

SCOTTISH QUALIFICATIONS AUTHORITY

# ARRANGEMENTS DOCUMENT

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G8PX 47 PDA in Applications of ICT  
in Libraries at SCQF Level 7

Version 2 – December 2009

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## G8PX 47 PDA in Applications of ICT in Libraries

### Libraries at SCQF Level 7

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# RATIONALE

FOR THE DEVELOPMENT OF THE AWARD(S) AND THE PROCESSES OF  
CONSULTATION AND MARKET RESEARCH CARRIED OUT

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## BACKGROUND TO THE DEVELOPMENT

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*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 over the past seven years. The training programme (ICTL) was further developed in *Building the New Library Network*. It identified these 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.

*G7WW 16 Diploma in Applications of ICT in Libraries and its partner qualification, G7WV 18 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. These 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 qualification had to be relevant UK-wide.
- The qualification links 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 Award has been made retrospectively, so trained staff have the option of undergoing formal assessment of their prior learning.

2. The Award links to the Scottish Credit and Qualifications Framework (SCQF). The SCQF is a 12 point scale. The is a Professional Development Award (PDA) in Applications of ICT in Libraries, placed at points 7 and 8 on the SCQF , 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 Diploma in Applications of ICT in Libraries at QCF Level 4.
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. Consultation carried out in 2009 indicated that many libraries were supporting social networking and that new units being developed by SQA in Digital Culture: Online Communication and Digital Culture: Web 2.0 Applications would be attractive as an option.

**SUMMARY OF 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.

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 have developed a suite of units in Digital Culture and there are benefits to incorporating some of these units as optional units.

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**UPTAKE AND PROGRESSION**

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It is estimated that around 40, 000 library staff have already been trained across the UK and that around half of these would eventually take the opportunity to convert this training into a formal qualification. With pressures on local authority training funds, numbers have are likely modest around 400 a year but there is a steady increase and the turn over of library staff will help to sustain demand. A pilot submission for the CILIP

professional award at certification level (ACLIP) has successfully shown that the portfolio created as a result of the PDA in Applications of ICT in Libraries at SCQF Level 7 is sufficient to form the portfolio demonstrating professional competence. Simplification of the relationship between the PDA and ACLIP is still being explored.

#### PROJECTED UPTAKE

	PDA
2009 - 2010	400
2010 - 2011	500
2011 - 2012	600

*Table 1 – Projected uptake*

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#### TARGET SECTOR AND LEVEL OF EMPLOYMENT

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The qualifications were primarily targeted at staff working in the Public Library service in the UK. This is because they have already completed an extensive training programme. However, demand has been shown by other sectors and this is one of the reasons for the new flexible structure. Both existing and new units from the Digital Culture suite will attract candidates working in other libraries, such as school or college libraries. It may be helpful to offer the units flexibly and add exemplars/terminology of relevant sectors. As SQA offers certification of individual units, there would be the possibility for a non-public library candidate eg a school librarian, to undertake one or more units pertinent to their job role and career ambitions.

The PDA is a work-based qualification 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 qualifications 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 award 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, school librarians wishing to change sectors and secure posts in the public library service. Some or all of the units may be of interest to staff working in other libraries, such as school or college libraries. For example, a college librarian might study Units 3 and 7 to improve skills for developing a new information literacy course to students. 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 related to the PDA in Applications of ICT in Libraries at SCQF Level 8.

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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 in support of professional practice.
- Developing the skills necessary to support learners in the safe and legal use of the Internet.

In addition, candidates can select from:

- 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 Web 2.0 applications.
- Developing the skills necessary to communicate using social networking and online publishing tools.

HN Units corresponding to each of these areas were developed.

### **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 suggested pathway is reflected in the numbering of the units, however, as long as Unit 1 precedes Unit 6 and Unit 3 precedes Unit 7, then the Units can be followed in an order which suits the candidate and their learning context. For example, Unit 2 could be delayed until reader development training is cascaded in-house, top-up learning followed or commercial training bought-in. 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 Certificate in Applications of ICT in Libraries are:

- To develop the skills necessary to use ICT to locate information on behalf of clients.
- To develop the skills necessary to use ICT in support of professional practice.
- To develop the skills necessary to support learners in the safe and legal use of the Internet.

Plus:

- To develop the skills necessary to use ICT to promote reader development.
- or
- To develop the skills necessary to use ICT to support learners.
- or
- To develop the skills necessary to use Web 2.0 applications.
- or
- To develop the skills necessary to communicate using social networking and online publishing tools.

# 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.

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 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 descriptions.

Mature 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(S)

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### CONDITIONS OF AWARD

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#### PDA in Applications of ICT in Libraries at SCQF Level 7

Candidates must complete all **three** Mandatory Units from Table 2 and **one** Optional Unit from Table 3 to achieve the full group award..

#### MANDATORY UNITS

UNIT TITLE	CODE	CREDIT VALUE	SCQF LEVEL
Applications of ICT in Libraries: Locating Information on Behalf of Clients	DP5C 34	1	7
Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development	DP5F 34	1	7
Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of ICT	DP5G 34	1	7

*Table 2 – Mandatory units: PDA in Applications of ICT in Libraries at SCQF Level 7*

#### OPTIONAL UNITS

UNIT TITLE	CODE	CREDIT VALUE	SCQF LEVEL
Applications of ICT in Libraries: Supporting Reader Development	DP5D 34	1	7
Applications of ICT in Libraries: Supporting Client Learning	DP5E 34	1	7
Digital Culture: Web 2.0 Applications	F86T 33	1	6
Digital Culture: Online communication	F86P 34	1	7

*Table 3 – Optional units PDA in Applications of ICT in Libraries at SCQF Level 7*

# APPROACHES TO DELIVERY & ASSESSMENT

## OF THE GROUP AWARD

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### CONTENT AND CONTEXT

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The 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 in support of professional practice.
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In addition, candidates can select from:

- 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 Web 2.0 applications.
- Developing the skills necessary to communicate using social networking and online publishing tools.

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

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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 tables summarises the assessment for the PDA:

*Table 4 Summary of assessment for the PDA*

UNIT TITLE	ASSESSMENT
Applications of ICT in Libraries: Locating Information on Behalf of Clients	Logbook showing successful completion of four simple searches and one complex search.
Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development	One practical exercise, documenting the use of an ICT-based library management system; one case study, documenting the use of ICT sources in stock selection and one report documenting use of ICT in continuing professional development.
Applications of ICT in Libraries: Supporting Clients in the Safe and Legal Use of the Internet	One case study, documenting the use of ICT for communication; one report, documenting ways in which ICT can support clients with special needs or with specific language requirements and one multiple choice test covering legislation relating to the use of ICT for storage, manipulation and access of information, Freedom of Information legislation and information access issues.
Applications of ICT in Libraries: Supporting Reader Development	A case study, documenting the identification, evaluation and use of a range of online resources that promote reading to adult or younger client, plus two short essays.
Applications of ICT in Libraries: Supporting Client Learning	Two case studies, one related to a client who wishes to find and use ICT-based learning package(s) in the library and the other related to a client who wishes ICT-based support in the library for a course of learning undertaken elsewhere.
Digital Culture: Web 2.0 Applications	A representative sample of restricted response questions and a series of short practical exercises requiring candidates to set-up or configure three different tools drawn from online collaboration, virtual world and social networking. Candidates are required to keep a logbook using online publishing tools such as a blog or wiki.
Digital Culture: Online communication	Written or oral evidence of candidate responses to topics proposed by the tutor in an online forum and a series of short small-group practical exercises using a minimum of four different tools drawn from online collaboration, virtual worlds, social networking and online publishing.

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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: Supporting Clients in the Safe and Legal Use of the Internet*.

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 qualification. 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 this award 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. SLIC has provided 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 award 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, or S/NVQs Levels 2 & 3 in Information & Library Studies or candidates with an ECDL or PC Passport and working in a library will view this qualification as a progression.

The PDA in Applications of ICT in Libraries at SCQF Level 8 offers additional units at SCQF level 8 and the Digital Culture suite also offers an additional unit at SCQF level 8.

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 qualifications 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 qualifications are not a holistic library qualification but cover 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.