

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7130011 **-Session-1991-92**
-Superclass- CY

-Title- **CLASSIFICATION CATALOGUING AND INDEXING**

-DESCRIPTION-

Purpose This module will enable the student to acquire a knowledge of, and skills in, the organisation and retrieval of library materials, using modern technology where appropriate. The module is suitable for students already employed in, or intending to work in, a library or information unit.

Preferred Entry Level Standard Grade English at Grade 3 or 7110031: Communication 2.

Outcomes The student should:

1. describe enumerative or faceted approaches to classification and the desirable features of a classification scheme;
2. define pure and mixed notation and describe the qualities of a good notation;
3. use library catalogues;
4. state the advantages and disadvantages of different physical forms of library catalogue;
5. describe the differences between pre-coordinate and post-coordinate indexing.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory).

OUTCOME 1 DESCRIBE ENUMERATIVE OR FACETED APPROACHES TO CLASSIFICATION AND THE DESIRABLE FEATURES OF A CLASSIFICATION SCHEME

- PCs
- (a) The description of enumerative or faceted approaches to classification is correct in terms of the approach in question.
 - (b) The description of the desirable features of a classification system is correct in terms of three of these features.

IA Restricted Response

The student will be required to describe enumerative or faceted approaches to classification and the desirable features of a classification scheme.

Satisfactory performance will be that the student achieves all the Performance Criteria correctly.

OUTCOME 2 DEFINE PURE AND MIXED NOTATION AND DESCRIBE THE QUALITIES OF A GOOD NOTATION

- PCs
- (a) The definition of the term pure notation is correct.
 - (b) The definition of the term mixed notation is correct.
 - (c) The description of the qualities of a good notation is accurate.

IA Restricted Response

The student will be required to define pure and mixed notation and to describe the qualities of a good notation. In respect of pc(c) the description of the qualities of a good notation should be accurate in terms of 3 of these qualities.

Satisfactory performance will be that the student achieves all the Performance Criteria correctly.

OUTCOME 3 USE LIBRARY CATALOGUES

- PCs
- (a) The selection of procedures is correct in terms of the sequences used in a manual library catalogue or the search options of an automated catalogue.
 - (b) The demonstration of common methods of searches for items of library stock is made, in terms of at least two of author, title, subject or keyword.

IA Practical Exercise

The student will be required to demonstrate the use of library catalogues, to include a demonstration of the procedure.

Satisfactory performance will be that the student achieves all Performance Criteria correctly.

OUTCOME 4 STATE THE ADVANTAGES AND DISADVANTAGES OF DIFFERENT PHYSICAL FORMS OF LIBRARY CATALOGUE

- PCs
- (a) The description of physical forms of library catalogue is correct.
 - (b) The explanation of the advantages and disadvantages of different physical forms of catalogue is accurate.

IA Restricted Response

The student will be required to state the advantages and disadvantages of 2 different physical forms of library catalogue.

Satisfactory performance will be that the student achieves all the Performance Criteria correctly.

OUTCOME 5 DESCRIBE THE DIFFERENCES BETWEEN PRE-COORDINATE AND POST-COORDINATE INDEXING

- PCs
- (a) The definition of the term pre-coordinate indexing is correct.
 - (b) The definition of the term post-coordinate indexing is correct.
 - (c) The description of the differences between pre-coordinate and post-coordinate indexing is accurate in terms of their use with different systems.

IA Restricted Response

The student will be required to describe the differences between pre-coordinate and post-coordinate indexing.

Satisfactory performance will be that the student achieves all Performance Criteria correctly.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-5:

1. The difference between an enumerative approach to classification which attempts to list all compound subjects, and a faceted approach to classification which lists the elements from which any compound subject can be formed.

The desirable features of library classification schemes such as generalia class, auxiliary schedules, index.

Administrative considerations such as cost, ease of use, currency could also be discussed.

2. Definitions of the terms pure and mixed notation and the qualities of a good notation such as brevity, simplicity, hospitality.
3. The catalogue as a store of information on the range of items held in a library stock, and on individual items provided by the full bibliographical description.

The common ways in which users search for items of library stock, ie. by author, title, subject or keyword and how this is reflected in the organisation of the sequences in a manual library catalogue (dictionary and classified arrangement) and the search facilities in an automated catalogue.

The most significant points in a full bibliographical description of an item, ie. author, title, imprint, edition, illustrations, etc., and how these can be of use to a library user.

Location of items in the appropriate sequences or by appropriate search facility and the use of bibliographic description to assess the suitability of items.

4. Students should examine at least two physical forms of catalogue in terms of ease of use, ease of construction, equipment necessary, running costs, space, etc.
5. Only subject indexing should be considered. The distinction between pre-coordinate and post-coordinate indexing, emphasis on the suitability of post-coordinate indexing for computer based data systems.

SUGGESTED LEARNING AND TEACHING APPROACHES

Normally a fair amount of exposition will be required although this can be based on discussion of fundamental questions, e.g. 'Why do we classify books'? Although no practical classification or cataloguing should be expected, students should have the opportunity to handle classification schedules, lists of subject headings and indexes of different types.

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