

SCOTTISH QUALIFICATIONS AUTHORITY

# ARRANGEMENTS DOCUMENT

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G9LE 48 PDA IN APPLICATIONS OF ICT IN  
LIBRARIES AT SCQF LEVEL 8

December 2009

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## G9LE 48 - PDA in Applications of ICT in Libraries at SCQF Level 8

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# RATIONALE

## FOR THE DEVELOPMENT OF THE AWARD AND THE PROCESSES OF CONSULTATION AND MARKET RESEARCH CARRIED OUT

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### BACKGROUND TO THE DEVELOPMENT

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This award is a revision of the Advanced Diploma in Applications of ICT in Libraries, originally launched in 2005. The main rationale for the revision of the award was to bring the structure into line with SQAs amended guidelines for Professional Development Awards (PDAs). A secondary reason was to broaden the appeal of the award to library staff employed in sectors other than the public library service.

The award seeks to broaden the knowledge and skills of para-professional library staff in the Applications of ICT in Libraries. It should appeal to staff who wish to improve their skills in this area in order to enhance their promotion prospects and move towards professional recognition.

*New Library: The People's Network* was commissioned from the Library and Information Commission by the Department of Culture Media and Sport in 1997. The report's vision of the public library service has been a major catalyst for the transformation of services since then. The training programme (ICTL) was further developed in *Building the New Library Network*. It identified three key training strands:

- **Outcome 1:** ICT technical skills content, which almost all the UK library authorities chose to deliver by training staff using the European Computer Driving License (ECDL) qualification
- **Outcomes 2-8:** variously described as the supplementary outcomes, library outcomes or contextual outcomes. These Outcomes were delivered in a wide variety of ways – using library staff, national bodies, external training agencies, independent consultants, commissioned training courses, cascade training methods and so on.
- **Advanced Outcomes:** the advanced roles were Net Navigator, Information Consultant, Information Gatekeeper, Information Manager and Educator. Again, the training content and delivery mechanism varied widely.

*The original versions of the ICTL awards, then known as the Diploma and Advanced Diploma in Applications of ICT in Libraries were developed for the public library sector as a legacy qualification for the ICT learning outcomes of the People's Network. The qualifications were launched in 2005.*

The guiding principles of design included:

- Accreditation had to be of a significantly high enough level to attract learners to elect to go through formal assessment.

- The learning outcomes had to be highly relevant to the workplace to secure employers support for the qualification, with a view to including it in workforce development, staffing structures and gradings.
- The qualifications had to be relevant UK-wide.
- The qualification must link to the CILIP Framework for Qualifications.

The key partners in the development were the Big Lottery Fund, SLIC and the SQA have progressed, so that

1. The Awards have been made retrospectively, so trained staff have the option of undergoing formal assessment of their prior learning.
2. The Awards link to the Scottish Credit and Qualifications Framework (SCQF). The SCQF is a 12 point scale. The Award is a PDA (Professional Development Award) in Applications of ICT for Libraries, placed at points 7 and 8 on the SCQF scale, equating to Higher National Certificate / Higher National Diploma level.
3. Parallel accreditation with QCA, which manages Awards for England, Wales and Northern Ireland has been secured for the Certificate in Applications of ICT in Libraries (SCQF level 7).
4. Links between the qualification and the Certificate (ACLIP) award within the CILIP Framework for Qualifications have been established.

New learning outcomes have helped to provide expansion and greater specificity than the original *People's Network* outcomes. The development of new learning materials has provided refresher content for learners. This is all freely available at [www.ictl.org.uk](http://www.ictl.org.uk) in web and wiki format.

Big Lottery, SLIC and SQA have been supported throughout by MLA, CyMAL, LLUK and representatives from Northern Ireland.

At several stages in the development, it was suggested that the qualifications would have a wider appeal beyond the public library sector. Further research was carried out by Ashbrook Consultancy and feedback from employers and centres has indicated a demand to develop a more flexible structure to be more inclusive of candidates from other library sectors. In addition, the SQA is developing a suite of units in Digital Culture and there are benefits to incorporating some of these units as optional units.

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## QUALIFICATION DESIGN TEAM

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The qualification design team consisted of:

Bobby Elliott, Qualifications Manager, SQA	Project Manager - SQA
Rhona Arthur, SLIC	Project Manager - SLIC
Ted Hastings, SQA Consultant	Lead Developer
Caroline Douglas, Qualifications Officer, SQA	Project Officer – SQA
<i>2005 QDT also included</i>	
Eion Johnston, 4mostplus	Developer
Sheila McCullough, 4mostplus	Developer
Angela Lees, Qualifications Officer, SQA	Project Officer – SQA

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## CONSULTATION AND MARKET RESEARCH

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### SUMMARY OF CONSULTATION

*New Library: The People's Network* explored the needs of the public in the context of the introduction of ICT into libraries. This was supported by research carried out by British Educational Communications and Technology agency and the Department of Trade and Industry, which identified the following skills were required by library staff to assist users:

- Basic computer skills
- Advanced services
- Interpersonal communication skills.

The People's Network Training Task Group in 1998 based the learning outcomes on the results of a BECTa needs analysis. So that librarians were fully-prepared "to enable and facilitate" in an ICT environment, Net Navigator and Educator training was included and these are areas included as options in the Level 8 award. Consultation carried out in 2009 indicated that many libraries were supporting social networking and that a new unit being developed by SQA in Digital Culture: Online Collaboration would be attractive as an option in the PDA in Applications of ICT in Libraries at SCQF level 8.

### ORIGINAL MARKET RESEARCH

The original driver behind this development was the Big Lottery Fund, who wished to have a library qualification to help sustain the investment in skills made under the New Opportunity Fund's People's Network programme. SLIC discovered support for this from library staff and managers during their evaluation visits in July 2004. The UK Joint Forum, a meeting of strategic agencies for museums, libraries and archives, supported the development. All of the Heads of Public Library Service in the UK have been consulted about the development of an ICT qualification supporting applying these skills in the library context. Feedback from the senior managers, CILIP, the UK professional body and training providers has been positive. In addition, CILIP have been consulted about synergy with their new Framework of Qualifications and accreditation of prior learning, work-based practice and reflective practice have all been embedded in the development of the qualification.

Informal discussions with local authorities have revealed that the new qualification will contribute to corporate agendas of IIP and Charter Mark by appropriately accrediting the training of their workforce.

#### **MARKET RESEARCH FOR REVISIONS**

Market Research Questionnaires were emailed to current and prospective employers and centres at the end of July 2009 and attracted a good response. At the request of the Validation Panel, questionnaires were submitted to additional employers in October 2009. This increased the number of respondents, but there was no specific comment made on the aims of the qualification. Centres were also asked to circulate questionnaires to current and former students, but the response level here was poor.

A summary of the responses to all three questionnaires is given below.

#### **Employer Survey**

There were thirty-four responses from Employers by 01/11/2009, the breakdown being as follows:

- 84.8 % felt that there would be some demand or a lot of demand for the SCQF Level 8 award.
- 94.1% agreed or strongly agreed with the proposed content of the SCQF Level 8 award. Those who disagreed gave no further information.
- 87.9% agreed or strongly agreed with the proposed changes to the structure of the SCQF Level 8 award.
- 70.5% agreed or strongly agreed with the proposed title of the SCQF Level 8 award. Those who disagreed gave no further information.
- 94.0% agreed or strongly agreed that close links between the professional body's awards and the proposed suite of PDAs would make the awards more attractive to candidates and employers.

#### **Centre Survey**

There were four responses from Centres by 17/08/2009, the breakdown being as follows:

- 100% felt that there would be some demand or a lot of demand for the SCQF Level 8 award.
- 75% agreed or strongly agreed with the proposed content of the SCQF Level 8 award. Those who disagreed gave no further information.

- 50.0% agreed or strongly agreed with the proposed changes to the structure of the SCQF Level 8 award. A further 25% neither agreed nor disagreed. The 25% who disagreed gave no further information.
- 75.0% agreed or strongly agreed with the proposed title of the SCQF Level 8 award. Those who disagreed gave no further information.
- 100 % agreed or strongly agreed that close links between the professional body's awards and the proposed suite of PDAs would make the awards more attractive to candidates and employers.

### **Student Survey**

There were only three responses from current or former students by 17/08/2009, the breakdown being as follows:

- 66.6 % felt that there would be some demand or a lot of demand for the SCQF Level 8 award. The remainder were unsure or didn't know.
- 66.6% agreed or strongly agreed with the proposed content of the SCQF Level 8 award. The remainder neither agreed nor disagreed.
- 66.6% agreed or strongly agreed with the proposed changes to the structure of the SCQF Level 8 award. The remainder neither agreed nor disagreed.
- 66.6% agreed or strongly agreed with the proposed title of the SCQF Level 8 award. The remainder neither agreed nor disagreed.
- 33.3 % agreed or strongly agreed that close links between the professional body's awards and the proposed suite of PDAs would make the awards more attractive to candidates and employers. The remainder neither agreed nor disagreed.

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#### TARGET SECTOR AND LEVEL OF EMPLOYMENT

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The initial versions of the qualifications were primarily targeted at staff working in the Public Library service in the UK, because they have already completed an extensive training programme. Soon after the qualifications were launched it became apparent that there was significant interest from staff working in other libraries, such as school or college libraries. The revised version of the qualification has been amended to make it more accessible to staff working in these other sectors.

The PDAs at SCQF Level 7 and SCQF Level 8 are work-based qualifications and effective partnerships with employers are essential to successful delivery. The employer is best-placed to provide a formal framework for the authentication of work by candidates in the working environment. The partnership between the candidate, training provider and employer underpins the successful assessment of the qualification through mentor/tutor support, completion of work-based assignments and authentication. Web-based “top-up” learning and diagnostic testing is available at [www.ictl.org.uk](http://www.ictl.org.uk).

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#### TARGET CANDIDATES

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The prime target candidates are staff working in libraries who are not professionally-qualified librarians and new recruits, for example, candidates aiming to move from library assistant to senior library assistant with responsibility for the day-to-day operation of a branch library. The awards will also be of interest to professionally-qualified candidates who wish to have their competences certified, for example, an experienced professional using the qualification as evidence of continuous professional development in a revalidation of professional charter submission.

Candidates are likely to be those seeking to improve their promotion prospects or using the qualification as evidence for part of the framework for professional qualifications. For example, a school librarian wishing to change sectors and secure senior posts in the public library service. In addition some or all of the units may be of interest to staff working in other libraries, such as school or college libraries. Candidates would normally be expected to have reached a reasonable level of general education, eg: A-Level or SCE Higher and possess reasonable ICT skills, eg: PC Passport or ECDL.

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#### RELATIONSHIP WITH OTHER AWARDS

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This is a Professional Development Award for Library staff and is unrelated to other SQA provision.

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## RATIONALE FOR STRUCTURE AND CONTENTS

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The structure and content of the award was derived from the initial training carried out during the ICTL training programme. This content was in turn derived from a survey of user requirements. The basic outcomes of the training covered the following areas:

- Developing the skills necessary to use ICT to locate information on behalf of clients.
- Developing the skills necessary to use ICT to promote reader development.
- Developing the skills necessary to use ICT to support learners.
- Developing the skills necessary to use ICT in support of professional practice.
- Developing the skills necessary to support learners in the safe and legal use of the Internet.

HN Units corresponding to each of these areas were developed as part of the PDA programme.

The Advanced Outcomes offered during the training were Net Navigator, Information Consultant, Information Gatekeeper, Information Manager and Educator. Candidates generally undertook training in only one of these areas. The uptake of the Net Navigator and Educator training was much higher than any of the other areas, so these were the areas included as options in the Level 8 award, ie:

- Developing advanced skills in using ICT to locate information on behalf of clients.
- or
- Developing advanced skills in using ICT to support learners.

The SCQF Level 8 award also includes a unit on Digital Culture: Online Collaboration and an Applications of ICT in Libraries: Reflective Practice Unit which allows candidates to demonstrate the integration of the skills acquired throughout the training into professional practice.

### **Delivery models**

This qualification is best delivered in a formal framework, such as:

- An internal in-house training programme, drawing on staff expertise and cascade training with a formal supervisor/mentor network for authentication of assignments. This might be a larger library authority with SQA approved centre status
- A consortium of library authorities, sharing commercial training or shared staff expertise with a formal supervisor/mentor network for authentication of assignments. One authority might take the lead and secure SQA approved centre status or use a local centre, perhaps a college.

- A commercial training provider who has their own learning content and tutors, secures SQA approved centre status, and works with local authorities to put staff through training and assessment, with the tutors taking on the role of network for authentication of assignments.
- A college, who has their own learning content and tutors, already has SQA approved centre status, and works with local authorities to put staff through training and assessment, with the tutors taking on the role of network for authentication of assignments.
- A college works in partnership with a number of local authorities, with the authorities using the top-up learning, cascade training and own mentors and the college presenting the candidates for assessment using their SQA approved centre status.

As this qualification relies on work-based assignments, it is important that there is a formal framework for the authentication of work by candidates.

### **Framework for Delivery**

The units can be studied flexibly or sequentially. The Units are estimated at 40 hours of learning to include diagnostic testing, accessing “top-up” learning, embedding knowledge in practice, completing assignments and face-to-face training. This will take some time and candidates should be encouraged to focus on a single unit at any one time and accept that the units will take some time to complete satisfactorily.

### **Learning and Assessment Materials**

Web-based “top-up” learning and diagnostic testing is available at [www.ictl.org.uk](http://www.ictl.org.uk). This has been developed to support authorities wishing to deliver their own training and present candidates for assessment who completed the formal training some time ago. The qualification is supported by a full range of exemplar assessments and worked-up assessments.

# AIMS

## OF THE GROUP AWARD

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### GENERAL AIMS

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This award has a range of broad aims which are generally applicable to all equivalent Higher Education qualifications. These general aims are:

- To develop the candidate's knowledge and skills such as planning, analysing and synthesising.
- To develop employment skills and enhance candidates' employment prospects
- To enable progression within the Scottish Credit and Qualifications Framework or the National Qualifications Framework.
- To develop study and research skills
- To provide academic stimulus and challenge and foster an enjoyment of the subject.

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### SPECIFIC AIMS

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The specific aims of the PDA in Applications of ICT in Libraries at SCQF Level 8 are:

- To enhance candidates' knowledge and skills in the use of Web 2.0 applications for collaboration

and

- To develop advanced skills in using ICT to locate information on behalf of clients.

or

- To develop advanced skills in using ICT to support learners.

and

- To demonstrate the integration of the skills acquired throughout the training into professional practice.

# RECOMMENDED ACCESS

## TO THE GROUP AWARD

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### PRIOR EXPERIENCE AND QUALIFICATIONS

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As with all SQA qualifications, access will be at the discretion of the Centre and the following recommendations are for guidance only.

The majority of candidates are expected to be staff working in a para-professional role in libraries and could reasonably be expected to be qualified to at least SCE Higher level. Candidates would generally be expected to have completed the PDA in Applications of ICT in Libraries at SCQF Level 7 before progressing to this qualification.

At a minimum, a candidate would require relevant:

- IT skills; eg: ability to use a browser, ability to search the web, ability to download and activate software. Candidates are expected to commence each unit possessing the IT skills required for the unit. These skills could be acquired over the period the candidate undertakes the PDA. The most basic IT skills required are word processing, email, and use of the WWW at a competence level equivalent to the European Driving Licence (ECDL) or PC Passport units in word processing and use of the Internet.
- Experience of working with clients in a library environment
- Experience of working with fiction and non-fiction, online reader development websites and readers
- Communication at SCQF Level 5
- Problem Solving at SCQF Level 6

Detailed notes on prior qualifications are presented in the Unit specifications.

Candidates with suitable work experience may be accepted for entry provided the enrolling centre believes that the candidate is likely to benefit from undertaking the award.

# STRUCTURE

## OF THE GROUP AWARD

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### CONDITIONS OF AWARD

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#### **G9LE 48 - PDA in Applications of ICT in Libraries at SCQF Level 8**

Candidates must complete both Mandatory Units plus one Optional Unit.

#### **MANDATORY UNITS**

UNIT TITLE	CODE	CREDIT VALUE	SCQF LEVEL
Digital Culture: Online Collaboration	F86V 35	1	8
Applications of ICT in Libraries: Reflective Practice	F86R 35	1	8

#### **OPTIONAL UNITS**

UNIT TITLE	CODE	CREDIT VALUE	SCQF LEVEL
Applications of ICT in Libraries: Carrying out the Net Navigator Role	DP5H 35	2	8
Applications of ICT in Libraries: Carrying out the Educator Role	DP5J 35	2	8

# APPROACHES TO DELIVERY & ASSESSMENT

OF THE GROUP AWARD

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## CONTENT AND CONTEXT

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or

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## ASSESSMENT STRATEGY

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The following objectives were used to design the assessment for this award:

- the assessment should encompass knowledge and understanding, as well as practical skills
- the assessment should relate to the candidate's professional practice
- the assessment should be holistic and integrative
- candidates should have some freedom to choose the topics of their assessments
- the time taken to carry-out the assessment should be kept to a minimum.

In general, knowledge and skills have been assessed by means of multiple choice or short response questions, essays or reports and practical skills have been assessed by means of a logbook or case study. The following table summarises the assessment for the Level 8 award:

UNIT TITLE	ASSESSMENT
Digital Culture: Online Collaboration	Assessment is by analysis of candidates' participation in online forum discussions and by a collaborative project requiring candidates to collaborate using tools from each of the following categories: online collaboration, social networking, online publishing and virtual worlds.
Applications of ICT in Libraries: Carrying Out the Net Navigator Role	A set of 40 short questions to assess the candidate's knowledge and understanding and annotated records of two complex searches.
Applications of ICT in Libraries: Carrying Out the Educator Role	An extended case study, documenting the activities related to the five unit outcomes for a group of learners requiring ICT related training and an essay on learning styles.
Applications of ICT in Libraries: Reflective Practice	Reflective report on the integration of knowledge and skills acquired throughout the course into professional practice.

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## USE OF E-ASSESSMENT

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It is anticipated that electronic assessments will be developed to assess the units within this award. A conventional e-testing system could be used to carry out the multiple-choice tests required for *Applications of ICT in Libraries: Carrying Out the Net Navigator Role*.

However, given the nature of the remaining assessments, some of which involve extended pieces of writing, it is unlikely that a conventional e-testing system could be used and an e-portfolio system (requiring human marking) would be more appropriate.

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## OPEN LEARNING AND DISTANCE LEARNING

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The use of e-Learning techniques is highly appropriate for this award. It would be expected that centres delivering this award would allow for the use of e-Learning, but a blended solution could also be deployed.

If the qualification is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning (SQA, February 2001 — publication code A1030)*.

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## TRANSITION ARRANGEMENTS & CREDIT TRANSFER

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As there are no previous awards in this area, there is no need for credit transfer arrangements. As noted previously, a large number of candidates have already undergone training programmes relating to these awards and it is anticipated that many of these will wish to obtain certification via accreditation of prior learning.

SLIC have developed a series of exemplar assessments, covering all units, which will be suitable for this purpose. They are currently developing a set of online pre-assessment and top-up materials which can be used by candidates who have already undergone training to ascertain their readiness for assessment and refresh specific areas, if required. These materials are not intended for candidates who are new to the awards and have not previously undergone training, but it is anticipated that a number of existing training providers will continue to make training available to new entrants.

The vast majority of candidates seeking to obtain certification on the basis of prior training are likely to be working in a library environment which will provide them with opportunities to generate the evidence required to produce their portfolios and allow them to be mentored by professionally-qualified staff.

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## GUIDANCE FOR CANDIDATES AND PROGRESSION ROUTES

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Candidates with a National Certificate, S/NVQs Levels 2 & 3 in Information & Library Services or candidates with a European Computer Driving Licence (ECDL) or PC Passport award and working in a library will view this qualification as a progression.

It is anticipated that this qualification will provide a good preparation for library staff wishing to pursue a first-degree course, leading to professional qualification. Para-professional staff pursuing promotion or HND qualifications will also find this useful.

The qualification will also be useful for new recruits to library work who will progress to first degree or postgraduate qualifications; or use the qualification as evidence in the Chartered Institute of Library and Information Professionals' Framework of Qualifications; or for improved understanding of a new library and information sector.

The qualification will carry credits towards other qualifications for professional candidates, who will already have first and possibly postgraduate degrees. However, they are more likely to use the qualification for their own professional development portfolios. The qualification can contribute towards the Chartered Institute of Library and Information Professionals' Framework of Qualifications for Certification, Chartership or Revalidation of Chartership.

Discussions have commenced with providers of higher education about articulation with courses and exemptions from modules, but due to the nature of educational provision this will vary between institutions. The qualification is not a holistic library qualification but covers an important aspect, which is applying the use of ICT technical expertise, to that context. This means that it covers only part of the demands of HE courses and professional qualifications.