

**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

**Library and Information Studies**

registered by Organising Field 04 – Communication Studies and Language, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 25 June 2007**. All correspondence should be marked **Standards Setting - Library and Information Studies** addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

SAQA QUAL ID	QUALIFICATION TITLE		
58624	National Certificate: Library and Information Services		
SGB	PROVIDER		
SGB Library and Information Studies			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	4 - Communication Studies and Language	Information Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	123	Level 5	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

## Purpose:

This Qualification serves to equip the qualifying learner with the fundamental skills, knowledge and attitudes necessary to support the provision of LIS to a particular community of users. The nature and scope of the LIS community will vary and includes business, government, state institutions, professional institutions, schools, communities etc.

This Qualification aims to help people entering the sector and those already working in it maintain and improve their competencies in meeting and anticipating the information needs of clients. It will create the opportunity:

- For a career path.
- To provide process and service standards.
- To improve productivity.
- To improve service delivery

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

- Apply knowledge of the relevant community in the provision of library and information services.
- Administer library and information services.
- Provide library and information user services.
- Provide library and information technical and maintenance support services.

**Rationale:**

**This Qualification will provide vocational education and training for people who are employed in all communities of Library and Information Services (LIS). They may work in the public or private sectors, in rural or urban organisations, in libraries that operate as separate entities or, more often, in libraries which form part of another organisation or institution. The areas of activity in which the qualifying learners will operate are public libraries/community libraries, school libraries/resource centres, academic libraries, corporate libraries, state departments etc.**

This Qualification is aimed at the unemployed, school leavers, library support staff, new entrants to LIS and adult learners. The demand expressed by employees and employers for support staff to be formally recognised for LIS skills, knowledge and experience has influenced the development of this qualification at NQF level 5. Furthermore, the South African government has

recognised the significant role of LIS in community development and the advancement of literacy for nation building.

The planned combination of learning outcomes of this Qualification is not restricted to skills related to the library and information industry. It provides added value to the qualifying learner by developing the whole learner by including information skills, life-skills, reading skills, critical thinking skills, general knowledge, environmental awareness and ethics. 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 majority of LIS staff provides support services with no formal Qualification. This Qualification will provide the opportunity to enhance the skills and service delivery of library and information services staff.

### **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:

- Language and Communication at NQF Level 4 or equivalent.
- Mathematical Literacy at NQF Level 4 or equivalent.
- Computer literacy at NQF Level 3 or equivalent.

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 outlined below.

### **QUALIFICATION RULES**

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

- All Fundamental Unit Standards: 11 credits
- All Core Unit Standards: 86 credits.
- Minimum Elective Credits: 26 credits.
- Minimum Total Credits: 123 credits.

### **EXIT LEVEL OUTCOMES**

1. Apply knowledge of the relevant community in the provision of library and information services.
2. Administer library and information services
3. Provide library and information use services.
4. Provide library and information technical and maintenance support services

### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - A range of written and oral communication techniques are demonstrated in chairing meetings and leading discussions in the LIS environment.
  - Reports and presentations are compiled and presented in relation to organisational objectives and procedures.
  - Diversity is harnessed and commonality in diversity is utilised to enhance the team performance in the provision of LIS.
  - The role of LIS in South African communities is explained in relation to setting-up and maintaining library information services.
2.
  - LIS record keeping is demonstrated by compiling statistics, presenting trend reports and processing fees in the provision of LIS support services.
  - The circulation function is demonstrated in relation to fines, membership and shelving according to organisational procedures.
  - A collection of library and information resources are maintained and developed in terms of the LIS community needs.
  - Organisational code of conduct is adhered to in the administration and provision of LIS support services.
3.
  - Principles of customer service and knowledge of personality types are applied to manage internal and external LIS client relations.
  - Library users are assisted to develop independence in locating, accessing and evaluating information relevant to their need.
  - Planned learning experiences for users are facilitated in relation to the principles of information literacy.
  - Reference and referral skills are applied in relation to the requested information/material and organisational policies.
  - Literacy and reading is promoted and supported in terms of the user groups in the LIS community.
4.
  - New and circulating library material is prepared and processed for circulation according to organisational processes and procedures.
  - LIS equipment use and maintenance is monitored and appropriate corrective measures are undertaken according to institutional policy and procedures.
  - The working condition of furniture, fixtures and fittings are monitored and reported according to organisational procedures.

#### 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 must 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.

Both formative and summative forms of assessment should be used appropriately. 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**

The research undertaken indicates that traditionally, LIS Qualifications were only offered at post graduate level, while this National Certificate in Library and Information Services at NQF level 5 involves under-graduate study. The International Federation of Library Associations (IFLA) recognised the need for an International Information Literacy Certificate (IILC) much like the International Computer Driving Licence (ICDL). This proposed IILC resembles the closest comparison to the South African National Certificate in LIS as detailed herein.

The broad competencies of this Qualification were compared with equivalent qualifications from the following English speaking countries of America, Europe, Asia and Africa that either represented best practice in the field or offered qualifications at this level of competence:

- United States of America
- United Kingdom.
- India.
- Kenya.

United States of America (<http://www.uma.edu/home.html>):

Research indicates that there are no undergraduate LIS courses available. In 1940s the application for three years Bachelor's program in library science was rejected by the Board of Education of the American Library Association. The Master's degree became the standard qualification in 1951.

The University of Maine at Augusta offers a library technicians program, which prepares students for the posts of Library Assistant and other technical jobs. The entry eligibility for this course is the pre-university course. The Undergraduate Certificate in LIS has been drawn from the International Information Literacy paradigm, programs and best practices and comprises the following modules:

- ILS 100: Introduction: Library information careers.
- ILS 101: Library and public services.
- ILS 109: Information literacy.
- ILS 150: Basic reference and database.
- ILS 175: Library technical processes.
- ILS 205E: Readers advisory.
- ILS 225: Library and information technology media.
- ILS 250: Collection development.
- ILS 299: Library assistant practicum.
- ILS 442; Library management.

United Kingdom (<http://drtc.isibang.ac.in/~saiful/colloq/lis-eduhtml>):

Research indicates that there are approximately 17 institutions in United Kingdom, which offer courses in library and information studies. Some of these are based in universities, and the remaining are in polytechnics and other institutions of higher studies. Most institutions offer courses at first degree and postgraduate level. The following competencies are catered for:

- information Science.
- Information Handling.
- Developing Information Services.
- Information Retrieval.

- Subject Analysis and Indexing
- Current Issues.
- Marketing of Information.

India ([http://drtc.isibang.ac.in/~saiful/colloq/lis\\_edu.html](http://drtc.isibang.ac.in/~saiful/colloq/lis_edu.html)):

The education for librarianship is done at various levels in India. Many polytechnics, local, and regional library associations conduct certificate and diploma level courses in library and information science. There are more than 100 universities and their **affiliated colleges/institutions** conducting courses in library and information science. The eligibility for certificate and diploma courses is Secondary or Senior Secondary Examination. The duration of these courses varies between three months and one year and comprises the following learning areas:

- Classification (Theory and Practice)
- Cataloguing (Theory and Practice).
- Library and Society.
- Library Organization.
- Information Sources and Services.
- Information Retrieval Techniques.
- Management of Library Services.
- Computer Application to Libraries.

Kenya (<http://www.ksp.ac.ke>):

The Kenya school of professional studies offers The Certificate in Library, Archives and Information Studies course is intended to impart knowledge, skills and techniques to the trainees that are required to work in: Archives, Libraries, Publishing firms, Information Technology Centres and other Information Centres. The learning areas are:

- Understand the operations and use of different types of information systems and services.
- Understand and supply the Information Technology techniques in libraries, archives and other information systems and services.
- Collect, process, store and care for information resources.
- Organize, retrieve and disseminate information.
- Apply management principles in the administration of libraries, archives and other information centres.

International Federation of Library Associations (<http://www.ifla.org>):

IFLA as international leader with other LIS partners including UNESCO, educational authorities, professional associations and international agencies met at a conference in Berlin: January 2003. The competencies described in the unit standards of the National Certificate in LIS at NQF level 5 compares with the modules of the Qualification proposed at this conference (International Information Literacy Certificate):

- Module 1: Basic concepts of ICT.
- Module 2: information needs analysis and different ways of meeting needs.
- Module 3: Information seeking strategies and effective access and **use** of information
- Module 4: Evaluation of information accessed.
- Module 5: Organising, applying and communicating information
- Module 6: Synthesizing and creating new information.
- Module 7: Social and legal problems of information access and use.
- Module 8: Subject-, discipline- and occupation-specific information issues.
- Module 9: Specific information issues at national and regional level.
- Module 10: Knowledge management and information issues in organisations.

#### **ARTICULATION OPTIONS**

The possibility exists for vertical articulation with this Qualification. Examples of vertical articulation:

- National Diploma: Library and Information Studies, NQF Level 6.
- Bachelor of Library and Information Studies, NQF Level 6.

Examples of horizontal articulation with this Qualification:

- Diploma: Library and Information Science, NQF Level 5.
- Diploma: School Library and Information Science, NQF Level 5.

### **MODERATION OPTIONS**

- Any institution offering learning that will enable achievement of this Qualification must be accredited by the relevant ETQA.
- External Moderation of assessment will be overseen by the relevant ETQA at its discretion
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessors must be in possession of a Qualification in Library and Information Science/Studies or a related qualification in the field of Communication and Language Studies at a minimum of NQF level 6.
- Assessors must have a minimum of three years LIS formal workplace experience.

### **NOTES**

N/A

### **UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	123554	Implement administrative routines for Library and	Level 4	5
Core	123555	Process library material	Level 4	4
Core	123552	Perform the circulation function in a library	Level 4	6
Core	10022	Comply with organisational ethics	Level 4	4
Core	244274	Acquire and facilitate basic information literacy	Level 5	15
Core	244277	Apply reference skills	Level 5	6
Core	244280	Promote literacy and reading in the LIS community	Level 5	8
Core	244279	Explain the role of library and information services in the community	Level 5	15
Core	244276	Maintain physical resources of a library	Level 5	6
Core	244275	Maintain and develop a collection of library and information resources	Level 5	8
Core	244278	Apply legislation, policies and statutes in a library and information services environment	Level 5	5
Core	119676	Apply the skills of customer care in a specific work	Level 4	4
Elective	114873	Apply basic financial procedures to P+MA principles	Level 5	3
Elective	242900	Apply administrative principles in the implementation of	Level 4	6

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		public sector procedures and work schedule		
Elective	115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	Level 4	3
Elective	114528	Monitor and report on conditions of heritage resources to enhance preservation and conservation	Level 4	16
Elective	117187	Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10
Elective	230441	Facilitate access to information that impact on youth development	Level 5	7
Elective	242901	Apply the principles of good customer service to achieve public sector objectives	Level 4	6
Elective	8555	Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4
Elective	114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	Level 5	12
Fundamental	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	3
Fundamental	12433	Use communication techniques effectively	Level 5	8





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SAQA US ID	UNIT STANDARD TITLE		
244274	Acquire and facilitate basic information literacy		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 -Communication Studies and Language	information Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

## SPECIFIC OUTCOME 1

Advise users on the identification and selection of appropriate information sources

## SPECIFIC OUTCOME 2

Assist users to develop independence in locating and accessing information relevant to their needs.

## SPECIFIC OUTCOME 3

Assist library users to analyse information needs at appropriate levels

## SPECIFIC OUTCOME 4

Guide users in the evaluation of the located information.

## SPECIFIC OUTCOME 5

Explain the basic concepts of plagiarism, the ethical use of information and the need to acknowledge sources of information.

## SPECIFIC OUTCOME 6

Plan appropriate learning experiences in which the principles of information literacy are applied



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

Maintain and develop a collection of library and information resources

SAQA US ID	UNIT STANDARD TITLE		
244275	Maintain and develop a collection of library and information resources		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Information Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

**SPECIFIC OUTCOME 1**

Describe categories of reading and information materials available in typical library collections

**SPECIFIC OUTCOME 2**

Demonstrate an understanding of reading and information seeking behaviours in the community.

**SPECIFIC OUTCOME 3**

Maintaining and developing the collection in terms of the needs of the community.



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**UNIT STANDARD:*****Maintain physical resources of a library***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244276	Maintain physical resources of a library		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Library and Information Studies			
<b>FIELD</b>	<b>SUBFIELD</b>		
4 - Communication Studies and Language	Information Studies		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	6

**SPECIFIC OUTCOME 1**

Maintain a comfortable environment for users and staff.

**SPECIFIC OUTCOME 2**

Monitor the use and maintenance of equipment.

**SPECIFIC OUTCOME 3**

Routinely inspect of furniture, fixtures and fittings,



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Apply reference skills**

SAQA US ID		UNIT STANDARD TITLE	
244277		Apply reference skills	
SGB		PROVIDER	
SGB Library and Information Studies			
FIELD		SUBFIELD	
4 - Communication Studies and Language		Information Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

**SPECIFIC OUTCOME 1**

Identify information required by a user.

**SPECIFIC OUTCOME 2**

Identify and select appropriate information sources in response to users need.

**SPECIFIC OUTCOME 3**

Provide information or material to the user.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

Apply legislation, policies and statutes in a library and information services

SAQA US ID	UNIT STANDARD TITLE		
244278	Apply legislation, policies and statutes in a library and information services environment		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 -Communication Studies and Language	Information Studies		
ABET BAND	UNITSTANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

**SPECIFIC OUTCOME 1**

Understanding the South African Constitution (Act 108 of 1996)

**SPECIFIC OUTCOME 2**

Apply current international/national Library and Information Services related legislation.

**SPECIFIC OUTCOME 3**

Apply the current films and publications act 65 of 1996 (amended 18 of 2004)

**SPECIFIC OUTCOME 4**

Explain and implement current local authority by-laws and tariffs in relation to library and information services.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

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SAQA US ID	UNIT STANDARD TITLE		
244279	Explain the role of library and information services in the community		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 -Communication Studies and Language			Information Studies
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

## SPECIFIC OUTCOME 1

Describing the history of library and information services in South Africa

## SPECIFIC OUTCOME 2

Understanding the role of library and information services in South African communities.

## SPECIFIC OUTCOME 3

Set-up and maintain community information services



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

Promote literacy and reading in the **LIS** community

SAQA US ID	UNIT STANDARD TITLE		
244280	Promote literacy and reading in the LIS community		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Information Studies		
ABET BAND	UNIT STANDARD NPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

**SPECIFIC OUTCOME 1**

Identify and describe genres of literature in typical library collections.

**SPECIFIC OUTCOME 2**

Read and review a wide variety of books

**SPECIFIC OUTCOME 3**

Promote and support literacy and reading in the community.