

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7130114**UNIT TITLE:** USING INFORMATION RETRIEVAL SKILLS 1

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. INVESTIGATE A RANGE OF SOURCES OF INFORMATION WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) Identification of a range of different types of sources of information is accurate.
- (b) Identification of the uses of a range of sources of information is accurate.
- (c) Identification of the relevance and usefulness of different sources to specific situations is accurate.

RANGE STATEMENT

Sources: print sources and non-print sources.

EVIDENCE REQUIREMENTS

Oral and/or written evidence which satisfies PCs (a)-(c).

A minimum of 5 types of source, including both print and non-print sources should be investigated. A minimum of 2 uses for each type of source should be identified. Situations should also be identified where each type of source has been useful. A minimum of one example per source is required.

OUTCOME

2. LOCATE A RANGE OF SOURCES OF INFORMATION WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) Location of sources of information on a specific topic within a library/resource centre is planned, logical and accurate.
- (b) Location of information within specific sources of information within a library/resource centre is planned, logical and accurate.

RANGE STATEMENT

Sources: non-print; cataloguing, indexing and/or guiding systems in print based and/or electronic formats.

EVIDENCE REQUIREMENTS

Oral and/or written and/or performance evidence which shows that the candidate has used a minimum of four sources at least one of which is non-print.

Oral and/or written evidence of the candidate's understanding of how to locate information sources.

OUTCOME

3. EXTRACT INFORMATION FOR A PARTICULAR PURPOSE FROM A RANGE OF SOURCES OF INFORMATION WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) Location of appropriate sources of information is planned, logical and accurate.
- (b) Identification of relevant information within sources is accurate.
- (c) Recording of relevant information from each source is accurate and complete.

RANGE STATEMENT

Appropriate sources: print and non-print, including use of indexes, contents pages, help menus.

EVIDENCE REQUIREMENTS

Evidence that the candidate has used a minimum of four sources at least one of which must be non-print.

Oral and/or written evidence of the candidate's ability to locate and identify information for a particular purpose.

Recorded evidence in an appropriate format.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER:** 7130114**UNIT TITLE:** USING INFORMATION RETRIEVAL SKILLS 1

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module enables the candidate to acquire basic skills in the investigation, location and utilisation of resources while receiving a high degree of tutor/trainer support.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module enables you, with support from your tutor/trainer, to acquire skills in the investigation, location and use of resources.

CONTENT/CONTEXT As far as possible the sources of information used should be relevant to other areas of the candidate's study programme or area of work.

Initially the role and purpose of different types of sources of information are explored. Examples of such types of sources include:

Print sources

Textbooks
encyclopaedias
dictionaries
directories and yearbooks
statistical publications
periodicals and newspapers
pamphlets
photographs

Non-print sources

Computer databases
CD-ROM
microforms
teletext
viewdata
videotapes
audio cassettes, records, compact discs.

For each of the types chosen, their uses and relevant merits should be explored.

In Outcome 2 candidates should use appropriate print based or electronic catalogues, indexes, help menus etc. to locate the required sources.

When seeking information in a specific source the candidate should locate the information in a methodical way using indexes (printed or automated) and other aids. Locating the required information in a random manner is not sufficient to fulfil the performance criteria. As much emphasis should be laid on the process of locating the information as on the end result.

The results of the information search should be recorded in an appropriate format. The tutor/trainer and candidate should agree in advance what information is required and what are the most suitable methods for recording this information. Methods for recording information might include:

sentence completion
numerical grids
copying of information manually
photocopying of selected pages or re-recording of audio or video material (subject to the restrictions of the Copyright Act)
printing out from computer.

APPROACHES TO GENERATING EVIDENCE Ideally this module should be delivered in an integrated way so that the information requests flow naturally from the demands of other modules/units which make up the candidate's programme or from the candidate's work activities. It is particularly appropriate when integrated with any module which involves a project or other tasks necessitating information searching. Examples of such modules include:

Local Investigations 1-4
Investigating Europe 1-4
Communication 3 and 4

It can also be combined with one of the Using Learning Skills modules, most usefully near the beginning of a study programme.

As the module aims to develop information handling skills which the candidate can apply in different situations, the tutor/trainer should, as far as possible, even where the module is not integrated with other modules, design the tasks which are used to achieve the outcomes with a vocational emphasis. It may be possible in many instances to use actual examples of information required by candidates for vocational, recreational or personal purposes as illustrations of the assessed techniques or, indeed, as actual assessments.

The role of the tutor/trainer is to support the candidates in their learning activities. For many candidates it will not be sufficient for the tutor/trainer merely to demonstrate the techniques. Considerable formative assessment with assistance throughout from the tutor/trainer will be necessary. The tutor/trainer should assist the candidates to develop good practice in information-seeking techniques by responding to candidates in such a way that they are encouraged to think about the information-seeking process and the reasons and rationale underlying it. In this way candidates are encouraged towards self-sufficiency in their use of libraries/resource centres, instead of merely mastering some mechanical exercises.

The practical exercises should take place in the library/resource centre using the actual sources of information, catalogues, indexes etc. which the candidates might be expected to use in their learning/work activities.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Corresponding to Outcomes:

1. Restricted responses.
2. Assignment.
3. Assignment.

PROGRESSION This module is the first in a series of modules on Information Skills. Successful candidates may wish subsequently to progress to modules 7130124 Using Information Retrieval Skills 2 and 7130134 Using Information Retrieval Skills 3 which set more demanding targets for candidates.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

A support pack for this unit is available from SQA. Please call our Sales and Despatch section on 0141-242 2168 to check availability and costs. Quote product code B086.

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