-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-	**7130124**		**-Session-1994-95**
-Superclass-	**CZ**		
-Title-	**USING INFORMATION RETRIEVAL SKILLS 2 (x^1/$_2$)**		

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing and improving skills in the location, assessment and use of resources and the efficient extraction of relevant information from such sources in order to function in, for example, a library/resource centre with a minimum of tutor/trainer support.

OUTCOMES

1. plan an information retrieval task with limited tutor/trainer support;

2. locate and use a range of sources of information to extract information relevant to a task with limited tutor/trainer support;

3. present information extracted from a range of sources of information with limited tutor/trainer support;

4. assess the effectiveness of a plan for an information retrieval task with limited tutor/trainer support.

CREDIT VALUE: 0.5 NC Credit

ACCESS STATEMENT: 7130114 Using Information Retrieval Skills 1 or an equivalent level of experience.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

This specification is distributed free to all approved centres. Additional copies may be purchased from SQA (Sales and Despatch section) at a cost of £1.50 (minimum order £5).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 7130124

UNIT TITLE: USING INFORMATION RETRIEVAL SKILLS 2

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.　　PLAN AN INFORMATION RETRIEVAL TASK WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

　　(a)　　Definition of purpose and scope of information retrieval task is clear and accurate.
　　(b)　　Preliminary plan for information retrieval task is outlined clearly.
　　(c)　　Identification of a range of potential sources of information is accurate.
　　(d)　　Assessment of availability of sources of information is accurate.
　　(e)　　Feasibility of preliminary plan is reviewed thoroughly and plan adjusted accordingly.

RANGE STATEMENT

Sources: print; non-print.

EVIDENCE REQUIREMENTS

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

The use of a minimum of five sources should be planned including both print and non-print sources.

OUTCOME

2. LOCATE AND USE A RANGE OF SOURCES OF INFORMATION TO EXTRACT INFORMATION RELEVANT TO A TASK WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

(a) Location of sources of information within a library/resource centre is accurate.
(b) Location of relevant information within each source of information is accurate.
(c) Evaluation of information is accurate, within the parameters of the task.
(d) Collation of relevant information from a range of sources of information is accurate and comprehensive, within the scope of the task.

RANGE STATEMENT

Sources: print and non-print.

EVIDENCE REQUIREMENTS

Oral and/or written and/or performance evidence for PCs (a) and (b).

Oral and/or written evidence for PC (c).

Recorded evidence in an appropriate format for PC (d).

A minimum of five sources should be used at least one of which should be non-print.

OUTCOME

3. PRESENT INFORMATION EXTRACTED FROM A RANGE OF SOURCES OF INFORMATION WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

(a) Information extracted from a range of sources is processed correctly and incorporates key aspects.
(b) Format of the presentation is appropriate to the task in terms of purpose and scope of information retrieval task.
(c) Structure of the presentation is appropriate in terms of task and audience.
(d) All essential information is included and language is clear and accurate.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Recorded evidence in an appropriate format which satisfies PCs (a)-(d).

OUTCOME

> **4.** ASSESS THE EFFECTIVENESS OF A PLAN FOR AN INFORMATION RETRIEVAL TASK WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

> (a) Assessment of the plan meeting its objectives is complete in terms of both positive and negative features.
> (b) Recommendations for improvement of future strategy are detailed, realistic and logical.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Oral and/or written evidence which satisfies Performance Criteria (a) and (b).

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.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 7130124

UNIT TITLE: USING INFORMATION RETRIEVAL SKILLS 2

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 improve his/her basic skills in the location, assessment and utilisation of resources, so that he/she can function in, for example, a library/resource centre with a minimum tutor/trainer of 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 minimum support from your tutor/trainer, to improve your skills in the location, assessment and use of resources.

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

In addition to defining the subject of the inquiry, the tutor/trainer and candidate should set any other appropriate limitations on the scope of the task e.g. currency, language, level and format of information. Though not all types of information sources are relevant to a particular inquiry, the task should be designed to allow the candidate to handle several types of print and non-print sources.

Examples of such types of sources include:

Print sources

textbooks
encyclopedias
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
people/organisations

In the location of the sources candidates should use as wide a range as possible of appropriate print based or electronic catalogues, indexes, help menus, abstracting services, directories, bibliographies.

For each of the chosen sources their uses and relative merits should be discussed. Candidates should be aware of criteria for evaluating an information source (currency, objectivity, authority etc.) and of the distinction between primary and secondary information.

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:

Notes for a talk or essay
Summary of facts for use by another person
Lists of data
Bibliography or materiography
Audio or video format
Or a combination of these

Outcome 4 offers the opportunity for the candidate to reflect on the information retrieval process and learn from any difficulties experienced in carrying out the task. The candidate should, in particular, examine any deviations from the original plan which were necessary in actual practice and provide reasons for these deviations. This analysis should lead into suggestions for an improved information retrieval process in future, in terms of task definition, identification and location of resources, extraction of information from sources and the presentation of this information.

APPROACHES TO GENERATING EVIDENCE Ideally this module should be delivered in an integrated way so that the information task flows 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 task necessitating information searching. Examples of such modules include:

> Location 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, encourage the candidate to design the information retrieval task to have 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.

The role of the tutor/trainer is to support the candidates in their learning activities. 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. In this module candidates are expected to develop a competence in information handling which allows them to achieve the outcomes with a minimum of tutor/trainer support in the summative assessment. In order to achieve this level of self-sufficiency considerable tutor/trainer input and formative assessment may be required in the early stages of the module.

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.

Where personal interviews are used in Outcome 4 these can usefully be undertaken in a small group situation in order that candidates can share experiences and learn from one another.

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 1-4:

1.   Restricted response and/or oral questioning.

2.   Practical exercise.

3.   Practical exercise.

4.   Personal interview, drawing on the oral or written evidence from Outcomes 1-4.

PROGRESSION   This module is the second in a series of modules on Information Skills. Successful candidates may wish subsequently to progress to module 7130134 Using Information Retrieval Skills 3 which sets more demanding targets for candidates. Module 7130114 Using Information Retrieval Skills 1 sets less 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'.