ability to carry out key functions as defined below.

Candidates should have knowledge and understanding of the system and workflows. For example, they should understand what happens at each stage from stock selection, through the ordering and acquisitions process, to the point when the item is made publicly available and is visible on the catalogue. It would be useful for candidates to observe new items being added to the catalogue.

Candidates should know where to find information or instructions on procedures relating to the use of the library management system, eg “crib guides”. Other useful administration includes how to use an electronic booking system, if available locally, and proficiency in the use of local intranet.

Candidates should be aware of the importance of a user-friendly interface both for use of the system by library staff and by clients.

◆ Circulation

Candidates are expected to carry out key operations within the circulation module. These operations are issuing, discharging and reserving materials and registering new clients and removing clients from the system. They should also be aware of finance/accounting processes.

◆ Acquisition

Candidates should demonstrate proficiency in processing materials using the acquisitions module ie ordering, receipting and invoicing. They should also demonstrate awareness of the principles behind budget allocation and how this impacts on acquisition and have knowledge of Reporting Systems and Order Transmission.

- determining total level of resources
- setting priorities for expenditure
- budget holders and budget targets for budget headings/departments
- best value or value for money processes
- central decision making process
- tracking expenditure
- understanding own level of accountability

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

◆ Cataloguing and stock management

To use the catalogue effectively candidates must understand the general principles of organising information about library resources, ie

- organisation of fiction, usually by author surname in alphabetical order, then editor's surname or by title where no author exists
- series or collections of fiction
- genres
- organisation of non-fiction by subject according to local classification system
- information is organised according to agreed principles by libraries in order to aid the swift retrieval of resources either physically from the shelved collection or virtually from the library catalogue

They should understand how resources are added to and withdrawn from the catalogue. This knowledge and understanding enables candidates to search effectively in the catalogue using an author, title, class, phrase or keyword search.

It is important that the candidate has an awareness that the successful management of stock relies on sound data provided by the library management system. Used properly, the system can provide data for managers to support their decisions in areas such as stock selection policy, opening hours, staffing levels, distribution of stock and information for statutory and local performance indicators. A particular use of the library management system is in monitoring the performance (levels of issuing of resources) of existing stock.

◆ Inter Library Loans (ILLs)

Given the bibliographic details of an item of stock which is to be borrowed from another library, candidates should be able to use the library management system to:

- initiate an ILL request
- track the progress of an ILL request
- inform the client of the arrival of an inter-loaned item
- issue, discharge and recall an inter-loaned item
- return an inter-loaned item to its home library

Candidates should be able to carry out key operations within the ILL module or system, including locating and requesting materials from internal and external sources.

The candidate should follow the reference interview process, described in Unit 1, and have a clear definition of the specific item or subject area required by the client. The candidate should be able to search the library catalogue for available items. Once the item has been clearly identified, the candidate should be aware of procurement procedures and appropriate ways of securing the item. For example, this might be purchase, internal ILL or external ILL.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

Internal ILLs

The candidate should know how to place a reservation through a system-wide request so that the client gets the item as soon as possible.

External ILLs

Candidates should know to identify the full bibliographic details required, either from their own sources or through use of bibliographic databases before placing a request for items outwith the system. Processes for dealing with external ILLs will vary — it could be filling in a form to go to central support or initiating a British Library loan. Alternatively, “clumps” of catalogues such as CAIRNS, UnityWeb (TALIS) or local co-operative schemes could be used as a route to external ILLs.

Candidates should be able to demonstrate knowledge of the process used for ILLs by their library services, including:

- ◆ costs to users (eg there are additional penalties for non-return of British Library items within loan period)
- ◆ range of external sources, timescales and
- ◆ restrictions on use of the item (eg using the item with library premises or photocopying restrictions)

The candidate should be able to explain the process to the client and give an estimation of the amount of time this process will take to secure the item. Candidates should know how to track the progress of the ILL on the system or know who to contact about progress with an external ILL and be able to report to clients.

Outcome 2 relates to the use of ICT sources in the stock selection process. The candidate should understand and be able to link this activity with acquisitions in Outcome 1.

◆ **Ascertaining criteria for stock selection**

The candidate may not be responsible for the selection and acquisition of materials but may contribute to the identification of appropriate materials for the service. The candidate must understand the principles of stock selection which is based on auditing client demand and current provision so that purchasing decisions result from knowledge of:

- current demands
- gaps in stock
- need for change in current levels of appropriate stock
- Need for more diverse formats, including non-book resources
- need for replacement copies due to poor condition or because material is out of date
- stock development plans

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

In using online tools the candidate must demonstrate an awareness of stock selection process:

- knowledge of existing stock selection policy
- identify the criteria for selection.

Following the initial identification of broad areas for selection, candidates should be able to use a range of online selection tools. Candidates should be aware that these tools are also useful in locating resources which their service does not have in stock but which a client wishes to borrow or consult. Candidates should be aware that they will have to assess the resource once they have located it against agreed stock selection criteria.

◆ Online library catalogues

There is a wide variety of online library catalogues to assist library staff in their search for appropriate material. Increasingly, library catalogues can be searched via the Internet. The UK Public Libraries Page is a useful resource, linking to the web-available catalogues.

Some services “clump” together the catalogues of several libraries. A single-search interface is used to cross-search multiple catalogues in a single search action. Catalogues can be selected for convenience. The Scottish CAIRNS (Co-operative Information Retrieval Network for Scotland) service is a good example of this, using catalogues from different types of libraries as well as public ones.

British Library	http://catalogue.bl.uk
UK Public Libraries Page	http://dspace.dial.pipex.com/town/square/ac940/weblibs.html
Northern Ireland	http://opac.ni-libraries.net/cgi-bin/nireland.vps.sh
Neath Port Talbot	http://ipac.npt.gov.uk/#focus
Birmingham	http://www.birmingham.gov.uk/libcat.bcc
CAIRNS	http:// Cairns.lib.strath.ac.uk/CAIRNSService/ZCatSrch.cfm

The catalogues vary in the details they provide and in the range of functions which can be performed. They do however offer the opportunity to trace resources and use existing systems for inter-library loan and are a helpful way of allowing library staff to view each other’s collections. Some services may have automatic links to bibliographic service providers such as Talis or subscriptions to services such as Whittaker’s Books in Print.

◆ Publishers’ and booksellers websites

Candidates should be aware of the usefulness of library bookseller and publisher’s websites. Candidates should understand that caution must be exercised when using these websites to select material as publishers and booksellers have a commercial imperative and thus the content may be biased and might not provide full information. Candidates should therefore ensure that they select materials that match agreed selection criteria.

Some of the websites offer a range of sophisticated services — pre-publication ordering facilities, EDI (Electronic Data Interchange) information, download facilities of MARC (Machine Reading Catalogue) records and tracking systems for current orders.

Higher National Unit specification: support notes (cont)

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Holt Jackson	http://www.holtjackson.co.uk/
Askews	http://www.askews.co.uk/site/default_askews.asp
Cypher	http://www.cyphergroup.com/
Amazon	http://www.amazon.co.uk
Booksellers Association	http://www.booksellers.org.uk/
Scottish Bibliographies Online	http://www.scotlandsculture.org/sbo/sbo.htm
Welsh Books Council	http://www.clc.org.uk/home.html

◆ Online reviews and personal evaluations

Candidates should treat reviews which have been posted on the Internet with some caution. They often include only part of the entire review and the views of the individual reviewer may not have been through a rigorous editorial process, unlike print journals. It is also possible to review extracts of audio/visual materials using the Internet, again candidates should return to the stock selection policy for guidance prior to purchase.

Outcome 3 relates to the use of ICT in continuing professional development, to join in professional discussions and to improve own professional practice. Candidates should be aware of the importance of participating in professional discussions and keeping their skills and knowledge current. Some services offer a mediated discussion forum, where messages are vetted before appearing in public, in other cases members will be sent new messages instantaneously.

◆ Discussion lists

Online discussion lists are a useful tool for both individual professional development and solving problems. These lists invite members to sign up and then all mail sent to the list is sent automatically and instantly to the email addresses of all other members. CILIP has a range of professional discussion lists which are targeted at supporting members of library staff who might be working in single-staffed branches. JISC mail (the service provided by the Joint Information Systems Committee) is one of the key providers of discussion lists and has a number of public library, special interest and library profession groups.

- JISC <http://www.jiscmail.ac.uk/maillinglists/category/P10.htm>
- [LIS-CILIP](#) — A list for the exchange of information on issues of current professional interest to Chartered Library and Information professionals, etc.
- [LIS-PUB-LIBS](#) — A forum for discussion of issues relating to UK public libraries.
- LIS-SCOTLAND — a forum for discussion of issues relating to Scotland
www.jiscmail.ac.uk/lists/LIS-SCOTLAND.html

Other non-library-specific discussion groups may be useful, such as those run on local authority websites or the websites of other agencies. For example the Welsh Assembly Government offers a range of consultation and discussion forums.

http://www.cymruarlein.wales.gov.uk/fe_forums/forums_list.asp

Higher National Unit specification: support notes (cont)

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There is a range of other service providers such as www.smartgroups.com, Yahoo Groups and msn groups offer simple, alternative ways to start discussion lists for groups, eg

Community Services Group (Scotland) <http://groups.yahoo.com/group/csgscotland/>

Professional groups often use these.

◆ Professional websites

The candidate should possess knowledge about key professional websites to support them in their professional practice. These might include the websites of the strategic agencies:

MLA	http://www.mla.gov.uk/index.asp
SLIC	http://www.slainte.org.uk/
CyMAL	http://www.cymal.wales.gov.uk/
CILIP	http://www.cilip.org.uk/
LISC(NI)	http://www.liscni.co.uk/

Other examples of useful websites include the digital reference service “Ask a librarian”, which offers a 24/7 service - supported by UK public libraries in collaborative working. This is an online service which emails enquirers with answers from print and electronic sources.

Ask a Librarian	http://www.ask-a-librarian.org.uk/
The Reading Agency	http://www.readingagency.co.uk

In addition to generic lists, many of the special interest groups have websites, eg

UKeIG UK electronic information group (Only available to members)	http://www.ukolug.org.uk/
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In this context, candidates should also be aware of the importance of the contents and functions of their own local authority website and local intranet. Simple enquiries made at the library counter or over the telephone can often be answered from these sources and it is useful for candidates to be well informed regarding content and layout so that site navigation takes the minimum amount of time.

◆ Online professional journals

Online journals offer a readily accessible and searchable source of professional information. Some are freely available but others operate on a subscription basis.

CILIP Update	http://www.cilip.org.uk/publications/updatemagazine
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◆ Special Interest Journals

UKeIG	http://www.ukolug.org.uk/content/public/activities/newsletter/index.html
CILIP in Scotland	http://www.slainte.org.uk/publications/serials/infoscot/contents.html

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development

CILIP members enjoy free online access to the Journal of Information Science and Journal of Librarianship and Information Science from the CILIP website.

Guidance on the delivery and assessment of this Unit

This Unit is part of the Diploma/Advanced Diploma in Applications of ICT in Libraries. The Unit develops skills in public library staff required to use ICT in support of professional practice.

The assessment consists of a practical exercise on the operation of an automated library management system, a case study demonstrating knowledge and competence in using online selection tools for stock and a report which provides evidence of the use of ICT within the candidate's own continuing professional development or for library administration. 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.

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: Using ICT in Library Practice and Professional Development

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

This Unit is suitable for all public library staff.

On completion of the Unit you will be able to:

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

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

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

Sample case study topic:

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

Sample report topic:

Improving your understanding of current issues relating to information literacy.