NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	**7130021**	**-Session-1991-92**
-Superclass-	**CZ**	

-Title-	**LIBRARY AND INFORMATION UNITS IN MODERN SOCIETY**

-DESCRIPTION-

Purpose	This module will enable the student to develop an awareness of the various types of library.
	The module is suitable for students already employed in, or intending to work in, any type of library or information unit. It may also be of interest to students wishing to broaden their understanding of libraries in modern society.
Preferred Entry Level	Standard Grade English at Grade 3 or 7110031: Communication 2.
Outcomes	The student should:

1. describe the various types of library, their structure, government and organisation;

2. describe the role of libraries in meeting the needs of a range of library users.

Assessment Procedures	Acceptable performance in this module will be satisfactory achievement of 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 THE VARIOUS TYPES OF LIBRARY, THEIR STRUCTURE, GOVERNMENT AND ORGANISATION**

PCs
(a)   The identification of various types of library is correct.
(b)   The identification is made of similarities and differences between various types of library.
(c)   The description is accurate in terms of the structure, government and organisation of various types of library.

IA   Restricted Response

The student will be required to describe the various types of library, their structure, government and organisation.

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

OUTCOME 2 **DESCRIBE THE ROLE OF LIBRARIES IN MEETING THE NEEDS OF A RANGE OF LIBRARY USERS**

PCs
(a)   The identification of categories of library user is correct.
(b)   The description of how libraries effectively respond to the needs of users is accurate in terms of their structure, government and organisation.

IA   Restricted Response

The student will be required to describe the role of libraries in meeting the needs of a range of library users. The student should identify at least 2 categories of library user.

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

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

CONTENT/CONTEXT

Corresponding to Outcomes 1-2:

1.   The main types of library:

        (i)   public;
        (ii)   national;
        (iii)   educational - school, college, university;
        (iv)   special - libraries of industrial firms, research organisations, learned societies, etc.

Similarities and differences between various types of library should be highlighted. Exploration of the government and staff structures of different types of libraries. The demands which users are likely to make on each type of library, including demands related to: finance; type of governing body; staff structure; organisational structure of sections and departments.

2.   Library history should be examined briefly to set the scene for an exploration of the present situation. The main points in the emergence, growth and development of libraries (particularly during the 19th and 20th centuries) and the effect on the current library provision, should be highlighted.

The role of libraries in satisfying the needs of users, both individuals and organisations, with reference to:

        (i)   education;
        (ii)   information;
        (iii)   recreation and leisure.

The particular needs of broad categories of library users: pre-school, primary school, secondary school, adults.

SUGGESTED LEARNING AND TEACHING APPROACHES

This module could perhaps best be achieved through an integrated programme of learning and teaching. Work could be undertaken individually or in a range of groups: eg. some individual; some small group; some whole class, according to purpose. Library visits, surveys of library users, interviewing senior members of library staff. Practical work such as drawing organisational charts of libraries. Discussion based on the experiences of group members.