

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Information and Library Studies

Registered by Organising Field 04, Communication Studies and Languages, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, **NQF** levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.**

Comment on the qualification and unit standards should reach SAQA at the address *below and no later than 29 June 2006*. All correspondence should be marked **Standards Setting - SGB for Information and Library Studies** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

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A handwritten signature in black ink, appearing to read 'S Bhikha', is written over a horizontal line.

S BHIKHA

DIRECTOR STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Library Practice

SAQA QUAL ID	QUALIFICATION TITLE		
50520	Further Education and Training Certificate: Library Practice		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Information and Library Studies	4		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Communication Studies and Language	Information Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	130	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Meeting client needs is the primary purpose of Library and Information Services, whether those clients **borrow** books or use **up-to-date** electronic information in a range of settings. The key to balancing the range of information and knowledge needs for diverse clients begins with those clients. Libraries will continue to seek out new ways to meet their clients' changing needs, while at the same time dealing with significant changes in delivery mechanisms.

In this information environment, lifelong learning is crucial and practitioners must develop information literacy competencies for themselves, their colleagues and their clients. The competencies that enable practitioners **to** best serve their clients remain constant. Using competencies in analysing, acquiring, synthesising, **organising**, conserving, evaluating and disseminating information, LIS practitioners add value to the information they provide for clients.

These competencies support, and are enhanced by, technological and social transformation. This qualification recognises all these elements in current and future library practice. It aims to help people entering the industry and those already working in it maintain and improve their competencies in meeting and anticipating the information needs of clients.

The qualifying learner **will** acquire the basic knowledge of Library and Information Studies to provide library **support** services. The purpose of this Qualification is to create the opportunity for a career path, provide process **and** service standards, improve productivity and service delivery in the provision of Library and Information Services.

The learner assessed as competent against this Qualification will be able to:

- > **Provide** routine Library and Information support services.
- > Administer routine Library and Information Services.
- > Provide routine Library and Information frontline customer services.
- > Apply workplace skills in the provision of Library and Information support services.

Rationale:

This is an entry-level Qualification for the Library and Information Studies workplace. It will form the basis for further learning in this learning pathway to level five and above, which already exists. It will serve to increase the skills-base, productivity and efficiency of the nation's human capital **as** well as add value to information provision.

The **range** of learners encompasses:

- > People employed in Library and Information Services.
- > New entrants to Library and Information Services.
- > Unemployed.
- > School leavers.

The majority of Library and Information Services staff provides support services with no formal qualification. This Qualification will provide the opportunity to enhance the skills and service delivery of support services Staff.

This qualification will form the foundation for vocational education and training for the diverse work environments that comprise the library and information services industry. People who are employed in library and information services (LIS) work within all industries and in many different types of libraries. They may work in the public or private sectors, in small or large organisations, in libraries that operate as separate entities or, more often, in libraries which form part of another organisation or enterprise.

Library and Information Services are at the centre of the information age. Information and knowledge is valued, among other things, as levers by which business enterprises can enhance their position in the global marketplace. The value of knowledge is now a question of major importance, placing the competencies of library and information services practitioners at the centre of economic, social and cultural life.

LIS organisations are information agencies, whose workers may be employed in financial institutions, business and commerce, major corporations, in government and community environments. LIS organisations also include a range of libraries: state and public libraries; educational libraries in schools, vocational and higher education settings; specialist libraries for science, business, culture, sport and government departments; library and information departments within corporate organisations and institutions; and national and state archives and local collections of historical and cultural significance. Alongside larger and specialist libraries, local public and school libraries make a significant contribution to information provision, education, recreation and community cultural development

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It would be desirable for learners wishing to access this Qualification to be competent at

- > Communication at NQF level 3.
- > Mathematical Literacy at NQF level 3.

Recognition of Prior Learning

This Qualification and all the fundamental, core and elective Unit Standards associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the qualification:

There are no access limitations on any learners or classes of learners for this Qualification, besides the recommendations in the learning assumptions.

QUALIFICATION RULES

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

Learning Component

- > All fundamental Unit Standards: 56 Credits
- > All Core Unit Standards: 62 Credits
- > Elective Unit Standards: 12 Credits

Total Credits: 130

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways in the provision of Library and Information support services.
2. **Use** mathematics and mathematical thinking to solve every day problems for him/herself and the Library and Information services organisation.
3. Provide routine Library and Information support services.
4. Administer routine Library and Information Support Services.
5. Provide routine Library and Information frontline customer services.
6. Apply workplace skills in the provision of Library and Information support services.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Oral communication is maintained and adapted to meet clients' needs and expectations.
 - > Texts are interpreted and responded to in writing or orally in a range of contexts in the provision of Library and Services.
2.
 - > Statistics, probability and probability models are used to solve a range of contextual problems.
 - > Mathematical number systems, shape, and motion analysis are used to solve a range of life related problems.
 - > Mathematics is used to investigate and monitor personal and organisational financial issues.
3.
 - > The development and function of Library and Information services is described in the Context of South Africa.
 - > Basic information literacy is applied and the principles of the internet and the world-wide-web is explained in relation to the provision of Library and information support services.
 - > Library material is processed and information retrieval and storage processes are applied in accordance with organisational procedures.
 - > The circulation function is implemented according to library systems, policies and procedures.
 - > Meetings and related logistical arrangements are co-ordinated to meet organisational requirements.
4.
 - > Administrative systems and procedures are developed to meet the organisational/departmental requirements.
 - > Administrative routines for Library and information support services are implemented according to organisational policies and procedures.
 - > Office supplies and equipment maintenance are monitored and controlled in accordance with organisational procedures.
 - > The section/department float is managed according to organisational policies and procedures.
5.
 - > The skills of customer care and cultural diversity are displayed in the provision of Library and information support services.
 - > The presentation and maintenance of the reception area is monitored according to organisational procedures.
 - > The reception of visitors and their satisfaction is monitored in accordance with organisational policies and procedures.
6.
 - > The basic principles of the current occupational health and safety legislation and the consequences of non-compliance is explained in the context of Library and information provision in South Africa.
 - > The code of conduct is adhered to and the ethical issues are understood in the context of the Library and information provision organisation.
 - > Basic first aid treatment is carried out in the workplace in accordance with industry practice.
 - > HIV/Aids information sessions at the workplace are planned, prepared and evaluated according to organisational requirements.

Integrated assessment:

Integrated assessment at the level of the Qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across Unit Standards to achieve competence that is grounded and coherent in relation to the purpose of the Qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment will judge the quality of the observable performance, and also the quality of the

thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

The assessments will comprise both continuous formative and summative modes of assessment. Formative assessment will employ a range of appropriate assessment tools, which will include self and peer assessments or tests. These formative assessments will lead to the summative assessment intervention, again using a range of suitable assessment tools.

While the generic component (Communication, Mathematical Literacy, Library Information Studies workplace skills) of this Qualification at NQF Level 4 can be assessed through occupational contexts and activities relating to Library Practice. Care must be taken in both the learning programme and the assessment to ensure that these foundational skills are portable. The primary aim of this Qualification is to ensure that learners have a sound base of LIS to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

This Further Education and Training Certificate in Library Practice was compared with equivalent qualifications from a range of countries. Some of these countries were selected because they presented qualifications against National Qualifications Frameworks. However, other countries were selected because they offer education and training that is considered international best practice in terms of library and Information Services.

Research was conducted to benchmark this qualification against equivalent qualifications in the following countries:

- > Australia
- > New Zealand
- > United Kingdom
- > Scotland

All countries that have a strong tradition in Higher Education have numerous offerings for education and training in Library and Information Services at the graduate and post-graduate levels. Undergraduate studies are more uncommon.

The Advanced Certificate in Information, Advice and Guidance that is registered with the Qualifications and Curriculum Authority in England compares closely with this FETC in Library Practice as these are both vocationally directed. Furthermore, the duration and depth of study are very similar. The duration in both cases spans a year. The broad areas of study (exit level outcomes) also reveal a similarity as indicated by the overlap listed below:

- > Provide routine Library and Information support services
- > Administer routine Library and Information Services
- > Provide routine Library and Information frontline customer services
- > Apply workplace skills in the provision of Library and Information support services

The Level 4 vocational qualification in Library and Information Services registered with the Scottish Qualifications Authority was also compared with the FETC in Library Practice. The average learner would take a year to achieve this qualification as well. The difference in this qualification is the inclusion of "management" and "training and development" elements that are part of the South African NQF level 5 qualification in Library and Information Services. The broad areas of study are listed below:

- > User services
- > Organising information
- > Collection management
- > Training and development
- > Management

The New Zealand Diploma in Information and Library Studies at NQF 5 is also worth 120 credits, similar to