Regulated Qualifications Unit and Assessment Specification

Unit title	Reader Development
Regulator Unit code	A/601/4668
SQA Unit code	H84R 70

History of changes

Publication date: July 2016

Version: 02 (July 2017)

Version number	Date	Description	Authorised by
02	July 2017	Unit Specification updated to reflect current Ofqual terminology.	Qualifications Officer

Regulated qualifications unit specification

Title	Reader Development
Level	3
Credit value	6

Learning Outcomes **The learner will:**	Assessment Criteria **The learner can:**
1 Understand how readers choose what to read.	1.1 Summarise definitions of reader development. 1.2 Use appropriate communication strategies to identify a reader's reading habits. 1.3 Explain factors in a reader's choice of reading material. 1.4 Identify barriers to reading choices, suggesting ways in which they may be overcome in the library. 1.5 Explain the importance to users of browsing.
2 Understand the role of library staff in promoting reader development.	2.1 Explain the importance of making professional judgements about books. 2.2 Explain how the layout of the library affects use by different types of reader. 2.3 Explain the difference between recommending and promoting reading material.
3 Understand the role of peer recommendation in reader development.	3.1 Explain the potential of peer recommendation. 3.2 Identify ways of using peer recommendations.

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
4 Understand key issues relevant to the promotion of reading material.	4.1 Explain how a reading promotion in a library can widen choice for readers. 4.2 Explain the difference between a reader-centred and stock centred promotion. 4.3 Identify different ways of promoting reading. 4.4 Identify key visual clues that indicate the different types of reading experience offered.
5 Be able to promote reading material.	5.1 Identify the target group for a promotion, indicating their reading needs. 5.2 Select resources for a reader-centred promotion. 5.3 Display reading material in different ways to promoted increased use. 5.4 Monitor the impact of a reading promotion, reviewing its success.
6 Be able to use ICT to promote reader development.	5.1 Explain how ICT can be used to support readers in finding new reading material and using the library. 5.2 Explain how ICT can be used to promote peer recommendation. 5.3 Explain how ICT can be used to update own stock knowledge.

Additional information about the unit
Unit purpose and aim(s)
This unit aims to provide learners with an overview of reader development techniques. They will understand how readers choose what to read, the role of library staff in reader development and the relevance of peer recommendation. Learners will be able to promote reading material, evaluating the success of the promotion. They will also consider the use of ICT in promoting reader development.
Unit start date
01/11/14
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
N/A
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A
Endorsement of the unit by a sector or other appropriate body (if required)
N/A
Location of the unit within the subject/sector classification system
9.4 Publishing and Information Services, 13.1 Teaching and Lecturing
Name of the organisation submitting the unit
SQA
Guided Learning Hours
30

Regulated qualifications assessment specification

Assessment (evidence) requirements

Assessors must ensure that learners provide evidence to cover all the learning outcomes and assessment criteria.

This unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

♦ Observation
♦ Product and photographic evidence
♦ Relevant active documentation, reports, presentations

Performance evidence: Observation
Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance evidence: Products
Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on methods/Instruments of assessment

This unit is designed to assess the knowledge of learners in the workplace. Learning outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:
♦ Questioning
♦ Professional discussion
♦ Witness testimony
♦ Other valid evidence which relates directly to learner performance

Guidance on methods/Instruments of assessment (cont)

Supporting evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work-based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting evidence: Professional discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting evidence: Witness testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

♦ a clear, authentic statement indicating how the learner carries out their job
♦ dated, signed and include the job title of the witness

Supporting evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio.
The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's guide to assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *guide to assessment* can be downloaded free from SQA's website **www.sqa.org.uk**.

Creative and cultural skills assessment strategy also supports the assessment of this unit.