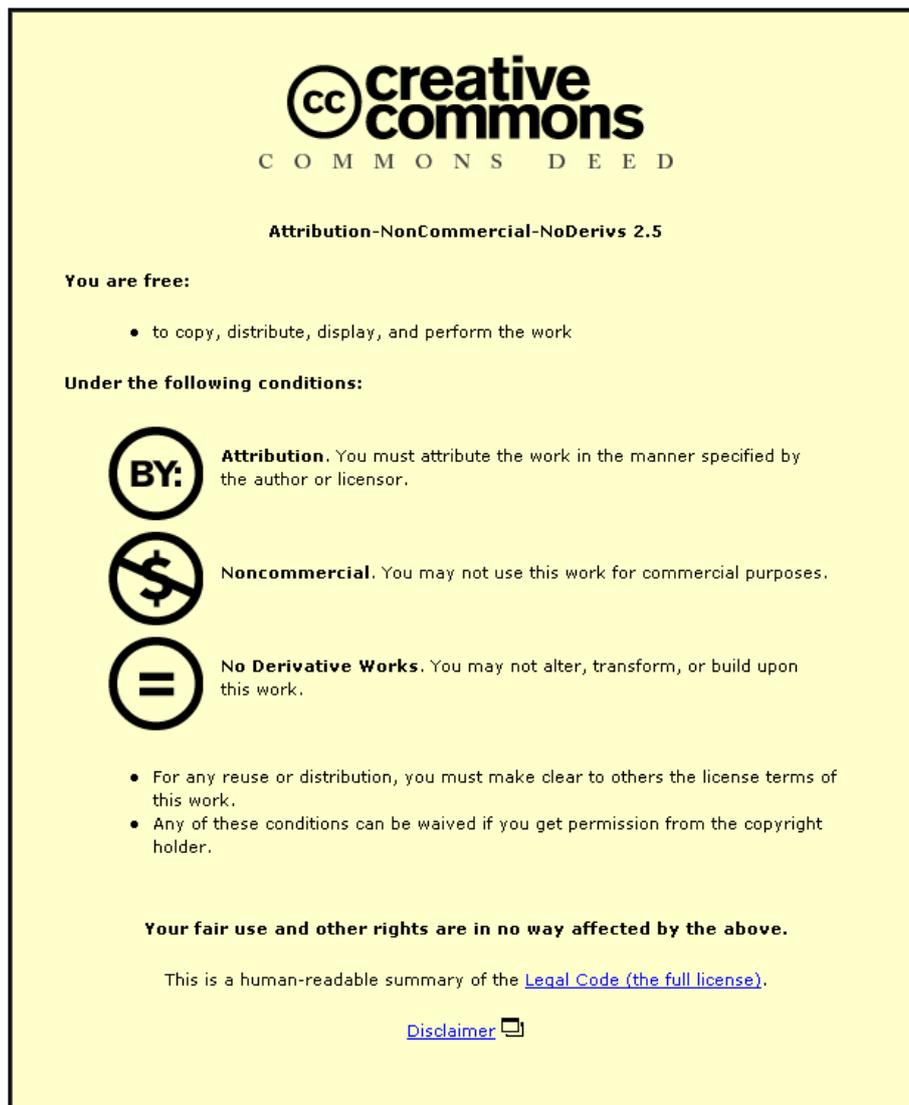


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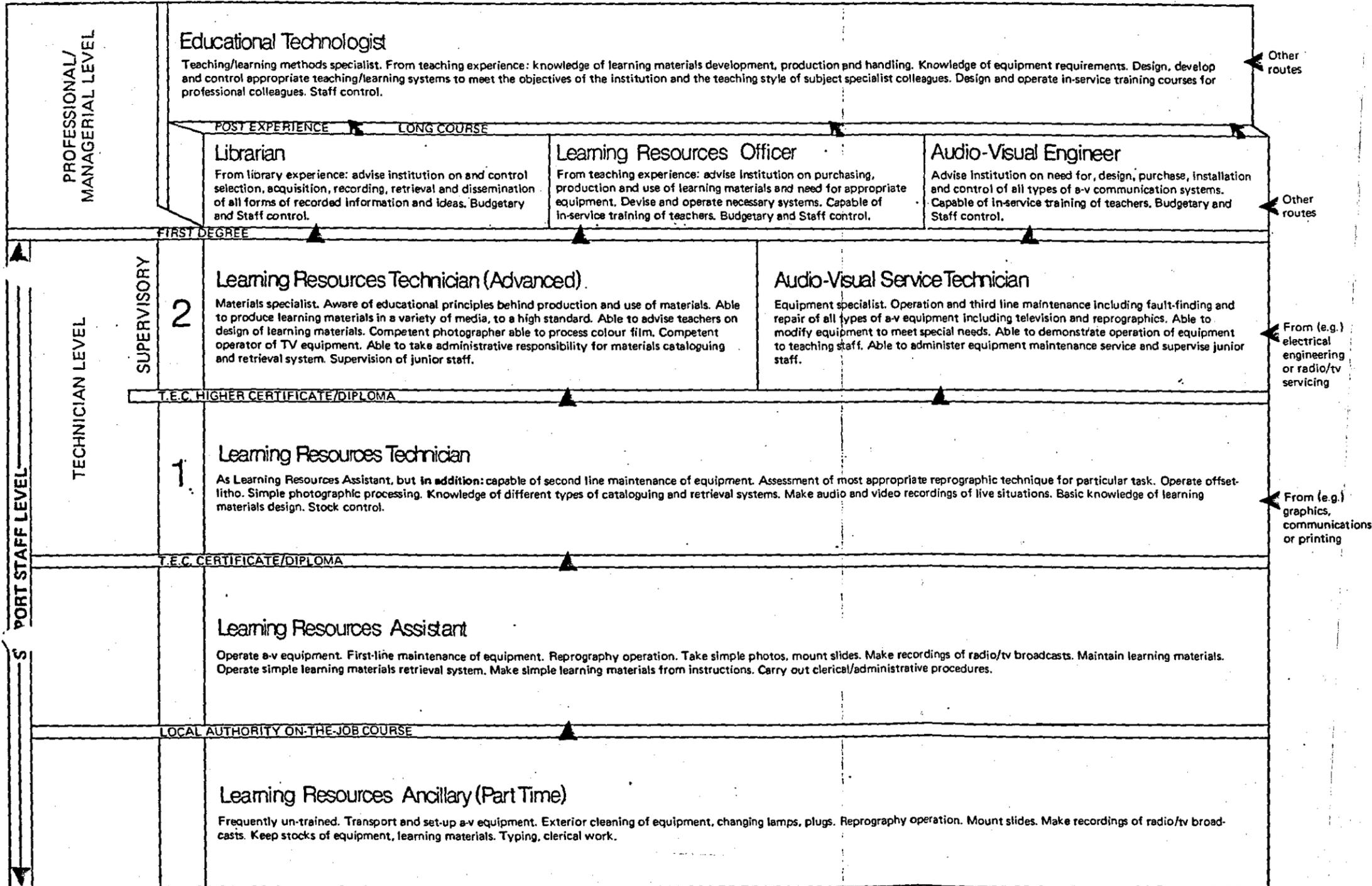


Loughborough University	
of Technology Library	
Date	July '88
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**DUTIES AND RESPONSIBILITIES**

# Outline Structure for Support Staff in Educational Technology

The purpose of this diagram is to provide a *framework* within which detailed decisions about the tasks, training and careers of educational technology support staff can be taken.



Please read the notes below before attempting to use the diagram.

- In an attempt to reduce the confusion which currently arises from unsystematic use of job names, new names are proposed which represent more adequately the work undertaken, and indicate the level of work involved.
- The tasks listed under each job title are indicative of level, they are not intended to be exhaustive (this is especially important at professional level, where detailed study and definition has not been attempted). The more detailed specification of jobs required, to support individual appointments will need to be carried out by potential employers themselves.
- It is not suggested that every member of support staff employed will be required to perform all the tasks listed, only that these are the types of tasks to be performed at each particular level.
- The qualifications shown between the various levels of the structure are intended to indicate the level of training required before the person involved could undertake the tasks described. It is not suggested that the specific qualifications named are the only ones appropriate. The question of appropriate course content for the training of support staff is being considered by CET.
- Personnel development/promotion routes are indicated by the arrows. It is not suggested that these are the only promotion routes; especially in regard to movement between technician and professional levels, where staff will most frequently enter by other routes. It does however indicate a possible career structure.
- The highly specialised posts sometimes found in higher education are omitted from the structure (e.g. scientific photographer, medical artist) since the level of their employment is already well established, and the educational qualifications required for these appointments can be readily related to the levels shown in the structure.
- The following definitions of levels of servicing are used:—  
**FIRST LINE SERVICING:**  
 Clean equipment (external dusting, lenses, VTR/VCR and audio recorder heads). Replace fuses, lamps, batteries. Re-wire plugs and external leads.  
**SECOND LINE SERVICING:**  
 Dismantle simple a-v equipment (slide projector, overhead projector, audio tape recorder), identify mechanical and simple electrical faults (use multi-meter). Repair simple internal faults, test mains and earth connections, insulation, replace internal wiring. Lubricate mechanism, replace worn belts. Make up extension leads.  
**THIRD LINE SERVICING:**  
 Strip down, fault finding and repair on all types of equipment, including television. Use of full workshop facilities and test equipment.

## NON-PROFESSIONAL DUTIES IN LIBRARIES

[from Professional and Non-professional Duties in Libraries, 2nd ed.1974]

### 1. General Administration

- 32 Book-keeping and accountancy work
- 33 Compiling statistics and preparing graphs and charts
- 34 Receiving and distributing in-coming mail and despatching out-going mail
- 35 Routine correspondence
- 36 Filing correspondence and care of office files
- 37 Taking minutes of meetings
- 38 Taking and transcribing dictation. Typing. Duplicating. Micro-filming, photocopying, photography, operation of data processing machines
- 39 Handling consignments of books and supplies. (for records of books, see para. 182 - Maintaining stock records)
- 40 Purchasing supplies and equipment. Controlling supplies and stock
- 41 Taking supplies and equipment inventories
- 42 Maintenance of buildings and grounds, office and audio-visual equipment, vehicles, etc.
- 43 Supervision and control of reading rooms and other public rooms
- 44 Operating telephone switchboard and telex
- 45 Receiving callers (i.e. reception)
- 46 Messenger services
- 47 Driving library vehicles

### 2. Personnel Management

- 79 Administrative and clerical functions involved in recruitment, appointment, promotion and retirement
- 80 Training of junior non-professionals
- 81 Staff reporting and efficiency rating
- 82 Giving advice and assistance to improve work performance
- 83 Preparing timesheets, work schedules, leave and vacation records, etc.
- 84 Maintaining personnel records
- 85 Keeping minutes of staff meetings, joint consultation meetings, etc.

### 3. Public Relations

- 105 Keeping publicity records and statistics
- 106 Storing and maintaining publicity material
- 107 Preparing publicity material for distribution
- 108 Distributing publicity material
- 109 Maintaining mailing lists

### 4. Selection and Withdrawal of Material

- 128 Checking in catalogues of simpler items after provisional selection
- 129 Writing order cards from marked prospectuses, lists, journals,

- etc. after final selection
5. Acquisition and Disposal of Material
- 143 Keeping acquisition budget records
  - 144 Handling material for book selection
  - 145 Routine correspondence with suppliers
  - 146 Soliciting and acknowledging gifts
  - 147 Work relating to exchange of material
  - 148 Using ordering systems, the receipt of accessioning of materials
  - 149 Maintaining checking records of serial publications
  - 150 Disposal of material

6. Cataloguing, Classification and Indexing

- 153 ... The extent to which professional and clerical duties arising in the catalogue department can be segregated and assigned respectively to professional and non-professional assistants will depend largely on the size of the library, the volume of cataloguing involved, the method adopted of reproducing entries and the form of catalogue]

Cataloguing and Classification

- 183 Ordering printed cards
- 184 Simple descriptive cataloguing
- 185 Allocating author marks

Indexing

- 186 Writing entries
- 187 Assistance with proof-reading of indexes to be published

Physical Production of Catalogues, Lists, Bibliographies

- 188 Producing catalogue entries, etc.
- 189 Processing of added copies
- 190 Filing cards and catalogue maintenance
- 191 Despatching cards to branches, union catalogues, etc.
- 192 Maintaining work records and statistics

7. Production, Preparation, Conservation, Housing and the Handling of Material and Associated Equipment

- [193 In-house production. ... non-professional and technical staff will be involved with the production and distribution of such publications]
- [195 In any library, policy on conservation and choice of method will be work at a professional level; routine supervision could well be skilled non-professional work ...]
- [197 It is essential for all library staff to be familiar with the variety of materials held by the library, and the equipment associated with them. Librarians should ensure that regular training should be given to the staff to update their knowledge as new media and equipment appear on the market. Those members of staff (both professional and non-professional) who have contact with readers should have especially rigorous training in using

equipment to which readers may have direct access, eg COM catalogues, photocopying machines, tape cassette players, back-projection film units ... non-professional staff, on a day-to-day basis, should be capable of explaining basic procedures and the use of equipment.]

- 213 Applying ownership marks, labels and security devices
- 214 Making or affixing covers and containers
- 215 Lettering and labelling
- 216 Reinforcing and simple binding
- 217 Mounting prints and cuttings
- 218 Maintaining loose-leaf works and carrying out amendments to books
- 219 Cleaning and treatment for preservation
- 220 Making minor repairs
- 221 Preparing materials for binding
- 222 Packing and unpacking material
- 223 Inspecting items returned from binders
- 224 Maintaining binding records
- 225 Shelving and filing
- 226 Fetching material from shelves for professional staff and readers
- 227 Checking order of material in the shelves or in files
- 228 Keeping shelves tidy
- 229 Preparing shelf and other guides
- 230 Relocation of library stock
- 231 Cleaning of shelves and stock
- 232 Carrying out stocktaking
- 233 Maintaining audio-visual and other equipment

#### 8. Information Work and Assistance to Readers

- 249 Recording statistics and maintaining records of use
- 250 Locating simple bibliographical information

#### 9. The Lending Function of Libraries

- [253 Although the planning of the necessary procedures is professional work, actual registration and recording of loans and circulation details is non-professional in character ...]
- 260 Registering or re-registering users or borrowers may involve giving advice or assistance in filling in the form correctly and explaining the rules. When the registration form has been completed the borrower's card, or tickets or any other registration records kept by the library, are made from it
- 261 Explaining lending rules
- 262 Maintaining registration records
- 263 Setting up the service point
- 264 Issuing, renewing, reserving, receiving and discharging material
- 265 Inspecting special books and examining other material returned
- 266 Circulating periodicals
- 267 Reserving books
- 268 Receiving and recording money
- 269 Identifying material overdue and issuing overdue notices
- 270 Requesting and returning inter-library loans
- 271 Maintaining inter-library loan records
- 272 Maintaining records of postage and other carriage charges
- 273 Collecting and recording statistics, and compiling data for reports

'INTERMEDIATE GRADE DUTIES', BASED ON THE LIBRARY

ASSOCIATION'S LISTINGS (1974)

1. General Administration

- 1 Supervise and control reading rooms and other public rooms
- 2 Supervise service points and work of junior staff
- 3 Compile statistics, prepare graphs and charts
- 4 Maintain files of correspondence and documents
- 5 Book-keeping, accountancy work
- 6 Select and purchase supplies and equipment. Control supplies and stock
- 7 Maintenance of buildings and grounds.

2. Personnel Management

- 1 On-the-job training of junior staff
- 2 Giving advice and assistance to improve work performance
- 3 Maintaining personnel records
- 4 Preparing timesheets, work schedules, leave and vacation records etc.
- 5 Assist in induction training of non-professional staff

3. Public Relations

- 1 Maintaining awareness of local user-group interests
- 2 Scanning local publications
- 3 Receive visitors
- 4 Designing and producing publicity materials
- 5 Arranging for the distribution of publicity materials
- 6 Participating in professional activities, read professional literature as appropriate
- 7 Maintaining and updating mailing lists.

4. Selection Acquisition and Withdrawal of Materials

- 1 Provisional selection of books, based on knowledge of user needs
- 2 Checking of selected items in catalogues
- 3 Keeping acquisition/budget records
- 4 Handling material for book selection
- 5 Using ordering systems, the receipt and accessioning of materials
- 6 Maintaining checking records of serial publications
- 7 Provisional selection of stock for withdrawal

5. Cataloguing Classification and Indexing

- 1 Simple descriptive cataloguing and classification
- 2 Allocating author marks
- 3 Simple subject indexing
- 4 Data preparation for computerised systems
- 5 Producing catalogue entries etc.
- 6 Filing cards and catalogue maintenance
- 7 Recording withdrawals

6. Production, Preparation, Conservation, Housing and the Handling of Material and Associated Equipment

- 1 Inspecting newly acquired items
- 2 Preparing specifications for binding and repairing
- 3 Designing and maintaining binding records
- 4 Preparing materials for binding
- 5 Checking binding before despatch and on receipt
- 6 Supervising upkeep processes
- 7 Preparing shelf and other guides
- 8 Maintaining audio-visual and other equipment (hardware and software)
- 9 Check and place orders for new material

Information Work and Assistance to Readers

- 1 Explaining the general arrangement and resources of the library
- 2 Assisting readers to locate and select materials
- 3 Answering simple enquiries
- 4 Keeping in touch with the interests of users
- 5 Locating simple bibliographical information
- 6 As one most in touch with readers, aid book selection and stock control
- 7 Scan incoming literature
- 8 Providing information on books, authors, publishers, booksellers
- 9 Participation in the planning of displays, exhibitions etc.

The Lending Function of Libraries

- 1 Interpreting rules
- 2 Records and forms
- 3 Setting up the service point
- 4 Supervising inter-library loans; routing of requests
- 5 Maintaining inter-library loan records
- 6 Reserving books. Create short-term "special collections" as required
- 7 Circulating periodicals
- 8 Collecting and recording statistics, and compiling data for reports
- 9 Local regional and national inter-library lending and co-operation
- 10 Maintain mailing lists.

EARLY SYLLABII

LIST OF KNOWLEDGE AND TASKS NOTED IN THE 1962 REPORT  
ON IN-SERVICE TRAINING

*Local knowledge*

- 3, 11, 12.  
Hierarchy and organization of staff.
- 1, 3, 4.  
Topography of library.
- 1, 3, 4, 17.  
Lay-out and sequence of bookstock.
- 2, 3, 4, 7, 19, 21.  
Scope and contents of bookstock.
- 4(b), 6.  
Comparative rarities of bookstock.
- 3, 8, 9, 10.  
Individual readers.
- 1, 3, 4, 8, 9, 10, 16, 20.  
Use made of library.
- 11, 12.  
Staffing and the division of work.
- 13, 14, 22.  
Modifications of catalogue code.
- 13, 14.  
Modification of classification scheme.
- 1, 2, 3, 15, 16, 21.  
Recent additions to library.
- 1, 3, 17.  
Comparative size of various sections of stock.

*Specific tasks*

- 1. Shelving returned and new books.
- 2. Stamping and class-marking new books.
- 3. Receipt, routing and filing of periodicals.
- 4. Finding books for (a) readers, (b) inter-library loans.
- 5. Unpacking parcels of inter-library loans, etc.
- 6. Maintaining inter-library loan records.
- 7. Checking NCL and BNBC lists.
- 8. Maintaining borrowers' register and statistics of issues.
- 9. Completing recall cards, "now available" cards, etc.
- 10. Answering general enquiries.
- 11. Transmitting (after recording) more difficult enquiries to senior staff.
- 12. Receiving telephone enquiries (and as 10, 11).
- 13. Arranging catalogue or shelf-list cards.
- 14. Copy-typing catalogue or shelf-list cards.
- 15. Elementary cataloguing by copying entry from BNB, CBI, Biblio, etc.
- 16. Preparing binding records.
- 17. Stencilling shelf labels and other guides.
- 18. Alteration of titles in periodical files.
- 19. Routine amendments to reference books.
- 20. Local diary entries.
- 21. Simple bibliographical checking.
- 22. Filing catalogue entries "on rods", for subsequent checking.

*General knowledge*

- 1, 2.  
Knowledge of authors and titles (also increased by most other tasks).
- 3, 18.  
Frequency of issue, format, titles.
- 5, 7.  
Inter-library co-operation.
- 7, 13, 14, 22.  
Use of a catalogue, References, Alphabetizing and filing, guide cards.
- 8.  
Admission and registration of readers.
- 10, 19.  
Scope and contents of reference books.
- 12.  
Relations with other libraries.
- 1, 3, 14, 21.  
Bibliography of special subjects.
- 13, 14, 22.  
At least *one* classification scheme.
- 13, 15, 18, 21, 22.  
At least *one* cataloguing code.
- 16.  
Physical make-up of the book.
- 17.  
Relations between subjects.

FOSKETT'S SYLLABUS OF 1961

(L.A. Ref. 2a 340/31, dated 13 March 1961)

The Library Association: Library Auxiliary's or Library Technician's  
Certificate Syllabus

Four 1½ hour papers.

Paper 1. The National Library Service. National libraries; academic and university libraries; government and special libraries; public libraries. Public relations. The National Central Library and inter-library co-operation. Association for libraries and librarians.

Paper 2. Library Organisation. Government and control of libraries; departments and branches. Registration of readers. Loans, reservations, overdues and their records. Statistics. Staff and division of work. Stationery and stores, supplies and records.

Paper 3. Provision of library materials. Methods of selection and ordering: books, periodicals, non-book material. Periodical records. Preparation of those materials for use. Book repair and maintenance. Binding and replacements. Some well-known reference books.

Paper 4. Arrangement of library materials. Catalogues and book lists. Shelf arrangement and display. The use of classification on shelves and in catalogues. The arrangement, shelving and classification of special materials. Forms of catalogue, internal and external.

Some sample questions for the proposed Library Auxiliary's Certificate.

Paper 1. The National Library Service

1. Write notes on three of the following:

The British Museum Library;  
The National Central Library;  
The Patent Office Library;  
The National Lending Library for Science and Technology.

2. Describe how you would make known to readers the services offered by your library.
3. Discuss briefly how the functions of public, special and university libraries differ from each other.
4. Name two national and two international associations connected with libraries. What are their main activities.

Paper 2. Library organisation

1. Describe how readers are registered in your library.
2. Describe two methods of recording loans. Which would you prefer for you library and why?

3. How does your library deal with overdue books? Do you think a system of fines is useful?
4. What statistics do you keep for three of these:  
(a) Reservations; (b) Books and periodicals issued to readers on loan; (c) Number of registered readers; (d) Amount of money spent on books, periodicals and binding; (e) Amount of money spent on staff.

#### Paper 3. Provision of library materials

1. Describe the procedure used in your library for book ordering.
2. How does your library deal with the ordering, receipt and circulation of periodicals?
3. Describe the problems involved in storing pamphlets and reports. What do you think is the best way to deal with them?
4. Where would you look for the answers to these questions:  
Times of trains; Age of a famous man; Name of Bodley's Librarian; Population of Nigeria; Information about Captain Cook?

#### Paper 4. Arrangement of Library materials

1. What is (a) a card catalogue, (b) a sheaf catalogue? Which do you prefer and why?
2. What is (a) a dictionary catalogue, (b) a classified catalogue? Which do you prefer and why?
3. What are the problems involved in the arrangement by subject of the following:  
(a) Pamphlets; (b) books of different sizes?
4. How does your library tell its readers about newly added books?

LIBRARY ASSISTANTS' CERTIFICATE

F. J. BUNGAY, 1963

Draft Outline: Course of approximately [25] instruction sessions, each of two hours' duration. It is suggested that a break of 10-15 minutes between each 1-hour period be made. Each complete session would occupy one half-day release period for library staff, allowing average travelling time to the college or library.

PART 1. LIBRARIES: A GENERAL INTRODUCTION.      5 sessions.

Content:

Libraries: types and aims. Co-operation. The control of libraries, their governing bodies and their sources of finance. Broad organisation, e.g. Department and Branches., Library staffs. Division of work. Public relations. Qualities required of a good assistant.

PART 2. LIBRARY MATERIALS AND THEIR ARRANGEMENT.      5-6 sessions.

Content:

Types of materials; examples. (Use of common bibliographical aids as may be used for checking of simple details). Arrangement of stock in libraries. Arrangement of catalogues. Production of catalogue entries by duplication; production of booklists.

PART 3. SERVICES AND PROCESSES IN LIBRARIES.      12-14 sessions.

Content:

Order and receipt of books and periodicals. Stock records other than catalogues. Preparation of stock. Stock repair, binding, transfer to stacks, etc., and the withdrawal processes. Registration of readers; Circulation processes; book and periodicals. Reservation processes. Overdue recovery processes. General Office procedures; post handling; filing; requisitions, etc. Elementary cash records, Stationery and miscellaneous requisites. Use of simple office equipment.

\*\*\*\*\*

NOTES ON METHODS, ETC.

PART 1. LIBRARIES: A GENERAL INTRODUCTION:

Method: Talks.

Visits to one of each of the main types of libraries, i.e. academic: special: public.

Location: College: selected libraries.

Speakers: Dept. lecturers and librarians

PART 2. LIBRARY MATERIALS AND THEIR ARRANGEMENT:

Method: Talks.

Demonstration with examples: e.g. using the College library stock for shelf arrangement; catalogue cards in class; specimen copies of B.N.B., C.B.I., etc.

PART 3. SERVICES AND PROCESSES IN LIBRARIES:

Method: Talks.

Demonstration with examples, e.g. invoices used in class: stock actually handled for processing, either in a library or in class (preparing College library materials).

Demonstration during visits; e.g. use of the Bookamatic method of St Pancras Libraries.

Use of tape-recordings, etc. handling queries at counters concerning tickets, overdue, etc. This could well be done also at Part 1 above; qualities of a good assistant (how to address and direct people).

Location: College: selected libraries.

Speakers: Librarians, general. (Note that the term "librarian" need not here mean a professional person rather it implied member of a library staff. Clearly a senior clerical officer will deal with office procedure. The term is used for brevity's sake, to distinguish them from lecturers).

THE CITY AND GUILDS OF LONDON  
INSTITUTE'S LIBRARY ASSISTANT'S  
CERTIFICATE

## **SYLLABUS**

1. Purpose and function of different types of library: national, university and college, school, public, special libraries and information bureaux (e.g. industrial, commercial, learned society, government, research).
2. Library users and their needs: categories of library user: relations between library staff and users.
3. Organization of libraries: the different departments and their functions; the functions of the staff and their working relationship with each other; problems arising from special materials (e.g. rare books, confidential material) such as control of access.

### *Principles*

4. Types of material: description and explanation of the purpose of each type.
5. Simple description of sources of supply and methods of acquisition of the different types of material; clerical work associated with book selection. Methods of receiving and checking including control of receipt of serials. Purpose and types of acquisition budget records. Procedures for soliciting and acknowledging gifts. Procedures for exchange of material with other organizations.
6. Types and purpose of stock records including accession registers. Forms of stock statistics. Procedures for withdrawal and disposal of materials; offers to other libraries.
7. The need to prepare material for shelves; reasons for the inspection of newly-acquired items; for affixing covers, pockets and labels; for reinforcing. Methods of mounting prints and cuttings. Procedures for maintaining loose-leaf works, for carrying out of amendments and for marking of errata.
8. Description of the physical problems involved in the handling and storage of different types of material; methods of overcoming these problems.

### *Library Practice*

- Demonstration of, and practice in handling different types of material: books, pamphlets, serials, audio-visual material, computer tapes, maps, unpublished and semi-published material.
- Exercises in the preparation of orders, including standing orders, after selection; clerical work in connection with book selection; routine correspondence with publishers and dealers; receiving and checking material into the library, including controlling the receipt of serials, and keeping acquisition budget records; soliciting and acknowledging gifts; exchanging materials with other organizations.
- Practice in the maintenance of stock records including accession registers; the preparation of stock statistics; stocktaking. Preparation of lists of materials offered to other libraries.
- Inspecting newly-acquired items; practice in affixing covers, pockets and labels; exercises in reinforcing and simple binding; exercises in mounting (e.g. of prints and cuttings), lettering and the application of ownership marks. Practice in the maintenance of loose-leaf works, carrying out of amendments and marking of errata.
- Demonstration of the physical problems of handling and storing different types of material, and of the methods used to overcome these problems.

### *Principles*

9. Importance of stock maintenance. Procedures and methods for effecting minor repairs, cleaning and treatment for preservation. Binding procedures: methods of preparing materials for binding and of inspecting items returned from binders; purpose and types of binding records.

10. Description of the arrangement of stock by subject in different departments of a library. Explanation and introduction to the use of catalogues and classifications, especially systems of notation, for finding and replacing material on shelves.

11. The importance of "good housekeeping": procedures for shelving books and other materials, including checking and rearrangement of material on shelves. Types of shelf and other guides; methods of preparation. The need to keep reading rooms in order.

12. Simple explanation of the types and purpose of catalogues, lists and bibliographies. Methods of preparing simple author and title catalogues, including allocation of author marks; preparation of other catalogues, lists and bibliographies. The importance of catalogue maintenance. Alphabetization, elementary introduction to indexing.

13. Methods of registering library users and importance of maintaining registration records. Simple forms of directional guidance to users including use of library publications. Methods of controlling access to libraries; regulations and bye-laws.

14. Loan and circulation procedures. Methods of issuing, renewing, receiving and discharging books; need to examine returned materials. Procedures for circulating periodicals, reserving materials, identifying materials overdue, and issuing overdue notices. Inter-library loans:

### *Library Practice*

Practice in carrying out minor repairs, cleaning and treatment for preservation of different materials. Preparing material for binding. Inspecting items returned from binders. Exercises in the maintenance of binding records.

Practical exercises in shelving books and other materials, including the checking and rearrangement of material on shelves. Practice in fetching material from shelves for staff and readers. Preparation of shelf and other guides.

Practical exercises in simple author and title cataloguing and in the production of lists and bibliographies. Practice in maintaining catalogues, sorting and filing catalogue cards, maintaining work records, writing of index entries.

Production and maintenance of registration records. Exercise in providing directional guidance to library users; practice in using library publications.

Exercises in the care of issue desks; including the issuing, renewing, reserving, receiving and discharging of books and the examination of materials returned. The identification of overdue material; preparation of overdue notices. Compilation of statistics of readers and loans.

### *Principles*

methods of requesting and returning; importance of records.

15. Introduction to the main types of bibliographical aids, indexes and reference books in common use. Explanation of their use by enquirers. The use of document copying facilities; brief mention of the need to observe copyright requirements.

16. Simple introduction to the preparation of "Copy" for printing: types of proof; explanation of proof-correcting; relevance of B.S.1219. Methods of producing publicity material such as posters, notices and display work.

17. Routine handling of foreign material and translations: special problems involved, such as the existence of different systems of transliteration; translation pools.

18. Office practice in libraries: procedure for receiving callers; the need for telephone and telex techniques; methods of handling of post; routine correspondence and the use of standard letters. The purpose of mailing lists; stock records for stationery and equipment; cash records, petty cash, fines, postage. Care and use of simple office equipment, e.g. adding machines, duplicating machines, typewriters, simple office printing machines, document copying machines. Simple introduction to the use of data-processing machines.

### *Library Practice*

Exercises in requesting and returning inter-library loans; maintenance of records.

Exercises in dealing with simple enquiries requiring the use of bibliographical aids, indexes and reference books.

Exercises in the preparation of "Copy" for printing: assistance in proof correction. Production of publicity material, such as posters and notices, and of display work including lettering.

Practice in the use of a telephone switchboard and development of telephone and telex technique. Preparation of standard letters; filing of correspondence. Preparation and maintenance of mailing lists, stock records for stationery and equipment, cash records. Practice in the use of adding machines, duplicating machines, simple office printing machines and document copying machines.

CITY AND GUILDS LIBRARY AND INFORMATION ASSISTANT'S

CERTIFICATE, 1983

A. The functions and purposes of libraries and related organisations.

Objectives: At the end of the course students will be able to describe the functions and purposes of all types of library and information centre in outline and those of one particular type (e.g. public, university, industrial, special etc) in more detail.

They should be able to:

<u>Function and purpose</u>	<u>Sub-Objective</u>	<u>Syllabus Elements</u>	<u>Practical Projects Work Elements</u>
	Describe the function and purpose of libraries and information work.	Functions of information work: collecting, preserving material, organisation of the collections, disseminating the material or the information it contains. Objectives of librarianship: preservation, research, information, educational and cultural roles, social and cultural context in which library services are embedded. The impact of technology.	
<u>Types of library and information services</u>	Describe the role, organisation and services of national libraries.	Finance, scope of the collections, references, lending and bibliographical services of the British Library, National Library of Scotland, National Library of Wales. International comparison.	Class visit to a national library or audio visual presentation e.g. <u>At the Hub</u> (British Library Tape Slide).
	Describe the organisation, administration and function of academic libraries.	Featuring Institutions of Further and Higher Education and School/ resources centres. Programmes for teaching the use of the library, curriculum demands upon the library, comparison with and contrasts between academic and other types of library; current topics and problems in academic libraries.	Class visit to academic library/ libraries and use of audio-visual presentations e.g. Open University <u>"Using Libraries: University Libraries"</u> etc.

<u>Sub-Objective</u>	<u>Syllabus Elements</u>	<u>Practical Projects Work Elements</u>
Describe the role, services and organisation of public libraries.	Library legislation, financing, public lending right, and range of services to community.	Class visits to public library, e.g. branch library, representative service areas.
Describe the functions of special libraries: the role of the library or information unit as it relates to its particular business or industry.	The nature of libraries in Government departments, newspapers, professional associations and learned societies, research bodies and commercial and industrial concerns. The specific skills and devices required to provide direct information to the users. The library/information unit as the central source of information within its organisation.	Class visit to special library/libraries.
<u>Other information sources</u>	Describe the wider range of information provided by individuals and organizations.	Information and Advice Centres (e.g. CAB, Consumer, Housing and Legal). On line computer services. Archives.
<u>Organization and associations</u>	Explain the objectives, organization and activities of national and international organizations concerned with librarianship.	Library Association, ASLIB, Institute of Information Scientists, School Library Association. UNESCO etc.
		Compare publications, meetings and courses.

B. Library operations and routines

**Objectives:** At the end of the course students will be able to describe and explain the principal organizational routines associated with library operations and draw up and describe simple procedures for in-service training of library staff.

They should be able to:

	<u>Sub-Objective</u>	<u>Syllabus Elements</u>	<u>Practical Project Work Elements</u>
<u>Library personnel: functions and management</u>	Describe the functions of each member/group of staff in contributing to the attainment of the objectives of the organisation.	The roles of each member/level of staff.	Write job descriptions for each category of staff in own section/department. Draw up organisational chart for own department/organisation.
	Explain the major elements of personnel policy.	Policies for recruitment, induction, training and development. Contracts of employment. Conditions of service. Health and Safety at Work legislation. Grievance and disciplinary procedures. Trade unions. Morale and motivation.	Draw up training programme for library assistants carrying out basic work in own section Summarise main provisions of own contract of employment.
	Demonstrate a practical understanding of means of communication.	Types, forms and purposes of internal and external communication. Management styles. Consultative methods.	Write staff instruction for a routine presently performed in own section.
	Assist in the supervision of areas of non-professional work.	Planning and control of work loads; work-sheets. Delegation. Timetables.	Draw up daily work sheet dealing with own section/department.
<u>General administration</u>	Demonstrate a practical understanding of the administrative routines, not necessarily unique to libraries, necessary for the operation of library and information services.	Accounts. Statistics and graphs. Routine correspondence. Office equipment. VDUs and computer terminals etc. Use and maintenance. Supplies and servicing agreements. Maintenance of buildings. Telephone/Telex. Office practice.	

<u>Sub-Objective</u>	<u>Syllabus Elements</u>	<u>Practical Project Work Elements</u>
<u>Selection and withdrawal of library materials</u>	<p>Explain the procedures and criteria used by professional staff and the associated routine tasks involved in the selection and withdrawal of materials.</p> <p>Implementation of library objectives. Selection systems. Guides to new material. Preparing initial order records. Checking existing stock. Withdrawal procedures.</p>	
<u>Acquisition and disposal of library materials</u>	<p>Explain the routines of acquiring and processing library materials for use, and systems of disposing of unwanted materials.</p> <p>Sources of supply. Net Book Agreement. Ordering systems (including on-line). Differences arising with various forms and types of material. Gifts and exchanges. Acquisition budget records. Accounts. Accessioning systems. Withdrawal procedures. Physical processing.</p>	<p>Describe sources used to obtain materials in own organisation. Discover why different sources are used for different types of material.</p>
<u>Cataloguing classification and indexing of library materials</u>	<p>Explain why library materials need to be organised for use and systematically recorded for retrieval and describe the methods of cataloguing, classification and indexing.</p> <p>Classification: purpose and principal schemes. Cataloguing: purpose and outline rules. Indexing: purpose and methods. Physical forms of catalogues (including automated systems). Reproduction of entries.</p>	<p>Carry out some simple descriptive cataloguing.</p>
	<p>Demonstrate the ability to carry out supportive routines including simple cataloguing and indexing.</p> <p>Filing rules.</p>	<p>Sort a file of cards to demonstrate understanding of filing rules.</p>

<u>Issuing and retrieving library materials.</u>	<u>Sub-Objective</u>	<u>Syllabus Elements</u>	<u>Practical Project Work Elements</u>
	Describe the routine necessary to carry out the lending functions of libraries.	Rules, bye-laws and objectives. Registration of borrowers. Systems of issue. Reservation of material. Inspection of material. Circulation of journals etc. Recovery procedures. Inter-library borrowing. Function of co-operative schemes. Bureau/BLLD procedures. Security systems.	Prepare work sheet to carry out routines to maintain service counter at own library.  Describe routines carried out by library assistant at own library to obtain material from another library.
	Explain the practical routines involved in the production and distribution of library publications.	Preparation of bulletins, current awareness publications. Methods of reproduction and distribution. Maintenance of files. Photocopying procedures. Copyright Regulations.	

C. Library materials and the needs of users

**Objectives:** At the end of the course students will be able to demonstrate an understanding of the application of the various materials and items of specialized equipment used in libraries and answer the simple bibliographical and other types of 'quick reference' enquiries made by library users.

They should be able to:

<u>Sub-Objective</u>	<u>Syllabus Elements</u>	<u>Practical Work Elements</u>	
<u>Library materials and AV equipment</u>	Demonstrate a practical knowledge of library materials and an understanding of their uses.	Characteristics and uses of the various kinds of library material. The main kinds of AV equipment and their uses.	Practise handling information-bearing objects of all kinds. Operate visual display equipment such as film projectors. OHPs & microfiche readers; & sound recording & reproduction machines.
<u>Guides to the Library</u>	Explain and demonstrate an ability to use, the various methods and techniques of helping users to satisfy their needs.	Printed guides to library services. Library plans, shelf guiding systems. Display and design work.	Produce user guides for publication by own library. Prepare library plan, shelf and other guides. Produce publicity material, including notices and posters. Mount a display.
<u>Guides to Materials</u>		Dissemination methods: bibliographies and reading lists, abstracts bulletins, current awareness bulletins, SDI, circulation of periodicals. Computer applications.	Compile reading lists and bibliographies. Prepare periodicals contents lists.
<u>Assistance to Users</u>		Categories of library users and their needs.	Design a user survey, employing criteria for identifying categories of user needs.
	Interpersonal relationships with users.		Practice in interview techniques, in letter-writing and using the telephone for personal communication with users

Sub-Objective

Syllabus Elements

Practical Work  
Elements

User instruction.

Practice in describing to new users the contents, arrangement of, and services provided by, own library, and in explaining how to locate materials through the use of the catalogue. Instruct users in the operation of AV equipment available for their use.

Reference  
Work

The reference process: identification of the exact nature of a reference question through dialogue with the enquirer; formulation of reference questions as appropriate search statements; search procedures including on-line searching of computerised databases and the use of viewdata and teletext systems; evaluation of a search. Document copying processes.

Role-playing exercises in answering references enquiries, using the total range of resources available, including the expertise of professional staff when appropriate. Use Prestel, teletext and Telex services for answering simple reference enquiries. Design a reference request form. Practice in operating document copying machines. Design a document copying request form.

D. Care and Maintenance of Library Materials

Objectives: At the end of the course students should be able to state the principles upon which careful maintenance of library materials is based and to specify the various means of handling, storage and conservation of all types of library stock.

They should be able to:

<u>Sub-Objective</u>	<u>Syllabus Elements</u>	<u>Practical Project Work Elements</u>	
<u>Physical characteristics of various types of library stock</u>	Recognize the principal dangers in terms of damage and decay.	The physical characteristics of various types of library material.	Handle various types of book and non-book media. Examine examples of types of damage and decay. Visit printing works. Examine various types of storage area for various forms of library material.
<u>Storage and Display</u>	Prescribe and undertake suitable routines for handling, storage and display.	Routines associated with storage and maintenance. Characteristics of library stores, display spaces and open shelves, filing and storage equipment. Cleaning and careful handling of materials of various kinds. The various binding and re-inforcement styles. Advantages and disadvantages of each Costs of operations - choosing the most appropriate forms.	
<u>Binding and Reinforcement</u>	Choose the most appropriate methods of binding, re-binding or reinforcement.		Sort library materials in need of reinforcement, into categories and specify appropriate methods. Visit to a bindery.
<u>Repairs to library materials</u>	Perform simple repairs. Recognize when a repair is beyond the scope of the library staff. Specify accurately requirements for repair to professionals.	The methods of repairing various forms of material e.g. paper, bindings, films, maps, music.	Carry out simple repairs.

Sub-Objective

Syllabus Elements

Practical Work Elements

User instruction.

Practice in describing to new users the contents, arrangement of, and services provided by, own library, and in explaining how to locate materials through the use of the catalogue. Instruct users in the operation of AV equipment available for their use.

Reference Work

The reference process: identification of the exact nature of a reference question through dialogue with the enquirer; formulation of reference questions as appropriate; search statements; search procedures including on-line searching of computerised databases and the use of viewdata and teletext systems; evaluation of a search. Document copying processes.

Role-playing exercises in answering references enquiries, using the total range of resources available, including the expertise of professional staff when appropriate. Use Prestel, teletext and Telex services for answering simple reference enquiries. Design a reference request form. Practice in operating document copying machines. Design a document copying request form.

Maintenance of equipment associated with the use of library materials

Determine the methods of 'in-house' maintenance of library equipment and indicate how poor maintenance affects quality of library materials.

Routine maintenance and cleaning of equipment involved in the use of library material e.g. Microreaders, Projectors, Computer Terminals and VDUs, typewriters, record players, cassette recorders, video equipment.

Replacement of lamps, using appropriate cleaning routines under supervision.

DRAFT SYLLABI FOR  
LIBRARY TECHNICIANS

O.N.C. in Business Studies

O.N.C in Public Administration

SYLLABUS

THE SOURCES AND USES OF INFORMATION

1. THE NEED FOR INFORMATION - In society generally  
In administration and management  
In industry and commerce  
In other areas - education, cultural activities, leisure pursuits, etc.

The current flood of recorded information; sociological aspects - formal and informal information channels; conferences; grape-vines.

2. THE PHYSICAL RECORDS OF INFORMATION - Purposes served; value.

Books: Textbooks, manuals, reference books, data books, dictionaries, directories, yearbooks, gazetteers, atlases, statistical publications.

Periodicals, magazines, journals, popular, technical, learned and scientific.

Newspapers: national and local

Pamphlets and other ephemera

Technical report literature

Patent literature

Trade catalogues

Standard and other specifications

Photographs, films and other visual records

Sound recordings and other audio records

maps: of all kinds and types

Mimeographed materials

Manuscripts materials

3. INSTITUTIONAL AND OTHER SOURCES OF INFORMATION

Societies and institutions: learned propoganda, professional

Government: national and local

Firms

Citizens' Advice Bureaux

Political Parties

Research Bureaux

Experts

4. THE ORGANISATION OF RECORDED INFORMATION

- (a) Libraries: The national system: )  
National libraries )  
Public libraries ) Purposes, functions  
Special libraries ) services; availability  
Research libraries )

Inter-library co-operation

Information  
Loans

- (b) Catalogues; indexes, abstracts; classification schemes;  
bibliographies; reading lists; periodical location lists.  
- Purposes and uses.

5. HOW TO USE LIBRARIES AND OTHER SOURCES OF INFORMATION

- (a) Formulating the enquiry
- (b) How to approach the library;  
Typical departments of libraries  
the staff  
Writing letters, telephoning, telexing.
- (c) How to search: approaches and techniques

6. HOW TO PRESENT INFORMATION

Analysis; evaluation; presentation

Suitability to audience/readership.

Use of source material

Elementary report writing.

7. STORING KNOWLEDGE IN COMPUTERS

Modern developments: an outline of the applications for which  
computers are suitable as data banks for storage and retrieval.

8. DOCUMENTARY REPRODUCTION

Facilities available. Value and uses.

WEST LONDON COLLEGE

DIPLOMA IN LIBRARY PRACTICE

'COMMON CORE' TOPICS

A. PEOPLE

1. Within the organisation generally
2. Administration of the organisation (including of library & information services).
3. the Library Staff/Library User "interface".
4. administrators of library & information services.
5. administrators of parts of library & information services.
6. outside "contacts", e.g., other libraries, suppliers, publishers.

B. MATERIALS

1. Buildings: standards and methods of heating, lighting, ventilation: regulations, e.g., I.E.E. wiring regs., Local Authority load bearing regs., heights, weights, fire precautions, etc.
2. Furniture & equipment: main types. Comparison between different products with similar purpose, inc. racks and stands, presses, shelves, cabinets, files, boxes, reprographic & data-processing equipment, telephones, telex, facsimile transmission devices: photographic & audio-visual equipment.
3. Information-containing materials: comparison of publishers' characteristics & practices, inc. centralised book-supply agencies; i.s.b.n.; catalogue and lists; evaluation of series; editions v. reprints; peculiarities of pamphlets, serials and series. Placing subscriptions, routine orders, standing orders, annual demands. "On approval" practices. Discounts. Case-work involving discovery & discussion of all kinds of non-book material. Treatment, storage, retrieval practices & difficulties.

C. SERVICES

1. Directed compilation of lists of references, including citation details, etc.
2. Basic equipment of reference points.
3. Need to keep records of enquiries.
4. General directional & information guidance: "the customer is always right".
5. Loans: basic general equipment. Comparison of main methods.
6. Ancillary services to reprographic and AVA apparatus - collections of catalogues; films, etc., ordering services.
7. Basic editorial practice. Style-manuals, proof-correction in some detail.
8. Knowledge of practicalities of Copyright, Performing Right.

D. THE LIBRARY AS OFFICE AND STORE

Comparison with other types of store. Dealing with office correspondence. Work flow and office routines. Using adding

machines. Simple book-keeping and accounting. Introduction to basic data-processing principles and practice. Comparison between types of office supplies and stationery. Basic facts of Tax, Social Security, Industrial Relations. Relevance of Factory, Shops and Office Premises legislation. Open plan systems - practicalities.

OPTIONS: It is envisaged that most of the above "common core" will be covered in the first half of the course. The second will consist of the topics covered in one of the following two lists, the choice being governed mainly by type of library in which the student is working and being made by student and employer. Some of the common core topics may be "reserved" and covered at intervals through remainder of course, so that students may all come together again and compare notes.

#### GENERAL LIBRARY & INFORMATION SERVICE OPTION

##### A. PEOPLE

1. Basic administrative structure of central & local government and of academic institutions.
2. Committee and their methods of work, inc. library committees.
3. Staff grades and job-descriptions. Upkeep of staff manuals., circulation of instructions, information, etc.
4. Problems of dealing with an assorted, mass clientele (trespass, offensive behaviour, priorities-assignment, etc.)

##### B. MATERIALS

Comparative methods and costs of covering, binding, preserving, plus equipment and services available. Net Book Agreement. Display furniture and equipment: comparative methods, costs. Comparison of various processing methods. Problems of maintaining local and other particular collections. Automation of "house-keeping" processes and basic practicalities.

##### C. SERVICES

Practicalities of keeping stock "in good trim" under intensive use; inter-library loans - practicalities; practical methods and procedures for overdue-recovery, theft detection, queue reduction. Basic equipment of mass lending points. Possible ways of implementing "Public Lending Right" routines.

General assistance to Reference Librarians, Readers' Advisors, Subject Specialists. Practical exercises in manning general enquiry points. Practical problems of specialities", e.g., lecture halls, cinema shows, mobile vans; of helping with services to hospital, prison, etc., libraries.

Study in some depth of one individual, practical problem, chosen by student and employer.

## SPECIAL LIBRARY & INFORMATION SERVICE OPTION

### A. PEOPLE

Characteristics and needs of administrators, managers, research workers, information scientists and information workers. Communication. Problems of small staffs. Problems of initial receipt of specialised and urgent information requests.

### MATERIALS AND SERVICES

Serials receipt, circulation, storage, inc. title changes, transliteration. Reports and bulletin series "snags", microforms. product information services. Classified materials. Equipment and maintenance of conventional and non-conventional indexing devices. Up-dating, amending, "weeding". Loans-systems problems, outside loans, role of FCL, BLL. Knowledge and observance of borrowing rules.

Basic equipment. Need anticipation. Routines of S.D.I. and I.R. Translations, exchange, P.R., press cuttings practicalities.

Study in some depth of one individual practical problem chosen by student and employer.

BEC OPTION MODULE: NATIONAL LEVEL INFORMATION SYSTEMS (LAWRENCE TAGG)

SECTION 1 - GENERAL OBJECTIVE

An awareness of the needs and uses of information.

Specific Objectives

Guidance on Detail

The concept of information.

Need for information : in society generally; in administration and management; in industry and commerce.

Users of scientific and technical information. Information for the scientific specialist. Information for industrial engineers. Information for policy makers, planners and management. Information for the public.

Value of information.

Examples of the positive benefits of an information service, and negative effects of a lack of information.

Economics of information.

Economic environment, cost-effective analysis.

The current flood of recorded information : sociological aspects.

Quantitative retrospect - growth of scientific literature. Multiplicity of sources and authors. Expansion in documentation activities.

Formal and informal information channels. National and international networks, conferences, grapevines, gatekeeping networks.

SECTION 2 - GENERAL OBJECTIVE

To outline the published sources of information and assess their value and purposes served.

Specific Objectives

Guidance on Detail

Textbooks, monographs.

Relate wherever possible to the subject fields represented by the students place of employment.

Reference books : handbooks, data books and tables, encyclopaedias, dictionaries, glossaries, directories, yearbooks.

Newspapers and periodicals.

Reports.

Standard specifications.

B.S.I., E.E.C. standards. I.S.O. comparison of differences among these systems.

Microfilm publications. Theses.

Trade literature.

Trade directories, market surveys. Business reference book and directories. Business news services. Basic reference publications Company annual reports, EXTEL. Using Companies House.

Patents.

Patent system of Great Britain. E.E.C. practice. Brief summary of patent systems in other countries.

Governmental publications.

Exhaustive treatment of U.K. and E.E.C.. Emphasis on Acts, Bills, Regulations, Circulars, White Papers, Blue Books, Green Papers, non-parliamentary.

Statistics.

U.K. government and E.E.C. International agencies : U.N., I.L.O. British non-governmental.

### SECTION 3 - GENERAL OBJECTIVE

To be aware of the availability of information from institutions, agencies and other sources.

#### Specific Objectives

#### Guidance on Detail

Societies and Associations.

Publications, information roles (library and information services offered, professional meetings). Representative selection of examples related to the students background, e.g. B.I.M., C.I.P.F.A., I.E.E., N.I.E.S.R., R.I.C.S.

Government Departments.

Publications, information role, e.g. D.E.S., D.H.S.S., Dept. of Employment, Dept. of the Environment, D.T.I. - including C.S.O., O.P.C.S., C.O.I., P.R.O., etc ...

Government Agencies.

S.F.I.S., Metrication Board, Equal Opportunities Commission ...

Local Government.

Information/Publicity Departments, C.R.I.U.'s etc...

Research & Trade Associations.

Companies.

Political Parties.

Libraries, research departments, information services - local and national.

Pressure Groups.

Trade Unions & Employers  
Organisations.

Nationalised industries, including  
consumer councils.

Consumer organisations & services  
Advice Centres

Consumers Association  
National Consumer Council  
Office of Fair Trading  
Consumer Advice Centres  
C.A.B.'s, Law Centres

Newspapers and periodicals,  
radio and television companies.

Advice and information columns of  
newspapers and periodicals.  
Information from broadcasting  
organisations.

Research Bureaux.

Libraries.

Local, national, BLLD, regional and  
local schemes of co-operations.

Experts.

#### SECTION 4 - GENERAL OBJECTIVE

An appraisal of the importance of an effective information service in  
an organisation together with an analysis of the methods employed to  
collect and disseminate information, both internally and externally.

##### Specific Objectives

##### Guidance on Detail

Scale of information requirements.  
Basic problems of an information  
service. Survey of information  
needs. Planning and providing an  
information service.

General concepts.

Outline the essential features of  
information needs and methods of  
provision in:  
Parliament

Information needs of M.P.'s and  
Ministers. Sources of information,  
official and unofficial. Disclosure  
of information. Leaks of  
information. Flying kites. Methods  
of communicating information to the  
media and constituents.

Government Departments

Flow of information in government  
departments. Relationship with the  
media and ordinary people.

Regional & Local Governments

Information need of management and  
elected members. Bains Report.  
C.R.I.U.'s. LAMSAC report:  
"Information - what local governors  
need to know.

Companies

Information needs of management, marketing and merchandising. R. & D. methods of supplying information, including application of microfilms.

#### SECTION 5 - GENERAL OBJECTIVE

Understand the principles of indexing and classifying information.

##### Specific Objectives

Classification procedures:

(a) systematic arrangements

(b) co-ordinate indexing

Keyword indexing, Thesaurus construction. Indexing languages - ancillary devices : links, rolls, weighting, coding.

Principles of retrieval.

##### Guidance on Detail

Evaluation of Dewey decimal classification, U.D.C., SFB., faceted. Optical coincidence systems edge notched cards.

Subject indexing, index terms and controlled vocabularies. Search files and searching mechanisms. Current awareness functions. Performance criteria for information retrieval systems. Factors affecting the performance of an information retrieval system. Evaluating the efficiency of an information retrieval system. Searching strategies.

#### SECTION 6 - GENERAL OBJECTIVE

Understand all aspects of and be able to obtain relevant information from.

##### Specific Objectives

Search & scanning techniques.

The language barrier.

Using: Bibliographies. Abstract journals. Indexing journals. Current awareness journals and services. Current contents. Citation indexes. Card indexes. mechanised systems. Computerised systems.

##### Guidance on Detail

Assessment and integration of the information found as well as finding it. Conversion of information to other forms. Integrating documented information and unpublished data. Use of outside sources. Searches in interdisciplinary fields. Tests of relevance.

Handling foreign language material and translations.

Comparative study of competing services.

## SECTION 7 - GENERAL OBJECTIVE

Understand the methods of preparing information for dissemination.

### Specific Objectives

### Guidance of Detail

Selecting and abstracting -  
producing abstracts.

Preparation and presentation  
of information for publication.

Internal arrangement and subject  
headings. Layout of pages and  
entries. Citations. Covers and  
house style.

Reproduction and distribution  
processes. Request procedures.

Evaluation of methods and costs.

## SECTION 8 - GENERAL OBJECTIVE

Understand the methods employed to disseminate information.

### Specific Objectives

### Guidance on Detail

Survey and comparison of the  
methods used to disseminate  
information.

News bulletins. Information  
letters. Accession lists.  
Periodical article title lists.  
Abstracts bulletin. Bibliographies.  
Data sheets. Circulation procedures.  
Profiling; selective dissemination  
of information; feed back control;  
personal contacts. Gatekeepers.

Report Writing

Transmission of information

Telephone, telegraphic systems.  
Telex. On-line computer systems.  
Facsimile transmission : Ceefax,  
Oracle, View data.

Principles of cost-benefit  
analysis

## SECTION 9 - GENERAL OBJECTIVE

Understand the nature of computer based information dissemination  
systems.

### Specific Objectives

### Guidance on Detail

Computer systems.

Characteristics of systems.

General principles of operation.

Methods of input; control; proces-  
sing and storage; types of output.

Programming.

The process, its language and  
discipline.

Computer facilities available.  
On-line systems.

Capabilities of computers as a  
device for storage and retrieval of  
information. Constraints which are  
placed on their application.

SECTION 10 - GENERAL OBJECTIVE

Understand the nature and function of reprographic management.

Specific Objectives

Guidance on Detail

Copyright

U.K. system and examples of other countries, especially the U.S.A. Whitford report.

Bibliographic control.

I.S.B.N., I.S.S.N.

Reprographic technology:  
Photocopying & duplicating  
processes.

Description and evaluation of equipment and supplies. Office systems.

Microfilm media.

Micro-opaques, aperture cards, microfilm, micro-fiche, PCMI ultrafiche.

Micropublishing services and equipment.

Readers, reader/printers document storage and retrieval. Computer output microfilm.

Applications of microforms in government, business and industry.

C.T.F.E. DRAFT SYLLABUS FOR AN INTERMEDIATE QUALIFICATION FOR

LIBRARY STAFF

1 Library Profession : 20% (86 hours)

1. Organisations and associations in librarianship, the structure of the profession.
2. Professional activities and literature.
3. Relationship of libraries to their governing bodies.
4. Objectives of librarianship and information science.
5. Publishers, booksellers, librarians, readers.
6. Visits to libraries and attendance at professional meetings.

2 Library Service 10% (43 hours)

1. Library's responsibility to its readers.
2. Assistance to readers and user needs.
3. Promotional activities; inter-personal skills and relationships.
4. Introductory literature search and reference techniques.
5. Extension activities.

3 Library Techniques 20% (86 hours)

1. Stock preparation and control.
2. Ordering systems, Reserves and requests.
3. Issue systems.
4. Interlending. Short loan collections.
5. Modern book production and binding.
6. Special storage and security.
7. Equipment - shelving, seating, lighting, filing etc.
8. Microforms and reading equipment.
9. Reprographic equipment.
10. Special study of the storage and exploitation problems of non-book material.
11. Basic design and layout considerations.
12. Display crafts and materials. Basic design, lettering, colour.
13. Computer appreciation (on-line/off-line) for housekeeping and information retrieval.
14. Date preparation.
15. Report presentation.

4 Supervisory Management 10% (43 hours)

1. Supervision of junior staff
2. Daily administrative techniques.
3. Budget control and supplies scheduling
4. Work planning and scheduling
5. Elementary statistics
6. Record keeping.

5 Bibliography 15% (65 hours)

1. Current U.K., U.S. bibliography.
2. National library catalogues of U.K & U.S.
3. U.K. national library/information network
4. Government and other official publications. HMSO lists. Standards.

5. Organisations and major libraries.
6. Basic characteristics of literature in humanities, science/ technology, social science
7. Standard reference works : dictionaries; bibliographies; directoraries, encyclopaedias; data compilations
8. Common indexing and abstracting publications
9. Non-book materials : maps, films, slides etc.
10. Bibliography of a selected subject field, e.g. building.

6 Classification 5% (22 hours)

1. Principles of classification
2. General and special schemes. Study of D.C.
3. Notation
4. Classification in practice - special user problems
5. Subject indexing : chain procedure and use of subject headings
6. Thesaurus and simple co-ordinate indexing.

7 Cataloguing 10%

1. Simple bibliographic description of books and non-book materials
2. Main and added entries
3. Personal and corporate authorship
4. Simplified and selective cataloguing
5. Physical forms of catalogues
6. B.N.B + L.C. co-operative cataloguing
7. Filing rules.

8 Special Study 10% (43 hours)

Project/Dissertation including an investigation of either:

- : 1 Library
- or : 1 type of library
- or : 1 problem in librarianship

THE BUSINESS EDUCATION COUNCIL

DOUBLE OPTION MODULE IN

LIBRARY AND INFORMATION WORK

LIBRARY AND INFORMATION WORK

**1. INTRODUCTION**

- 1.1 This double module has been designed in co-operation with the Library Association and the Institute of Information Scientists and is intended for those employed in non-professional posts under the supervision of qualified members of either of those associations, (in their own organisation or another by arrangement).
- 1.2 The double module may only be offered on part-time courses, since the objectives require students to draw upon their work experience. Centres wishing to offer a comparable module to full-time students are advised to submit their own proposals to BEC for validation.
- 1.3 The double module is intended to provide a practical, relevant area of study for those employed in non-professional posts in libraries and information services of all kinds. The specification draws on the skills, knowledge and understanding acquired through the common core modules. Centres wishing to offer this module should ensure that practising librarians and information scientists are involved in teaching, wherever possible. An assurance will be sought that library facilities to support the course are available within the centre (or elsewhere within easy reach of students).
- 1.4 Because of the substantial requirements to use material drawn from the students' employment, students will need the fullest co-operation and support from their employers and the relevant departmental or sectional management, in order to pursue their studies effectively. Centres wishing to offer the module must therefore indicate, with the application for approval, that they have arranged with employers concerned that the necessary co-operation will be forthcoming.
- 1.5 Module objectives require application and development of knowledge, understanding and skills relevant to all the BEC Central Themes, and clear links exist with all Common Core and some Board Core Modules. Communication skills are strongly emphasised, and a useful base is provided for work on Cross-Modular Assignments.
- 1.6 The ordering of the objectives is not prescriptive: centres may cover them in the order they consider most appropriate. However the double module must be spread over two years.
- 1.7 Centres wishing to offer this module will be required to give an assurance that those involved in teaching the course and in examining students will have the necessary professional qualifications and skills.
- 1.8 Throughout this specification the word LIBRARY is used as a generic term for all types of library and information service.
- 1.9 The word MATERIALS is used to embrace all formats (book, non-book, on-line) which may be used in any service incorporated in (1 - 7) above.

## 2. AIMS

- 2.1 provide students with an understanding of the nature and functions of different types of library and information services;
- 2.2 help students develop the ability to perform library routines, operations and services in respect of one type of library according to the needs of the students and the employer;
- 2.3 provide students with an appreciation of the methods used by librarians and information scientists in organising and exploiting their services.

## 3. GENERAL OBJECTIVES

On completion of these modules, students should:

- A be aware of the purpose and function of different types of library and their inter-relationships;
- B have a knowledge of the organisation, management and training of staff;
- C have a knowledge of basic materials required to operate a library effectively and how to acquire these;
- D understand the purpose of classification, cataloguing, indexing and filing and have a knowledge of the major schemes used;
- E perform basic library routines;
- F make effective use of library materials;
- G understand the purpose and operation of services to users;
- H understand the purpose and function of library co-operation;
- J understand the purposes, uses and production of library publications;
- K have a knowledge of methods of maintaining library materials.

## 4. LEARNING OBJECTIVES

On completion of this module students should be able to:

- A BE AWARE OF THE PURPOSE AND FUNCTION OF DIFFERENT TYPES OF LIBRARY AND THEIR INTER-RELATIONSHIPS:
  - A1 outline the different types of library service;
  - A2 describe in detail, from experience, one type of library service (or section of a library) and its position in the organisation;

A3 explain how different types of library are financed and outline major areas of expenditure.

**B HAVE A KNOWLEDGE OF THE ORGANISATION, MANAGEMENT, AND TRAINING OF STAFF:**

- B1 draw organisation charts for two different types of library;
- B2 compare and contrast the functions of the staff included on the charts in B1;
- B3 distinguish between professional and non-professional work in libraries, citing examples from B1;
- B4 supervise non-professional staff, including associated technical, clerical and manual staff;
- B5 prepare and keep up to date library staff records;
- B6 outline the major provisions of legislation concerning conditions of service, terms of employment and health and safety at work in relation to libraries;
- B7 explain the role of staff associations and trade unions in relation to library staff;
- B8 describe the purpose of in-service training and suggest suitable methods for training staff included in one of the charts in B1.

**C HAVE A KNOWLEDGE OF BASIC MATERIALS REQUIRED TO OPERATE A LIBRARY EFFECTIVELY AND HOW TO ACQUIRE THESE:**

- C1 select at least two contrasting types of library, and for these identify the basic materials required to operate effectively;
- C2 for materials identified in C1 above suggest sources of materials and describe methods of acquisition;
- C3 explain the relevant library licence and discount arrangements;
- C4 prepare materials for use in library, (excepting cataloguing and classification);

**D UNDERSTAND THE PURPOSE OF CLASSIFICATION, CATALOGUING, INDEXING AND FILING AND HAVE A KNOWLEDGE OF THE MAJOR SCHEMES USED:**

- D1 explain the purpose of classification and outline the principle schemes in use;
- D2 outline simple rules of cataloguing and describe the most usual types of library catalogue;
- D3 describe co-operative cataloguing systems and give examples of national, international and local systems;

- D4 explain how an individual library can make best use of systems in D3;
  - D5 demonstrate an understanding of indexing methods and techniques;
  - D6 describe and operate various filing rules;
  - D7 demonstrate an understanding of automated cataloguing and indexing systems.
- E PERFORM BASIC LIBRARY ROUTINES:**
- E1 compare and contrast the most usual issue systems;
  - E2 operate the issue system adopted by a particular library;
  - E3 explain and operate procedures for the registration of users;
  - E4 explain the procedures involved in inter library loans and perform associated routines;
  - E5 explain the need for security in libraries and describe how the most used systems operate;
  - E6 describe procedures for withdrawing and disposing of library materials;
  - E7 maintain simple accounts and records for such items as fines, photocopying etc.
- F MAKE EFFECTIVE USE OF LIBRARY MATERIALS:**
- F1 list principal categories of bibliographic record and indicate their range and use;
  - F2 describe methods of arranging bibliographics;
  - F3 demonstrate an awareness of the structure and coverage of the principal current English language bibliographics for book, periodical and non-book media;
  - F4 demonstrate ability in bibliographic searching and the compilation of booklists and bulletins;
  - F5 identify the different formats of reference materials;
  - F6 explain and give examples of the uses of different information sources;
  - F7 demonstrate an ability to use as much as possible of the above source material;
  - F8 explain the purpose and function of audio-visual materials and equipment in libraries;
  - F9 prepare and use audio-visual materials and be able to operate the necessary equipment;
- see Section 5.11

- F10 prepare and mount exhibitions using library materials;
- G UNDERSTAND THE PURPOSE AND OPERATION OF SERVICES TO USERS:**
- G1 identify services which any one type of library could provide for its users;
  - G2 explain the need, giving examples, for services to special categories of user;
  - G3 describe, in detail the needs of one category of user in a specific library of the student's choice;
  - G4 achieve effect relationships with users;
  - G5 demonstrate techniques for dealing with complaints from users;
  - G6 describe routines and processes of inquiry techniques, using illustrations from experience;
  - G7 explain the purpose of current awareness systems and describe from experience the operation of one such system;
  - G8 explain the operation of SDI systems and perform the associated clerical operations.
- H UNDERSTAND THE PURPOSE AND FUNCTION OF LIBRARY CO-OPERATION:**
- H1 explain the purpose and function of library co-operation;
  - H2 describe in detail one scheme of formal library co-operation;
  - H3 outline the informal co-operative network of a library.
- J UNDERSTAND THE PURPOSES, USES AND PRODUCTION OF LIBRARY PUBLICATIONS:**
- J1 describe different types of library publications and explain their purpose;
  - J2 describe stages in production of J1;
  - J3 demonstrate an ability to proof read J1.
- K HAVE A KNOWLEDGE OF METHODS OF MAINTAINING LIBRARY MATERIALS:**
- K1 care for library materials and carry out simple repairs;
  - K2 describe procedures for binding library materials;
  - K3 explain the functions and purpose of equipment available in a library or resource centre known to the student;
  - K4 outline methods of shelving and storage for all materials, including the care of storage areas and the secure storage of rare, fragile and secret materials;
  - K5 demonstrate an awareness of legal aspects of use of materials including copyrights, performing rights etc.

## 5. IMPLEMENTATION

- 5.1 This module is designed to enable the student to apply knowledge, understanding and skills in the context of a senior non-professional post in a library or information service that is under the overall control of professional staff.
- 5.2 Much of the role of such staff is concerned with direct contact with others both colleagues and users therefore a great deal of significance is attached to the inter-relationship between this module and the common core module People and Communication.
- 5.3 Study methods may include case studies, role playing, visits to libraries, printers, bookbinderies, library suppliers, etc. Practical assignments may be in the form of reports, timetables, books and document repairing, bibliographic and information searching, etc.
- 5.4 Methods and techniques of library operations vary between different types of library. Opportunities should be provided for students to study aspects of library operations from the point of view of particular types of library.
- 5.5 Teachers should be careful to ensure that students are made aware of the best current practices and kept informed of the latest technological developments which may in turn affect their own operations.
- 5.6 This module has been designed to develop practical understanding and skills relevant to the student's day-to-day work. The student will also, however, be expected to acquire a general picture of the organisation of library and information services within the U.K. and to develop an understanding of the basic principles of librarianship by relating and applying these to the practical tasks which will form the basis of assignment work.
- 5.7 The ordering of objectives in the specification is not intended to be prescriptive but to provide a suggested order of study. The emphasis placed on individual elements may vary, but it is intended that all should be included.
- 5.8 This module is intended to equip assistants to work in any kind of library. In setting assignments a balance should be kept between the need to base the work on the student's personal experience and to broaden his or her awareness of alternative practices in other libraries.
- 5.9 Certain learning objectives lend themselves particularly well to assignments. It is intended that these practical aspects should form the main part of the course and that the theoretical concepts should be kept to the minimum necessary for the student to be able to carry out the practical work competently.
- 5.10 In objective A1 the main purpose is to ensure that the student gains a general picture of the organisation of library and information services, within the United Kingdom.

- 5.11 In objective G6 the following sources should be included: textbooks, monographs, reference books, newspapers, periodicals, reports, standard specifications, microforms, theses, trade literature, trade directories and other business materials, patents, government publications, statistics and conference proceedings. If these are not all available to the Centre Library or the student's own library, arrangements should be made for students to visit other libraries in order to have the opportunity to examine and use them.
- 5.12 Assessment will be in accordance with BEC policy as expressed in BEC Circular 4/77: that is an examination at the end of each year and an in-course assessment during each year, making 4 assessment grades in all. As the order in which the objectives are to be covered has not been prescribed, it will be the responsibility of the centre to ensure that the total assessment is appropriate to the particular objectives that have been covered in any one year.
- 5.13 Although some of the learning objectives can only be assessed adequately through practical assignments responsibility for assessment must remain with the tutor. The BEC Moderator will be looking to see this is recognised in the total assessment programme proposed by the centre.

## 6. ASSIGNMENTS

- 6.1 Assessment will be based partly on assignment work and partly upon unseen written examinations. Examples of assignments which might be set are:-
- 6.1.1 devise forms suitable for the recording of users' enquiries;
  - 6.1.2 describe work routines for library assistants in given situations, for example, in operating a system for recall of overdue items;
  - 6.1.3 arrange a timetable for service counter manning;
  - 6.1.4 arrange files of catalogue cards in an order suitable for particular types of catalogue;
  - 6.1.5 write reports on, for example, accidents in the library, methods of improving the reception of telephoned enquiries, improving flows of work through particular sections or departments;
  - 6.1.6 justify, in writing, alterations in a routine;
  - 6.1.7 suggest topics for inclusion in a training programme for newly appointed non-professional staff;
  - 6.1.8 check and complete a list of incorrect and incomplete bibliographical references;
  - 6.1.9 search out answers to a number of simple quick reference enquiries using a variety of the sources in Objective G above.

7 COMMON CORE MODULE 1 : PEOPLE AND COMMUNICATION

7.1 AIMS

- 7.1.1 Increase the student's effectiveness in work situations, through the development of language and social skills.
- 7.1.2 Contribute to the student's personal development by fostering the ability to communicate with and relate to others, as individuals, in groups and within organisations.
- 7.1.3 Develop the student's skills in dealing with information in various forms, so that he/she is better able to acquire, evaluate and organise it for his/her own purposes, and to present it in effective form when required, in study and employment.
- 7.1.4 Encourage in the student a sensitivity to the ideas and attitudes of others, an awareness of how these can be affected by the student and other people, and a preparedness to adapt to them where necessary.

7.2 GENERAL OBJECTIVES

The module is designed as an assignment-based treatment of four key processes in communication and human relations. These processes provide the headings under which the module objectives are organized. On completion of this module the student should, at an appropriate level, be able to:

Informing:

- a. obtain, select and interpret information;
- b. exchange information;
- c. select and use correctly appropriate formats for transfer to information;

Persuading:

- d. identify false argument;
- e. formulate rational arguments;
- f. respond flexibly to personal factors;
- g. engage in constructive discussion;

Operating:

- h. understand the communication system of an organisation;
- j. select and use appropriate media of communication;
- k. adapt messages to the needs of different recipients;

Co-operating:

- l. understand the constraints and opportunities of group working;
- m. respond constructively to the contributions of others.

## 8 COMMON CORE MODULE 2: NUMERACY AND ACCOUNTING

### 8.1 AIMS

- 8.1.1 Help establish and develop basic numerical skills so that the student can use these to derive full benefit from the course as a whole.
- 8.1.2 Assist the student to understand the function of accounting in business, through a study of its basic concepts and methods.
- 8.1.3 Provide a basis for subsequent studies in accountancy, either within the course, or later in the student's career.
- 8.1.4 Enable the student to apply numerical and accounting skills and understanding to business problems, in a way which will increase his/her immediate, and future effectiveness in employment.

### 8.2 GENERAL OBJECTIVES

On completion of this module, the student should be able to:

- a. carry out arithmetical calculations and basic algebraic operations;
- b. construct and interpret graphs involving the accurate plotting of data and simple functions;
- c. represent and interpret data in tabular and diagrammatic form;
- d. calculate and interpret selected indices and measures of central tendency;
- e. outline the development and purpose of accounting;
- f. describe and explain accounting concepts and conventions;
- g. record financial information and prepare financial statements in accordance with accounting concepts;
- h. interpret accounting information;
- j. use the skills and concepts acquired to assist in the evaluation of simple business problems.

## 9 COMMON CORE MODULES 3 & 4: THE ORGANISATION IN ITS ENVIRONMENT

### 9.1 AIMS

- 9.1.1 Help the student to appreciate his/her own organisational role, through an understanding of the characteristics, function and structure of different types of business and administrative organisation.
- 9.1.2 Enable the student to appreciate the overall business and social context within which he/she works, and to provide a framework for developing understanding of the nature of business and its environment, both within the course and subsequently.
- 9.1.3 Encourage the student to bring together and relate academic disciplines as contributors to the analysis and solution of business problems.
- 9.1.4 Assist the student to apply understanding gained in this double module to the working environment, so as to become an effective contributory member of his/her employing organisation.

## 9.2 GENERAL OBJECTIVES

On completion of this double module, the student should be able to:

The organisation:

- a. understand the reasons for different forms of organisation in the public and private sectors;
- b. understand the nature of an organisation's objectives and policies;
- c. appreciate the varieties of contributions made by different forms of organisation to the working of a mixed economy;

Organisation and Demographic Factors

- d. understand the relevance of population structure, and changes within this, to the social and economic needs of the population, and to organisations and the services which they provide;

The Organisation and its Resources

- e. appreciate the economic, legal, political and social implications for the organisation inherent in its acquisition, use and disposal of resources;

The Organisation, its Markets, Customers and Clients

- f. recognise the importance for an organisation of the "customer" and his/her demands and needs, and assess the changing nature of a market environment;
- g. distinguish between markets which are met by commercial organisations and markets serviced by non-commercial organisations, analyse the information which organisations require to determine demands and needs, and describe appropriate systems for meeting these;
- h. assess the importance of domestic and overseas trade to the United Kingdom;
- j. understand principal aspects of the legal framework affecting relations between organisations, and between organisations and members of the public;

The Organisation, the State and the Community

- k. be aware of the major institutions of government at local, national and international level, which impact on the organisation;
- l. understand the major factors involved in the relationship between Government and the organisation;
- m. understand how Government policies influencing organisations are formulated in response to political, economic and social pressures;
- n. be aware of the nature and role of law and understand the general functions which the legal system performs with reference to business and administration;
- p. understand how Government policies are implemented and controlled;
- q. consider the effects of community pressures on policy and activities of organisations.

## 10 BUSINESS STUDIES BOARD

### BOARD CORE MODULE 5: QUANTITATIVE AND ACCOUNTING METHODS

#### 10.1 AIMS

- 10.1.1 Enable the student to develop an understanding of quantitative techniques as they are used in specific business operations, particularly those used in forecasting, budgeting and financial control.
- 10.1.2 Enable the student to develop an awareness of the types, sources and applications of relevant quantitative data in the context of forecasting, budgeting and control procedures.
- 10.1.3 Enable the student to have sufficient understanding of financial controls and accountancy practice to contribute more effectively to the commercial objectives of the organisation.
- 10.1.4 Enable the student to develop an understanding of simple quantitative techniques which he/she can apply generally within a work situation and/or in further studies.
- 10.1.5 Extend the basis for subsequent studies in accountancy, either within the course or later in the student's career.

#### 10.2 RATIONALE AND CONTEXT

- 10.2.1 This module is designed as an integrated study developing quantitative methods in the context of accounting. This approach has been adopted because in practice much accounting requires the application of statistical method and data presentation techniques. It seeks to avoid the situation where students can see no connection between accounting and quantitative methods when these are treated as separate subjects.
- 10.2.2 The area of study is considered appropriate for students employed, or wishing to be employed, in a wide range of commercial, manufacturing or service organisations, both publicly and privately owned. Such students, some of whom will be full-time and will not yet be committed to a particular area of interest, need a broad base of knowledge and skills from which to develop interests and on which to build specialisms. All such students require, within this broad base, the knowledge, skills and understanding developed within this module which builds on to, and further develops, the areas of study within Common Core Module 2, Numeracy and Accounting. It should thus form a practical development of the integrated teaching approach used in Module 2.
- 10.2.3 The module includes a number of objectives implicit in the Central Themes. It follows that Cross-Modular Assignments in the second year should draw on material and skills from this module, as they link across the core as a whole.
- 10.2.4 The Money Central Theme links the module with Common Core Module 2 and the Common Core Double Module (3 & 4). The latter link is especially strong in the area of forward planning (general objective a.) when the student can be made aware of factors, outside the scope of the module, which may affect any decisions made (such as legislation, economic factors, industrial relations etc.). There are also strong links through General Objective f.

- 10.2.5 The Numeracy Theme clearly links the module with Common Core Module 2, building upon a basic numerate ability, and extending analytical skills through appropriate additional techniques.
- 10.2.6 The ability to express oneself clearly obviously includes selecting and handling appropriate numerical data. Any results, interpretations, etc. must be communicated to management and fellow employees. The Communication Theme underlines links with Common Core Module 1 and Board Core Module 6, in that costing techniques and measurement of the firm's efficiency are related to organisational structure and procedure.

### 10.3 GENERAL OBJECTIVES

On completion of this module the student should:

- a. appreciate the requirements for forward planning and be aware of various kinds of quantitative and other information and techniques relevant to this;
- b. understand main principles of costing, select suitable costing methods and apply them to examples;
- c. be able to prepare budgeted accounts and budgets of various types, using appropriate quantitative techniques;
- d. understand and apply principal methods of budgetary control;
- e. be able to outline the uses and assess the limitations of budgeting;
- f. be able to assess profitability, efficiency and development of organisations through the analysis of accounting information;
- g. understand relationships between changes in the value of money and the interpretation of accounting statements;
- h. be able to realise the following objectives relating to quantitative data and techniques by applying them to forward planning, forecasting, budgeting and control, in the achievement of objectives a-g be able to:
  - HA identify different types and sources of relevant information;
  - HB extract information from statistical sources: process, utilise and present it;
  - HC understand the principles and limitations of relevant quantitative techniques;
  - HD apply such techniques to the production and evaluation of relevant data.

## 11 FINANCIAL SECTOR STUDIES BOARD

### BOARD CORE MODULE 5: ACCOUNTING 2

#### 11.1 AIMS

- 11.1.1 Build upon the work in Module 2 and prepare the way for further and more specialised accounting studies, developing a framework for understanding of principles and methods, to which other concurrent and/or subsequent studies of a more applied nature can be related.
- 11.1.2 Provide opportunities for part-time students to see the relevance of their practical work through assignments related to their experience.
- 11.1.3 Develop understanding and skills in accounting which will be relevant to the student's immediate and future employment.

## 11.2 GENERAL OBJECTIVES

On completion of this module the student should be able to:

- a. develop and apply accounting concepts and methods to different business entities and situations;
- b. explain and illustrate the need of management for financial information for planning, control and decision taking;
- c. analyse and evaluate the financial performance of an organisation;
- d. selectively employ appropriate concepts, methodology and analytical tools in the evaluation of business problems.

## 12 BUSINESS STUDIES BOARD AND FINANCIAL SECTOR STUDIES BOARD

### BOARD CORE MODULE 6: ADMINISTRATION IN BUSINESS

#### 12.1 AIMS

- 12.1.1 Encourage the student to develop a positive attitude towards administration through an increased awareness of its nature and operation within business.
- 12.1.2 Enable the student to become more effective in employment by developing an awareness of the needs and motives of people at work, and the ability to understand and apply specific administrative procedures.

#### 12.2 STRUCTURE AND APPROACH

- 12.2.1 The structure of this module can be seen as being divided into three parts of different size and importance, all of them inter-related and integral to the whole. It is therefore not suggested that they should be treated separately nor that the ordering of the objectives necessarily suggests the order to be followed by the teacher.
- 12.2.2 However, it may be felt that the learning objectives within Section a, which lays the foundation for the discussion of administrative practices and procedures within different types of organisation, should be covered during the early part of the module.
- 12.2.3 Sections b-g are seen as the heart of the module, involving a detailed study of the administrative systems, procedures and control within business.
- 12.2.4 The inclusion of Section h and j reflects the need to recognise the importance of the employee within the organisation. Motivation and attitude towards work fundamentally affect the ability of an organisation to achieve its objectives. It would thus be sterile to consider administrative systems and procedures without at the same time considering the employees who are operating these.

#### 12.3 GENERAL OBJECTIVES

On completion of this module the student should:

##### Organisational Structure:

- a. understand the principal features of organisational structure and operations:

### Administrative Systems and Procedures:

- b. understand main flows of information and documentation for planning, co-ordination and control within a business: including ways in which this information may be processed, retrieved, stored and transmitted;
- c. understand the importance of the computer as an information tool and be aware of its impact on administrative operations;
- d. be aware of routines and personal attitudes that lead to efficiency in the office;
- e. appreciate the need for measurement of performance;
- f. appreciate the need for constant review and possible changes in procedures;
- g. recognise the effects of different office environments on performance.

### The Employee Within the Organisation:

- h. understand the importance of the individual's attitude to work and motivation in the operation of business procedures;
- j. be aware of the ways in which conflict may arise, be resolved and co-operation achieved.

## 13 DISTRIBUTION STUDIES BOARD

### BOARD CORE MODULES 5 & 6

#### DOUBLE MODULE: THE ORGANISATION AND ECONOMICS OF DISTRIBUTION

##### 13.1 AIMS

- 13.1.1 Help students to understand the nature and function of the distributive firm in order to be able to appreciate their own role in the distribution industry.
- 13.1.2 Help students to understand the part played by an individual firm by giving them an appreciation of the distribution industry as a whole
- 13.1.3 Assist the student to appreciate the way in which certain social, economic, governmental and legal forces affect the distribution industry.
- 13.1.4 Encourage students to apply the knowledge and understanding acquired through this module to their working environment so as to become effective contributory members of the distribution industry

##### 13.2 STRUCTURE AND APPROACH

- 13.2.1 This double module has been designed as an integrated whole, covering the following aspects of distribution:
  - 1.1 an introduction and background to the industry;
  - 1.2 the nature and function of the distributive firm;
  - 1.3 the social, economic and legal aspects of distribution;
  - 1.4 problem solving in the distribution industry.
- 13.2.2 The Distribution Studies Board has recommended that all its National Level students should include distribution studies in their first year. It is therefore recommended that General Objectives a to e (inclusive) should be studied in the first year and Objectives f to l in the second.

- 13.2.3 General Objectives a and b are designed to introduce the students to the concept of distribution, giving some background knowledge of the way the industry is organised, so that students can relate their own role and experience in the industry to the nature and function of the industry as a whole. Those students with a BEC General Level Award containing some distribution studies will probably be familiar with much of this material, but it will not be unproductive to repeat this, giving such students greater opportunities to draw upon their own experiences. For students new to the subject it should provide an essential framework, enabling them to relate their own jobs to the way in which the whole distribution industry functions.
- 13.2.4 General objectives c and d cover the activities and processes relevant to the distributive firm. The purpose is first, to help the students perceive where their own department fits into the total activity of the firm and second, to give a knowledge of the function of other departments. At all times students should be encouraged to draw upon their own work experiences, whether full-time or part-time, and to compare the difference practices employed in apparently similar organisations. It should also be borne in mind that students are likely to be moved around from department to department as a part of the in-company training programme.
- 13.2.5 Therefore at the end of the first year of the course the student should have gained an outline of the industry as a whole and detailed knowledge of the way the individual distributive firm operates.
- 13.2.6 In the second year the emphasis moves back to the concept of the industry as a whole. General Objective f. is designed to give a student a knowledge of the various types of outlet that make up the industry. Students should be encouraged to relate the part played by the organisations they represent.
- 13.2.7 General Objectives g. to k. all deal with the external factors which affect the operation and development of the industry. This is probably the most theoretical section of the course and care should be taken to give students sufficient practical assignments to be able to relate their own firm's activities to the industry as a whole.
- 13.2.8 General Objective l is designed to encourage the student to apply the knowledge gained in the course of this module, together with the skills of communication and numeracy acquired in Modules 1 and 2, to solving business problems encountered in daily work.
- 13.2.9 It should be remembered that distribution students probably encounter the responsibilities and problems of management at an earlier age than most other business studies students, hence the inclusion of these topics in General Objective c. Wherever possible, this area should be treated in a practical manner and it may be desirable to return to it when covering General Objective l.
- 13.2.10 This double module has been designed as an essential area of study, forming a basis for distribution students, onto which specialist studies can be built by way of options - catering for students working in specialist areas of distribution, e.g. mail order, wholesaling. However, it may be more appropriate for those working in specialist departments of

Head Offices to study the Business Studies or Financial Studies Board Core to give them an even broader business base. The Distribution Studies Board Core could then be studied in the place of option modules to give them some knowledge and appreciation of the distribution industry.

- 13.2.11 As the specification for the common core double module - The Organisation and its Environment - also includes some aspects of legal, economic and social factors, it will be necessary for the teachers concerned to liaise closely in order to avoid unnecessary duplication or omissions.
- 13.2.12 This double module is, of necessity, specifically related to a particular area of employment. In order to give a coherence to the whole course, its teachers should liaise with those teaching core modules 1 & 2, especially in the setting of assignments with a distribution background.

### 13.3 GENERAL OBJECTIVES

On completion of this double module, students should be able to:

- a. appreciate the contribution made by the distribution industry to the national product;
- b. understand how the distribution industry is organised;
- c. understand how the distributive firm is organised and managed;
- d. understand the practical operation of the distributive firm;
- e. appreciate the need for using new methods and developments in the distributive firm;
- f. appreciate the different types of outlets that make up the distribution industry;
- g. be aware of the effects of social changes on the distribution industry;
- h. be aware of the effects of technological changes on the distribution industry;
- j. be aware of the effects various economic and social factors have on the distribution industry;
- k. understand how certain aspects of legislation affect the distribution industry;
- l. apply the relevant understanding gained through general objectives a-k to basic economic and business problems.

LIBRARY ASSOCIATION INDUSTRIAL GROUP CERTIFICATES IN LIBRARY WORK

STATEMENT DRAFTED AT THE MARCH 1979 CONFERENCE

We believe that the objectives can be stated as follows:

- a) to provide uniform national certification of a sufficiently high standard to justify recognition by employers and to motivate assistants.
- b) The certification should provide a path to full professional qualification.
- c) To make provision for the many assistants, both in Groups and Sections and those working on the reference, technical, scientific, commercial and similar units of public libraries who are using the techniques of specialised library and information work.

Against this background we would propose that there should be two certificates:

- a) Certificate in Librarianship; General
- b) Certificate in Librarianship; Special Techniques & Information Work.

These could be taken separately and would each have separate certificates. It would, however, require both certificates to be held before any standing towards fuller qualification would be considered.

Learning objectives for each certificate might be:

- a) Certificate in Librarianship; General

Functions, organisation and administration of libraries

Legislation, employment conditions

General routines and services

Cataloguing, classification and indexing

- b) Certificate in Librarianship; Special Techniques & Information Work

Organisational status and functions of the library in the parent body

Information and data services

Acquisition, digestion and utilisation of data

Use of reference materials

Enquiry techniques, bibliographical work, bulletins

Automation and computerisation.

Courses for each certificate would be of one year, with written final examinations. They would include a limited amount of field work and possibly very necessary degree of national tutorial uniformity (which will be non-existent with the B.E.C. system) should be obtained possibly by some system of LA authorisation. The possibility of running a national corespondence course, perhaps in conjunction with ASLIB and the IIS, might be considered.

The Group recognises the politic advantages, in certain circumstances, of being associated with an authorised educational body, but is convinced that, in the case of librarianship, the proposed B.E.C. pattern course will, after a short period, be totally discredited and will equally have discredited the Library Association and the library profession.

While on the one hand the image of a graduate profession is being fostered, it would seem on the other that no qualms are felt at the overall implications of the B.E.C. pattern, and particularly on the profession's inability to recruit entrants above the basic level of ability that this type of course suggests.

The aim must be creation of a certificated qualification at a level which an employer will accept as meaningful and an assistant as genuinely worthwhile studying. Neither of these aims will be achieved by the B.E.C. course.

It is our firm opinion that, if the status of librarianship is to be raised rather than diminished, a more satisfactory approach to the long-standing problem of certification and recognition for sub-professional assistants should be sought without delay.

THE SCOTTISH TECHNICAL EDUCATION COUNCIL CERTIFICATE

AND HIGHER CERTIFICATE COURSES

IN LIBRARY AND INFORMATION SCIENCE

SCOTEC CERTIFICATE

COURSE IN

LIBRARY AND INFORMATION

SCIENCE - 1983/84

[N.B. The syllabus itself has been bound in the thesis with the exception of the end papers and other prefatory matter.]

**GENERAL ADMINISTRATIVE PRINCIPLES AND PRACTICE (30 hours)**

**Aim:**

To provide the student with a knowledge of the basic principles and practices in office routine and methodology.

'The expected learning outcome is that the student.....'

**A Office Routine and Methodology (30 hours)**

1. Understands the basic principles and practice of office routine and methodology.
  - 1.1 Explains the need for records.
  - 1.2 Describes methods of retaining and maintaining records eg estimates, quotations, requisitions, invoices, statements, delivery notes, inventories.
  - 1.3 Explains the necessity to keep accurate financial records.
  - 1.4 Describes methods of keeping financial records in relation to invoices, postage and petty cash.
  - 1.5 Describes the style and objectives of written correspondence.
  - 1.6 Describes various arrangements in filing correspondence.
  - 1.7 Distinguishes between letter by letter and word by word alphabetisation.
  - 1.8 Describes different types of equipment for filing records and correspondence eg vertical and lateral filing systems.
  - 1.9 Explains methods of compiling statistics.
  - 1.10 Explains methods of handling in-coming and out-going mail.
  - 1.11 Describes simple methods of stock control.
  - 1.12 Distinguishes between the objectives of oral and written communication.

Total recommended time (30 hours)

**TABLE OF SPECIFICATIONS**

**General Administrative Principles and Practice (30 hours)**

Topic	Ability	Knowledge	Comprehension	Total
A Office Routine and Methodology (30 hours)		60	40	100
<b>Total</b>		<b>60</b>	<b>40</b>	<b>100</b>

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

**DESCRIPTIVE BIBLIOGRAPHY AND INDEXING I (30 hours)**

**Aim:**

To develop in the student an ability to distinguish between different types of publication and audio-visual material the more readily to assist library and information service users.

'The expected learning outcome is that the student.....'

**A Books (11 hours)**

- 2. Demonstrates a knowledge of the various aspects of a book.
  - 1.1 Describes the following:
    - (a) Preliminaries:—half title or bastard title, frontispiece, title-page, dedication, preface or foreword, acknowledgements, list of contents.
    - (b) Main Text:—running title, chapter headings, shoulder notes, foot notes.
    - (c) Subsidiaries:—Appendices, bibliography, glossary, notes, supplements, index.
    - (d) Pagination.
  - 1.2 Describes briefly the manufacture of paper.
  - 1.3 Describes briefly the various methods of printing and illustration.
  - 1.4 Describes how a book is bound and rebound.
  - 1.5 Defines edition and issue.

**B Special Materials (3 hours)**

- 2. Demonstrates a knowledge of special materials.
  - 2.1 Lists special types of printed material as: periodicals, pamphlets, charts, maps, rare books, confidential material and programmed material.
  - 2.2 Explains the role of special materials in libraries of all descriptions.
  - 2.3 Outlines the problems associated with the acquisition, filing, storing and making available of special materials.

**C Audio-visual Material (4 hours)**

- 3. Demonstrates a knowledge of audio-visual material.
  - 3.1 Lists the types of audio-visual materials as: records, films, video-tapes, audio-tapes, filmstrips, tape slides, slides and micro-documents.
  - 3.2 Explains the role of audio-visual materials in all types of library.
  - 3.3 Outlines the problems associated with audio-visual material as regards filing, storage and availability.

**D Book Trade (12 hours)**

- 4. Demonstrates a knowledge of the book trade.
  - 4.1 Distinguishes between the role of the publisher and that of the book-seller.
  - 4.2 Describes briefly publishing from the receipt of a manuscript to the production of a book. (Introduction to proof reading.)
  - 4.3 Lists the special problems involved in the publishing and distribution of periodicals.
  - 4.4 Describes the relationship between libraries and bookshops.
  - 4.5 Shows the significance of the services offered by booksellers to libraries, such as the library licence scheme, approvals, discounts and processing.

Total recommended time (30 hours)

## TABLE OF SPECIFICATIONS

Related Studies

(30 hours)

Topic	Ability	Knowledge	Comprehension	Application	Analysis	Total
<b>A Study and Learning Techniques (10 hours)</b>		8	2	23	—	33
<b>B The Individual in Society (10 hours)</b>		20	13	—	—	33
<b>C An Appreciation of Microelectronics (10 hours)</b>		17	10	—	7	34
<b>Total</b>		45	25	23	7	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraph 5 Details of Assessment).

## TABLE OF SPECIFICATIONS

### Descriptive Bibliography and Indexing I

(30 hours)

Topic	Ability	Knowledge	Comprehension	Application	Total
A Books (11 hours)		34	3	—	37
B Special Materials (3 hours)		7	3	—	10
C Audio-visual Material (4 hours)		10	3	—	13
D Book Trade (12 hours)		13	20	7	40
Total		64	29	7	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

## SOURCES OF INFORMATION I

(30 hours)

### Aim:

To enable the assistant to select a suitable source of information when assisting with enquiries.

'The expected learning outcome is that the student.....'

### A Users' Needs (5 hours)

1. Demonstrates an appreciation of users' needs for information.
  - 1.1 Describes methods of acquiring, storing and disseminating information.

### B Selection of Information (18½ hours)

2. Demonstrates a knowledge of suitable sources of information within his own library and information service for dealing with requests for information and data.
  - 2.1 Gives brief descriptions of encyclopedias, yearbooks, directories and language dictionaries.
  - 2.2 Gives brief descriptions of special subject dictionaries and encyclopedias.
  - 2.3 Gives brief descriptions of indexes and bibliographies.
  - 2.4 Gives brief descriptions of trade literature.
  - 2.5 Gives brief descriptions of standard specifications, codes of practice and patent specifications.
  - 2.6 Gives brief descriptions of local information, viz: brochures, guides and maps.
  - 2.7 Gives brief descriptions of government and parliamentary publications.
  - 2.8 Gives brief descriptions of sources of statistical data.

### C Sources of Information (6½ hours)

3. Demonstrates a knowledge of sources of information outside his own library and information services.
  - 3.1 Describes how to use the expertise of staff within the organisation he serves as a source of information.
  - 3.2 Describes sources of information of kindred organisations, eg other library and information services, institutions, trade associations.
  - 3.3 Describes commercial and government services.

Total recommended time (30 hours)

## TABLE OF SPECIFICATIONS

### Sources of Information I

(30 hours)

Topic	Ability	Knowledge	Total
A Users' Needs (5 hours)		17	17
B Selection of Information (18½ hours)		62	62
C Sources of Information (6½ hours)		21	21
Total		100	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

**LIBRARY AND INFORMATION TECHNOLOGY I (30 hours)**

**Aim:**

To produce in the student a familiarity with machines and a confidence in their use and maintenance, and to examine their applications in library and information services.

'The expected learning outcome is that the student.....'

1. Demonstrates a working knowledge of the various machines used in library and information services.
  - A Reprography (6½ hours)
    - 1.1 Lists the different types of machines used for reprography in libraries.
    - 1.2 Demonstrates correct usage and care of reprographic machines.
    - 1.3 Describes the circumstances in which a reprographic machine may be used.
    - 1.4 Calculates unit costs of copying documents.
    - 1.5 Defines the term 'copyright'.
    - 1.6 Outlines the procedure to be followed as regards copyright regulations.
  - B Microdocument Readers (5 hours)
    - 1.7 States the function of microdocument readers/printers for all forms of miniaturised records.
    - 1.8 Demonstrates correct usage and care of microdocument readers.
    - 1.9 Lists the advantages and disadvantages of microdocument readers.
  - C Typewriters (1 hour)
    - 1.10 Describes the preparation of scripts to be typewritten.
    - 1.11 Describes situations in which tape typewriters may be used.
  - D Dictating Machines (1 hour)
    - 1.12 Demonstrates correct usage and care of dictating machines.
    - 1.13 Lists the advantages and disadvantages of dictating machines over other forms of communication.
  - E Calculating Machines (1½ hours)
    - 1.14 Outlines the function of a calculating machine.
    - 1.15 Demonstrates the ability to use a calculating machine.
  - F Issuing and Security Systems (7½ hours)
    - 1.16 Outlines the function of electronic issuing systems eg a Plessey Pen.
    - 1.17 Demonstrates correct usage of a Plessey Pen.
    - 1.18 Describes storage of information recorded by a Plessey Pen.
    - 1.19 Describes retrieval of this information.
    - 1.20 States the function of detection devices.
    - 1.21 Lists the situations in which such devices would be utilised.
    - 1.22 Describes and demonstrates procedures consequent on using these devices.
  - G Telephone (3 hours)
    - 1.23 Demonstrates correct use of telephone (incoming and outgoing calls, local, STD and foreign calls) for internal and external communication.
    - 1.24 Demonstrates correct procedures in passing on information received via the telephone.
  - H Telex (1½ hours)
    - 1.25 Describes the operation of telex.
    - 1.26 Describes situations in which telex may be used.
  - I Internal Communications (3 hours)

**2. Demonstrates a knowledge of mechanical and electronic internal communication systems.**

- 2.1 Identifies various types of internal communication systems (eg beepers, loudspeakers, lights, closed circuit television etc).**
- 2.2 States the advantages and disadvantages of each.**

**Total recommended time** (30 hours)

## TABLE OF SPECIFICATIONS

Library and Information Technology I

(30 hours)

Topic	Ability	Knowledge	Comprehension	Application	Motor	Total
A Reprography (6½ hours)		13	—	3	5	21
B Microdocument Readers (5 hours)		12	—	—	5	17
C Typewriters (1 hour)		3	—	—	—	3
D Dictating Machines (1 hour)		2	—	—	2	4
E Calculating Machines (1½ hours)		3	—	—	2	5
F Issuing and Security Systems (7½ hours)		20	—	—	5	25
G Telephones (3 hours)		—	—	—	10	10
H Telex (1½ hours)		5	—	—	—	5
I Internal Communications (3 hours)		10	—	—	—	10
<b>Total</b>		<b>68</b>	<b>—</b>	<b>3</b>	<b>29</b>	<b>100</b>

Note:

The numbers within the table indicate the relative weighting given to the various topics and abilities.

**Aim:**

To acquaint the student with the basic purpose of standard routine processes in libraries, and to familiarise him with the various methods in use in different types of library services to achieve these purposes.

'The expected learning outcome is that the student.....'

**A Services****(11 hours)**

1. Demonstrates a knowledge of the general structure of services.
  - 1.1 Outlines the general structure of library systems.
  - 1.2 Describes the chain of responsibility from governing body, executive officer, senior and junior staff.
  - 1.3 Indicates the range of separate departments, including reference, adult lending, children's, reading rooms, special subject departments, information services and central common services.

**B Selection and Acquisition****(17 hours)**

2. Demonstrates a knowledge of procedures for selection and acquisition.
  - 2.1 Describes the different methods of organising in the selection of books and other materials.
  - 2.2 Describes the methods used to select materials for library stock.
  - 2.3 Describes the types of detailed records to be maintained for the acquisition of books and other supplies.
  - 2.4 Outlines the process of ordering and checking books and other materials on receipt.
  - 2.5 Describes the various methods of recording the acquisition of books and other materials.
  - 2.6 Describes the various processes in the preparation of books for public use.

**C Organisation of Stock****(8 hours)**

3. Demonstrates an appreciation of the organisation of stock for use of readers.
  - 3.1 Describes the arrangement and guiding of books and other materials.
  - 3.2 Describes daily routines for checking the arrangements of books.
  - 3.3 Gives examples of various types of special displays.

**D Maintenance of Stock****(8 hours)**

4. Demonstrates an appreciation of the general maintenance of stock.
  - 4.1 Describes the various means by which preservation of books may be ensured.
  - 4.2 Describes various means of simple repairs.
  - 4.3 Describes the examination of books preparatory to rebinding or reinforcing.
  - 4.4 Describes the procedure for preparation of books and periodicals to be sent for binding.
  - 4.5 Describes the procedures to be carried out on receipt of books and periodicals returned from the binders.

- E Lending Services (11 hours)**
5. Knows the procedures involved in lending services in libraries.
    - 5.1 Describes various methods for the registration of readers as members of a library.
    - 5.2 Describes the various methods in use for the issue of books and other materials.
    - 5.3 Describes the recording of issue statistics.
    - 5.4 Describes the facilities available for the interlending of books between libraries.
- F Assistance (5 hours)**
6. Demonstrates an appreciation of methods of giving assistance to readers.
    - 6.1 States the importance of the attitude of library and information service staff in their dealings with users.
    - 6.2 Describes the personal help that can be given to readers.

Total recommended time (60 hours)

### TABLE OF SPECIFICATIONS

Library Administrative Practice (60 hours)

Topic	Ability	Knowledge	Comprehension	Total
<b>A Services (11 hours)</b>		18	—	18
<b>B Selection and Acquisition (17 hours)</b>		28	—	28
<b>C Organisation of Stock (8 hours)</b>		7	7	14
<b>D Maintenance of Stock (8 hours)</b>		14	—	14
<b>E Lending Services (11 hours)</b>		18	—	18
<b>F Assistance (5 hours)</b>		—	8	8
<b>Total</b>		85	15	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

## OBJECTIVES OF LIBRARY AND INFORMATION SERVICES (30 hours)

### Aim:

To provide the student with an understanding of the part played by the library assistant in the library and information service.

'The expected learning outcome is that the student. ....'

### A History of Libraries (2 hours)

1. Demonstrates a knowledge of the history of libraries.
  - 1.1 Describes briefly the emergence, growth and development of libraries of all types.

### B Modern Society (18 hours)

2. Demonstrates a knowledge of the contribution of libraries and information services to various sectors of modern society.
  - 2.1 Summarises the role of the library in primary, secondary and tertiary institutions of education.
  - 2.2 Summarises the role of the library and information service in local and national government.
  - 2.3 States the control exercised by government on libraries.
  - 2.4 Explains the contribution of information services to the individual needs of the citizen.
  - 2.5 Describes the educational role of the public library.
  - 2.6 Estimates the contribution made by public libraries to the overall provision of recreation and leisure facilities in the community.
  - 2.7 Describes the function of library and information services in industry and commerce.
  - 2.8 Describes the part played by library and information services in the world of research.

### C National Libraries (7½ hours)

3. Demonstrates an appreciation of the role of National libraries.
  - 3.1 Outlines the principal functions of national libraries.
  - 3.2 Explains the organisation and services of the British Library.
  - 3.3 Describes schemes of inter-library co-operation operating in the UK with particular reference to British Library Lending Division and National Library of Scotland Lending Services.

### D Professional Organisations (2½ hours)

4. Demonstrates a knowledge of the activities and services of those professional organisations most closely associated with librarianship and information science.
  - 4.1 States the main functions of each of the following:
    - (a) Library Association
    - (b) Institute of Information Scientists
    - (c) Aslib
    - (d) International Federation of Documentation (FID)
    - (e) International Federation of Library Associations (IFLA).

Total recommended time (30 hours)

## TABLE OF SPECIFICATIONS

Objectives of Library and Information Services

(30 hours)

Topic	Ability	Knowledge	Comprehension	Total
A History of Libraries (2 hours)		7	—	7
B Modern Society (18 hours)		20	40	60
C National Libraries (7½ hours)		15	10	25
D Professional Organisations (2½ hours)		8	—	8
Total		50	50	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

**Aim:**

To familiarise the student with the world of the mass media in which he is involved.

'The expected learning outcome is that the student.....'

**A Education and Entertainment (6 hours)**

- 1. Demonstrates an appreciation of the role of the media in education and entertainment.
  - 1.1 Describes the use of TV and radio as an aid to learning at school and in adult life. CEEFAX, ORACLE.
  - 1.2 Demonstrates the use of newspapers and periodicals as an aid to learning and leisure activities.
  - 1.3 Describes the working of the Open University.

**B Newspapers and Periodicals (5 hours)**

- 2. Demonstrates an appreciation of the role of newspapers and periodicals.
  - 2.1 Gives examples of readership of newspapers and periodicals.
  - 2.2 Distinguishes between primary and secondary information in newspapers and periodicals.

**C Social Effects (12 hours)**

- 3. Demonstrates an awareness of the social effects of the mass media.
  - 3.1 Identifies communication patterns in society before the existence of telegraphy and radio.
  - 3.2 Summarises the development of rapid communications.
  - 3.3 Outlines the major effects of rapid communications on social behaviour.
  - 3.4 Describes benefits of the mass media for handicapped people.

**D Reading, Viewing and Listening (7 hours)**

- 4. Demonstrates an appreciation of the individual's response to reading, viewing and listening.
  - 4.1 Distinguishes between the various methods of reading, viewing and listening which can be employed by the individual.
  - 4.2 Gives examples of the type of advice which can be given to improve methods of reading, viewing and listening, eg listening to lectures.

Total recommended time (30 hours)

**TABLE OF SPECIFICATIONS**

**Media Studies**

**(30 hours)**

Topic \ Ability	Knowledge	Comprehension	Application	Analysis	Total
A Education and Entertainment (6 hours)	17	—	3	—	20
B Newspapers and Periodicals (5 hours)	—	10	—	7	17
C Social Effects (12 hours)	30	10	—	—	40
D Reading, Viewing and Listening (7 hours)	—	13	—	10	23
<b>Total</b>	<b>47</b>	<b>33</b>	<b>3</b>	<b>17</b>	<b>100</b>

Note:

The numbers within the table indicate the relative weighting given to the various topics and abilities.

## USER STUDIES

(60 hours)

### Aim:

To provide the student with an understanding of the needs of different categories of readers, and to equip him with the skills necessary to meet these needs.

'The expected learning outcome is that the student.....'

### A Library Use (14 hours)

1. Demonstrates a knowledge of the use made of libraries by different types of users and the ways of collecting information about these needs.
  - 1.1 Gives examples of typical needs of public library users as regards:
    - (i) education
    - (ii) information
    - (iii) recreation.
  - 1.2 Describes the needs of library users in primary and secondary education.
  - 1.3 Describes the needs of library users in further and higher education.
  - 1.4 Describes the needs of library and information service users in industry and research.
  - 1.5 Describes how surveys of library use may be made.

### B Types of Publications (6 hours)

2. Demonstrates a knowledge of the type of publications which may be produced by libraries and information services and the contribution these may make to public relations activities.
  - 2.1 Describes book lists and bibliographies produced by individual libraries.
  - 2.2 Describes current awareness publications and their use.
  - 2.3 Describes guides to the library.
  - 2.4 Describes annual reports and other library publications.
  - 2.5 Describes practical methods of producing the above documents (2.1-2.4).

### C Posters and Exhibitions (5 hours)

3. Demonstrates an appreciation of the role of posters and exhibitions in publicising the library and its services.
  - 3.1 Outlines the principles of good exhibition design and layout.
  - 3.2 Outlines the practical techniques of poster design with reference to colour, composition and typography.
  - 3.3 Identifies suitable exhibition furniture and equipment.

### D Reader Handicaps (7 hours)

4. Demonstrates an awareness of various reader handicaps and the aids available to such readers.
  - 4.1 States the factors to be considered in library layout and design to facilitate access by the physically handicapped.
  - 4.2 Identifies the range of services available to the blind.
  - 4.3 Outlines the needs of the slow adult reader.
  - 4.4 Describes the services being developed to help the slow adult reader.
  - 4.5 Describes library services provided to the housebound, sick and aged members of the community.

- E Maintenance and Premises (8 hours)**
- 5. Demonstrates a knowledge of the factors affecting maintenance of premises.
    - 5.1 States the principles of building and furniture maintenance.
    - 5.2 States the major heating and lighting requirements of libraries and their users.
    - 5.3 Outlines the principles of good furnishing and decoration.
- F Materials Storage (14 hours)**
- 6. Demonstrates a knowledge of materials storage.
    - 6.1 Lists the problems of storage of library stock.
    - 6.2 Outlines the various methods of storing books.
    - 6.3 Outlines the various methods of storing non-book material.
    - 6.4 Shows current practice of providing access to all types of stock for staff and readers.
    - 6.5 Describes current practice of stock location.
    - 6.6 Shows the need for stock security and the factors that affect security viz. reader attitude, stock adequacy; back-up facilities (eg photocopying) and issue systems.
    - 6.7 Outlines the various types of modern security systems.
- G Extension Activities (6 hours)**
- 7. Demonstrates an appreciation of the role of extension activities.
    - 7.1 Estimates the benefits and opportunities provided by the library's involvement in extension activities.
    - 7.2 Discovers different types of extension activity with regard to book stock, staffing and accommodation.

Total recommended time (60 hours)

## TABLE OF SPECIFICATIONS

User Studies

(60 hours)

Topic	Ability	Knowledge	Comprehension	Application	Total
<b>A</b> Library Use (14 hours)		18	5	—	23
<b>B</b> Types of Publication (6 hours)		10	—	—	10
<b>C</b> Posters and Exhibitions (5 hours)		5	4	—	9
<b>D</b> Reader Handicaps (7 hours)		2	10	—	12
<b>E</b> Maintenance and Premises (8 hours)		3	10	—	13
<b>F</b> Materials Storage (14 hours)		10	3	10	23
<b>G</b> Extension Activities (6 hours)		—	5	5	10
<b>Total</b>		48	37	15	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraph 5 Details of Assessment).

**DESCRIPTIVE BIBLIOGRAPHY AND INDEXING II (30 hours)**

**Aim:**

To develop in the student an ability to distinguish between different classification and cataloguing procedures the more readily to assist library and information service users.

'The expected learning outcome is that the student.....'

**A Classification, Indexing and Cataloguing (27 hours)**

1. Demonstrates a knowledge of classification.
  - 1.1 Distinguishes between analytic and synthetic approaches to classification.
  - 1.2 Lists the purposes of classification.
  - 1.3 Describes the essential features of a classification scheme.
  - 1.4 Lists the desirable qualities of a good notation.
  - 1.5 Describes the uses of notation.
  - 1.6 Recognises the existence of different classification schemes.
  - 1.7 Lists the disadvantages of classification.
  - 1.8 Explains co-ordinate indexing.
  - 1.9 Lists the information which a catalogue should cover.
  - 1.10 Lists the different types of catalogue.
  - 1.11 Distinguishes between a dictionary catalogue and a classified catalogue.
  - 1.12 Describes the various physical forms of catalogue:—card, sheaf, guard book, microform and computer print out.
  - 1.13 Describes the production of a national catalogue.
  - 1.14 Describes catalogues of non-book material.
  - 1.15 Describes recent developments in classification.

**B Enumerative Bibliography (3 hours)**

2. Demonstrates a knowledge of enumerative bibliography.
  - 2.1 Defines enumerative bibliography.
  - 2.2 Describes the manner in which catalogue records can be used to produce accession lists and bibliographies.

Total recommended time (30 hours)

## SOURCES OF INFORMATION II

(30 hours)

**Aim:**

To enable the assistant to use a wide range of reference material and to make a literature search.

'The expected learning outcome is that the student.....'

**A Reference Materials (13 hours)**

1. Demonstrates an ability to use a wide range of reference materials.
  - 1.1 Uses bibliographies and indexes.
  - 1.2 Uses general encyclopedias and dictionaries.
  - 1.3 Uses encyclopedias and dictionaries of subjects (including language dictionaries).
  - 1.4 Uses year books and directories.
  - 1.5 Uses trade literature.
  - 1.6 Uses standard specifications, codes of practice and patent specifications.

**B Literature Search (17 hours)**

2. Demonstrates an ability to make a literature search.
  - 2.1 Uses annual reviews and progress reports.
  - 2.2 Uses abstracts journals.
  - 2.3 Uses periodicals indexes.
  - 2.4 Uses citations in encyclopaedias, monographs, textbooks, and periodicals.
  - 2.5 Uses patent specifications.

Total recommended time (30 hours)

**TABLE OF SPECIFICATIONS**  
Bibliography and Sources of Information (60 hours)

Topic \ Ability	Ability	Knowledge	Comprehension	Application	Total
<b>Descriptive Bibliography and Indexing II</b>					
<b>A Classification (27 hours)</b>		33	12	—	45
<b>B Enumerative Bibliography (3 hours)</b>		5	—	—	5
<b>Sources of Information II</b>					
<b>A Reference Materials (13 hours)</b>		—	—	21	21
<b>B Literature Search (17 hours)</b>		—	—	29	29
<b>Total</b>		38	12	50	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

These subjects will be assessed by SCOTEC (see paragraph 5 Details of Assessment).

'The expected learning outcome is that the student.....'

**A Audio-visual Equipment (24 hours)**

1. Demonstrates a working knowledge of audio-visual equipment and computer systems.
  - 1.1 Outlines the fundamentals of electrical safety.
  - 1.2 Demonstrates good practice in handling electrical equipment.
  - 1.3 Recognises common faults in record players.
  - 1.4 Describes the playing of tape recordings on audio-tape machines.
  - 1.5 Describes the playing of tape recordings on typical cassette tape recorders.
  - 1.6 Describes the use of tape recorders in combination with other audio instruments.
  - 1.7 Demonstrates the projection of silent and sound film-strips.
  - 1.8 Demonstrates the operation of single slide and tray loading projectors and all accessories.
  - 1.9 Demonstrates the operation of opaque projectors.
  - 1.10 Demonstrates the operation of overhead projectors.
  - 1.11 Demonstrates an acceptable skill in operating several types of 16mm and 8mm projector.
  - 1.12 Demonstrates the correction of faulty TV pictures by using appropriate controls.
  - 1.13 Describes the making and playing of video-tape recordings.
  - 1.14 Describes the diagnosis of equipment failures.
  - 1.15 Describes compilation of multi-media kits.
  - 1.16 Describes the use of a learning programme.

**B Computer Systems (6 hours)**

2. Demonstrates a knowledge of the use of computer systems in libraries.
  - 2.1 Outlines the principles underlying the use of computer systems in libraries.
  - 2.2 Lists the uses of computer systems in libraries to include:
    - (i) ordering
    - (ii) cataloguing
    - (iii) information storage
    - (iv) retrieval
    - (v) selective dissemination of information (SDI).
  - 2.3 Describes the procedures involved in 2.2 (i)—(v).

Total recommended time (30 hours)

## TABLE OF SPECIFICATIONS

Library and Information Technology II

(30 hours)

Topic \ Ability	Knowledge	Comprehension	Application	Analysis	Motor	Total
A Audio-visual Equipment (24 hours)	33	7	—	7	33	80
B Computer Systems (6 hours)	13	7	—	—	—	20
Total	46	14	—	7	33	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraph 5 Details of Assessment).

**Aim:**

To enable the student:

- (a) to communicate competently through the medium of spoken English;  
 (b) to communicate competently through the medium of written English.

'The expected learning outcome is that the student. . . . .'

**A Oral Communication****(15 hours)**

1. Understands the principles of oral communication.
  - 1.1 Expresses himself clearly in a few sentences on a prepared topic.
  - 1.2 Answers questions on topic in 1.1 in a lucid, rational and concise manner.
  - 1.3 Argues in favour of or against a particular point of view by marshalling and detailing his personal knowledge.
  - 1.4 Participates in a group discussion, observing standard meeting procedure by addressing the discussion leader, refraining from interrupting and presenting his case and arguments as in 1.1 and 1.3.
  - 1.5 Gives oral instruction effectively.
  - 1.6 Receives verbal messages and repeats them accurately.
  - 1.7 Interprets oral instructions by completion of a task or assignment.
  - 1.8 Converts instruction, explanations and data in written form or oral account.
2. Gives a report orally in a confident and convincing manner.
  - 2.1 Prepares a five-minute talk on a given subject using notes instead of a script.
  - 2.2 Demonstrates how to control nervousness.
  - 2.3 Demonstrates effective delivery techniques.
  - 2.4 Produces rapport with audience.
  - 2.5 Demonstrates how to control timing of talk.
  - 2.6 Shows how to convert written English into spoken English.
  - 2.7 Uses audio-video aids where appropriate to reinforce the spoken word.
3. Demonstrates willingness to participate in class discussion.
  - 3.1 Selects information on topic to be discussed.
  - 3.2 Asks questions.
  - 3.3 Presents information in discussion.
  - 3.4 Follows class discussion.
  - 3.5 Participates in class discussion.
4. Demonstrates the usage of the appropriate spoken English in a variety of contexts.
  - 4.1 Explains the principles of debating.
  - 4.2 Lists basic terminology relating to committee work and procedures.
  - 4.3 Demonstrates competence in role play exercises.
  - 4.4 Outlines the important features of good telephone technique.
  - 4.5 Demonstrates good telephone technique.

**B Written Communication****(15 hours)**

5. Understands the principles of written communication eg letters, memoranda, notices, instructions (including algorithms) and reports.
  - 5.1 Identifies the purpose of written communication.

- 5.2 Explains the necessity for researching evidence/information relevant to written communication.
- 5.3 Organises information into an appropriate structure. (Students should be given practice in the writing of both informative and persuasive reports).
- 5.4 Summarises written information.
- 6. Exhibits proper sensitivity to factors affecting communication in the library situation.
  - 6.1 Identifies the differences between lay and specialist thinking.
  - 6.2 Establishes clients' needs as opposed to their demands.

**Total recommended time      (30 hours)**

## TABLE OF SPECIFICATIONS

### Communication

(30 hours)

Topic	Ability	Knowledge	Comprehension	Analysis	Synthesis	Motor	Total
A Oral Communication (15 hours)		7	7	—	—	36	50
B Written Communication (15 hours)		2	2	10	36	—	50
Total		9	9	10	36	36	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraph 5 Details of Assessment).

## RELATED STUDIES

(30 hours)

'The expected learning outcome is that the student.....'

### A Study and Learning Techniques

(10 hours)

1. Evaluates reasons for study.
  - 1.1 Identifies goals or objectives to be achieved.
2. Applies effective study techniques.
  - 2.1 Explains the benefits of using specific recall and review techniques in achieving effective use of memory.
  - 2.2 Uses different memory systems eg
    - (a) number-rhyme system;
    - (b) key words system;
    - (c) association (story) system.
3. Demonstrates use of non-linear note taking.
  - 3.1 Describes differences between traditional linear pattern of speech and print—and non linear patterning techniques for note taking.
  - 3.2 Demonstrates example of advanced patterned notes on subject specified.
4. Understands principles of review.
  - 4.1 Describes problems arising from use of standard study techniques.
  - 4.2 Outlines a timetable for review on a subject to keep up recall level.
  - 4.3 Uses planned approach to study of subjects.
5. Recognises the benefits to be gained by the use of different learning methods and media.
  - 5.1 Uses learning packages.
  - 5.2 Uses structured learning manuals.
  - 5.3 Uses programmed learning machines.
  - 5.4 Uses close circuit television medium.
6. Demonstrates the ability to use techniques of study.
  - 6.1 Allocates time to subjects.
  - 6.2 Reviews learning regularly.
  - 6.3 Uses effective reading techniques.
  - 6.4 Reads more speedily.
  - 6.5 Uses effective filing system for notes.

### B The Individual in Society

(10 hours)

7. Understands the political and economic processes and their effects on individual welfare.
  - 7.1 Outlines local and national levels of the political process.
  - 7.2 Identifies political and economic factors in political decision making.
  - 7.3 Explains the economic factors which determine the standard of living—investment, employment etc.
  - 7.4 Identifies sources of job satisfaction.
  - 7.5 Explains the factors involved in the development of an occupational identity.

### C An Appreciation of Microelectronics

(10 hours)

8. Understands basic microprocessor systems.
  - 8.1 States that an integrated circuit consists of a large number of microscopic electronic parts ie diodes, transistors and resistors contained on a small piece of silicon called a chip.

- 8.2 States that such elements are broadly classified as:
  - (a) small scale integrated circuitry—of the order of 10's of devices per chip;
  - (b) medium scale integrated circuitry—of the order of 100's of devices per chip;
  - (c) large scale integrated circuitry—of the order of 1000's of devices per chip;
  - (d) very large scale integrated circuitry—of the order of 10000's of devices per chip.
- 8.3 States that a microprocessor is a large scale integration device which operates according to a program.
- 8.4 States that a microprocessor is a central processing unit with connecting information paths called buses to the outside world.
- 8.5 States that a microprocessor requires peripherals to input, output and store information.
- 8.6 Explains the basic functions of the following peripherals:
  - (a) ROM (read only memory);
  - (b) RAM (random access memory);
  - (c) visual display unit (VDU);
  - (d) devices for the conversion of analogue to digital signals and vice versa;
  - (e) punched tape;
  - (f) magnetic tape;
  - (g) discs;
  - (h) teletype;
  - (i) printers.
- 9. Demonstrates a knowledge of the development of aids to computing.
  - 9.1 Outlines the historical development of man-made aids viz: Abacus, Babbage, slide rule etc.
  - 9.2 Associates the miniaturisation of computers with the development of LSI.
  - 9.3 Distinguishes between analogue and digital computers.
  - 9.4 Lists the main features of microcomputers.
  - 9.5 Discusses the development of the microcomputer.
- 10. Demonstrates a knowledge of the applications of microprocessors and microcomputers.
  - 10.1 Distinguishes between the microprocessor and the microcomputer.
  - 10.2 Outlines typical applications of the microprocessor\*.
  - 10.3 Outlines typical applications of the microcomputer\*.
  - 10.4 Explains the necessity for suitable transducers and interface modules.  
 \*10.2 and \*10.3 should be drawn from areas of particular interest to the students. A typical selection may be taken from the following: automobiles, security systems, domestic applications, process control, interactive computer graphics, simulation design.
- 11. Estimates the effects of microelectronics on employment.
  - 11.1 Describes the changing pattern of educational games eg the home computer.
  - 11.2 Explains the need for training and retraining of personnel in the use of new microelectronic devices.

- 11.3 Explains that the introduction of microelectronics can lead to more reliable devices, and can increase product reliability.
- 11.4 Discusses the use of word processors and other communication systems in office procedure.
- 11.5 Summarises the impact of microelectronics on education eg computer assisted learning.
- 11.6 Outlines possible outcomes of the introduction of microelectronics such as:
  - shorter working week;
  - reduced employment;
  - loss of personal contact;
  - suspicion of unreliability;
  - availability of a greater range of devices;
  - security of personal information.
- 11.7 Summarises the environmental and social problems arising from the possibility of more people pursuing leisure activities for longer periods.

Total recommended time      (30 hours)

## TABLE OF SPECIFICATIONS

Related Studies

(30 hours)

Topic	Ability	Knowledge	Comprehension	Application	Analysis	Total
<b>A Study and Learning Techniques (10 hours)</b>		8	2	23	—	33
<b>B The Individual in Society (10 hours)</b>		20	13	—	—	33
<b>C An Appreciation of Microelectronics (10 hours)</b>		17	10	—	7	34
<b>Total</b>		45	25	23	7	100

**Note:**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraph 5 Details of Assessment).

## PRACTICAL SKILLS

(30 hours)

### Aim:

To familiarise the student with various methods of performing tasks with particular reference to accuracy, neatness and speed where appropriate and to increase confidence when dealing with the public. Role-playing should be encouraged where possible.

The following list of suggested practical tasks is intended to give examples of the type of tasks which should be included in a scheme of continuous assessment of the students practical skills. Cross-references to the relevant syllabuses in the Certificate course are also included.

TASK	SYLLABUS
Alphabetisation	General Administrative Principles and Practice 1.6
Numeralisation	Descriptive Bibliography and Indexing I 4.2
Proof reading eg 12 common signs used to correct a passage	
Reference work Practice in answering questions from book on the shelf. Present answers in suitable form.	Sources of Information
Use of: Telephone Telex Reprography machines Adding machines/calculators Typewriter	Library and Information Technology
Book Processing Jacketing Labelling Use of Selin, Plessey badges etc.	Library Administrative Practice 2.6
Shelving In a difficult section	Library Administrative Practice 3.2
Material Selection eg on a subject for a book list	Library Administrative Practice 2.2
Book Repair and Conservation (including non-book material)	Library Administrative Practice 4.
Deals with actual questions from readers	Library Administrative Practice 6.2 Sources of Information I
Operate Issue Desk Charge and Discharge Reservation Overdues	Library Administrative Practice E

The continuous assessment should be carried out by means of a student performance profile as follows:

All the practical skills which are considered to be appropriate for assessment are listed and a scheme of exercises is devised to test these practical skills.

Each skill is assessed by the Lecturer as either Satisfactory (S), or Unsatisfactory (U) or above the standard expected at this level (A). Reasons must be stated for each (U) mark given. An assessment record is completed by the Lecturer and the mark obtained by the student derived as follows:

Mark %	No of assessments expressed as a % of the total
90	80%-100% S including a minimum of 50% A
65	80%-100% S
42	60%-80% S
32	less than 60% S

SCOTEC HIGHER CERTIFICATE COURSE

IN

LIBRARY AND INFORMATION

SCIENCE

1983/84

[N.B. The syllabus itself has been bound into the thesis with the exception of the end papers and other prefatory matter.]

**ADMINISTRATION OF THE LIBRARY  
AND INFORMATION DEPARTMENT**

(110 hours)

**Aim:**

To give the student an understanding of organisations and the ways in which library and information departments are structured to achieve their stated aims and objectives.

'The expected learning outcome is that the student .....

- A Functions of Management (7 hours)**
1. Understands the functions of management.
    - 1.1 Explains the functions of management.
- B Industrial Relations (18 hours)**
2. Understands industrial relations.
    - 2.1 Explains the role of the following in industrial relations:
      - (a) Trades Unions;
      - (b) the State;
      - (c) management;
      - (d) the law;
      - (e) negotiation/bargaining;
      - (f) employee participation.
- C Leisure and Recreation (3 hours)**
3. Understands the role of leisure and recreation.
    - 3.1 Explains the role of leisure and recreation in relation to each of the following:
      - (a) the individual;
      - (b) the organisation.
- D Personnel Management (20 hours)**
4. Demonstrates the need for and the requirements of personnel management.
    - 4.1 Explains the general principles of personnel management.
    - 4.2 Demonstrates a knowledge of theories of motivation eg Taylor, Mayo, McGregor, Herzberg, Maslow, contingency theory, expectancy theory.
    - 4.3 Identifies different methods of communication, both internal and external.
    - 4.4 Shows an understanding of the problems of communication.
    - 4.5 Illustrates the importance of perception in communication.
    - 4.6 Illustrates the use of staff meetings, working parties and newsletter.
    - 4.7 Illustrates how and why such meetings may be controlled.
    - 4.8 Outlines the need for good communications with the public and other organisations.
    - 4.9 Prepares training programmes.
    - 4.10 Outlines the value of in-service training.
    - 4.11 Prepares programmes for induction training.
    - 4.12 Shows the need for general safety at work.
    - 4.13 Prepares health and safety procedures.

**E Library services and functions (18 hours)**

5. Distinguishes between different types of library services and functions.
  - 5.1 Identifies the need for the allocation of resources to different types of service.
  - 5.2 Identifies the need for and the means of producing user surveys and profiles.
  - 5.3 Outlines the information necessary to compile a profile of a community.
  - 5.4 Distinguishes methods of producing user surveys.
  - 5.5 Demonstrates an awareness of departmental functions.
  - 5.6 Shows the need for library estimates.
  - 5.7 Identifies the components of a library estimate.
  - 5.8 Outlines the information necessary to compile estimates.

**F Inter-library co-operation (4 hours)**

6. Evaluates different methods of library co-operation.
  - 6.1 Explains the value of local co-operation.
  - 6.2 Explains the value of regional co-operation.
  - 6.3 Explains the value of subject co-operation
  - 6.4 Identifies other aspects of library co-operation.

**G Cataloguing (16 hours)**

7. Recognises the need for and the importance of cataloguing rules and principles.
  - 7.1 Demonstrates an appreciation of the need for rules and consistency of practice.
  - 7.2 Demonstrates a knowledge of the more important cataloguing rules.
  - 7.3 Demonstrates a knowledge of the different descriptions required by different kinds of materials.
  - 7.4 Illustrates by using examples, the value of rules.
  - 7.5 Identifies advantages and disadvantages of automated cataloguing systems.

**H Classification (16 hours)**

8. Analyses a classification scheme.
  - 8.1 Outlines the structure of a published classification scheme.
  - 8.2 Outlines the purpose and function of the index to the schedules.
  - 8.3 Analyses the index.
  - 8.4 Illustrates the advantages of a faceted approach to classification.
  - 8.5 Analyses the classification scheme from the point of view of facet analysis.
  - 8.6 Analyses the notation.
  - 8.7 Outlines the use made of mnemonics.

**I Indexing (8 hours)**

9. Distinguishes between different types of indexing systems
  - 9.1 Explains the difference between pre co-ordinate and post co-ordinate indexing systems.
  - 9.2 Explains the advantages and disadvantages of each system.
  - 9.3 Identifies areas of application.

Total recommended time 110 hours

## TABLE OF SPECIFICATIONS

Administration of the Library and Information Department (110 hours)

Topic	Ability	Comprehension	Application	Analysis	Totals
A Functions of Management (7 hours)		6	—	—	6
B Industrial Relations (18 hours)		16	—	—	16
C Leisure and Recreation (3 hours)		3	—	—	3
D Personnel Management (20 hours)		—	9	9	18
E Library Services and Functions (18 hours)		—	4	12	16
F Inter-library Co-operation (4 hours)		3	—	1	4
G Cataloguing (16 hours)		—	8	7	15
H Classification (16 hours)		—	—	15	15
I Indexing (8 hours)		3	—	4	7
<b>Totals</b>		<b>31</b>	<b>21</b>	<b>48</b>	<b>100</b>

**Note**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraphs 4 & 5).

**INFORMATION RETRIEVAL, STORAGE  
AND DISSEMINATION**

(90 hours)

**Aim:**

to enable the assistant to undertake literature and information searches and to present the results in a form acceptable to the enquirer.

**A Statistical and Quantitative Information** (15 hours)

1. Evaluates statistical and quantitative information.
  - 1.1 Identifies the kind of data to be collected on the management of:
    - (a) a library service;
    - (b) an information service.
  - 1.2 Describes methods of collecting data:
    - (a) in a library service;
    - (b) in an information service.
  - 1.3 Converts data into graphs and charts.
  - 1.4 Explains graphs, charts and tables.
  - 1.5 Relates the statistical data to service and staffing needs.
  - 1.6 Forecasts future consequences implied by the data.

**B Foreign Language Material** (5 hours)

2. Analyses foreign language material.
  - 2.1 Identifies the foreign language text from the lettering minor symbols, inflexions etc.
  - 2.2 Identifies the language of a foreign publication from the place of publication, name of publisher, etc.
  - 2.3 Lists the translation services (including loans of translations) to which British libraries have access.
  - 2.4 Explains the cost and time involved in getting a full translation (compared with an English abstract or a summary).

**C Organisation of Literature Searches** (20 hours)

3. Organises literature searches.
  - 3.1 Breaks down request for literature search to achieve maximum specificity.
  - 3.2 Identifies sources most likely to give results.
  - 3.3 Prepares a record of what is found.
  - 3.4 Relates the findings to the requirements.
  - 3.5 Selects key-words to use on:
    - (a) Manual searches;
    - (b) On-line searches.
  - 3.6 Selects further search terms (descriptors) to improve quality of search.

**D Information Retrieval and Storage** (20 hours)

4. Retrieves and stores information.
  - 4.1 Identifies the parts of an information storage system (mechanised and manual).
  - 4.2 Prepares input into microprocessor store.
  - 4.3 Appropriates programs to sort information.
  - 4.4 Interprets program writer's instructions.
  - 4.5 Uses search procedures to retrieve information (mechanised and manual).
  - 4.6 Uses networking procedures.
  - 4.7 Uses a thesaurus.

**E Dissemination of Information (20 hours)**

- 5. Disseminates information.**
  - 5.1 Identifies core journals and other sources needed for a Selective Dissemination of Information (SDI) Service.**
  - 5.2 Produces profiles for customers.**
  - 5.3 Selects methods of disseminating information to customers; including use of word processor and phototypesetting machine.**
  - 5.4 Identifies problems in up-dating of an SDI Service.**
  - 5.5 Produces a method of receiving feedback from customers.**

**F Microprocessor Development (10 hours)**

- 6 Understands developments in microprocessing technology.**
  - 6.1 Describes types of microprocessors, eg word processors.**
  - 6.2 Describes applications of microprocessors.**
  - 6.3 Distinguishes work by a microprocessor with work traditionally done in libraries and information services.**
  - 6.4 Describes the programming of a microcomputer.**
  - 6.5 Identifies software required for use in a library and information service.**
  - 6.6 Describes problems arising with microprocessors.**

**Total recommended time 90 hours**

## TABLE OF SPECIFICATIONS

Information Retrieval, Storage and Dissemination

(90 hours)

Topic	Ability	Knowledge	Comprehension	Application	Analysis	Totals
A Statistical and Quantitative Information (15 hours)		3	6	8	—	17
B Foreign Language Material (5 hours)		1	2	—	3	6
C Organisation of Literature Searches (20 hours)		—	—	6	16	22
D Information Retrieval and Storage (20 hours)		—	2	12	8	22
E Dissemination of Information (20 hours)		—	—	7	15	22
F Microprocessor Development (10 hours)		4	2	—	5	11
	Totals	8	12	33	47	100

**Note**

The numbers within the table indicate the relative weighting given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraphs 4 & 5).

## PROJECTS

- (a) Aim: To provide the candidate with the opportunity to:
- (i) apply the theoretical knowledge acquired during the course to the methods used in their own library;
  - (ii) to study problems or issues in library and information science in some depth;
  - (iii) to solve and/or analyse problems or issues in library and information science, within the framework of current practice;
  - (iv) to integrate and apply the subject matter of the course in the production of written reports.
- (b) Bases of Projects:
- (i) projects will be based on particular library services and may be in the context either of the candidate's own library or of other library and information services. In the former context the candidate will be responsible for collecting relevant information on how theory is applied in his own library service, in the latter context the candidate will use the larger library and information systems in the area and will visit these to collect data. Such investigations will be reported in formal written reports which will be presented for assessment;
  - (ii) projects will be related to the content of the Higher Certificate syllabuses in: Administration of the Library and Information Department, Information Retrieval, Storage and Dissemination, Reader Services; supporting material from the syllabus in Related Studies may be included;
  - (iii) projects will normally be College based but Work-based projects should not be ruled out if the conditions of supervision and assessment can be satisfied;
  - (iv) projects will be studies of actual problems/issues/aspects encountered in the work situation or studies set by teaching staff;
  - (v) projects will involve the candidate in investigation but will not normally involve the student in fundamental research; a literature research and a critical appraisal of the literature will normally be included;
  - (vi) the candidate will have access to a project tutor throughout each project undertaken, who will guide the work and contribute to the assessment;
  - (vii) five projects will normally be undertaken by the candidate, each one resulting in a written report which will extend to 2000-3000 words.
- (c) Project Topics:
- Five topics will be selected from the following list:
- (i) Description and Assessment of a Catalogue and Catalogue Procedure;
  - (ii) Description and Assessment of a Classification Scheme;
  - (iii) A Full Literature Search on an Assigned Topic;
  - (iv) Preparation of a Publicity Leaflet for New Readers;
  - (v) Preparation of a User Survey;
  - (vi) Application of SDI Techniques (including the preparation of reader profiles);
  - (vii) Evaluation of Statistical Detail (eg the evaluation of an annual report of a large library/information system);
  - (viii) Evaluation of an Extension Service;
  - (ix) Examination of the Use of Audio-Visual Material in Libraries;
  - (x) Evaluation of an In-service Programme;
  - (xi) Evaluation of the Communication Network in a Library/Information System;
  - (xii) Any other topic set at the discretion of the Tutor and acceptable to the Assessor.

**(d) Syllabus**

A scheme of project Work, based on a selection of the following list of objectives, should be devised so that each of the abilities to be assessed appears as frequently as possible in the scheme;

'The expected learning outcome is that the student .....

**(i) Methodology**

1. Attends closely to project activities.  
Chooses, describes, follows, identifies, locates, names, selects, uses.
2. Completes project work.  
Complies, conforms, labels, presents, reports.
3. Shows interest in the subject in hand.  
Answers, discusses, performs, practises, reads, selects, writes.
4. Demonstrates a problem solving attitude.  
Describes, differentiates, explains, follows, initiates, justifies, proposes, reads, reports, selects, studies, works.
5. Recognises the role of systematic planning in solving problems.  
Arranges, adheres, combines, compares, completes, defends, integrates, modifies, organises, prepares, relates, synthesises.
6. Demonstrates self-reliance in working independently.  
Acts, displays, influences, modifies, performs, proposes.
7. Uses objective approach to problem solving.  
Listens, performs, practises, proposes, qualifies, questions, verifies.
8. Demonstrates industry, punctuality and self-discipline.  
Acts, displays, practises, proposes, serves, uses, verifies.

**(ii) The Report**

9. Knows common terms, specific facts, methods, procedures, basic concepts, and principles.  
Defines, describes, identifies, lists, names, reproduces, states.
10. Understands facts and principles, written and verbal material, charts and graphs.  
Converts, distinguishes, estimates, explains, predicts, rewrites, summarises.
11. Constructs charts and graphs, and demonstrates correct usage of a method or procedure.  
Demonstrates, modifies, predicts, prepares, produces, relates, shows, solves, uses.
12. Recognises unstated assumptions, distinguishes between facts and inferences, evaluates the relevancy of data.  
Differentiates, discriminates, distinguishes, identifies, illustrates, outlines, relates, selects, separates.
13. Integrates learning from different areas into a planned statement, proposal or solution. Writes a well organised report.  
Categorises, combines, compiles, composes, devises, designs, explains, organises, plans, rearranges, reconstructs, relates, reorganises, revises, summarises.

## READER SERVICES

(80 hours)

### Aim.

To enable the assistant to participate in the full range of services provided by a library.

### A Extension Activities

(10 hours)

1. Evaluates extension activities.
  - 1.1 Identifies the benefits and opportunities provided by the library's involvement in extension activities.
  - 1.2 Identifies different types of extension activity with regard to bookstock, staffing and accommodation.

### B Assistance to Readers

(10 hours)

2. Recognises the importance of methods of giving assistance to readers.
  - 2.1 Identifies the importance of the attitude of library and information service staff in their dealings with users.
  - 2.2 Relates the personal help that can be given to readers.

### C Publications, Posters and Exhibitions

(25 hours)

3. Judges the types of publications which may be published by libraries and information services and the contribution these may make to public relations activities. (15 hours)
  - 3.1 Compares guides to the library, library bulletins, book lists and bibliographies, current awareness publications and other library publications.
4. Evaluates the role of posters and exhibitions in publicising the library and its services. (10 hours)
  - 4.1 Illustrates good exhibition design, layout, furniture and equipment.

### D Audio-Visual and Reprographic Material

(20 hours)

5. Evaluates the use of audio-visual and reprographic material.
  - 5.1 Identifies the types of audio-visual material as : records, films, video-tapes, audio tapes, filmstrips, tape slides, slides and micro-documents.
  - 5.2 Identifies the role of audio-visual materials in all types of libraries.
  - 5.3 Identifies the problems associated with audio-visual material as regards filing, storage and availability.
  - 5.4 Identifies the different types of machines used for reprography in libraries.
  - 5.5 Identifies the circumstances in which a reprographic machine may be used.
  - 5.6 Outlines the procedure to be followed as regards copyright regulations.

### E Other Materials

(15 hours)

6. Evaluates the role of other materials.
  - 6.1 Identifies other types of printed materials such as: periodicals, pamphlets, charts, maps, rare books, confidential material, programmed material and trade literature.
  - 6.2 Identifies the role of these other materials in all types of libraries.
  - 6.3 Identifies the problems associated with the acquisition, filing, storing and accessibility of these other materials.

Total recommended time 80 hours

**TABLE OF SPECIFICATIONS**  
**Reader Services**

(80 hours)

Topic \ Ability	Application	Analysis	Evaluation	Totals
<b>A Extension Activities (10 hours)</b>	—	13	—	13
<b>B Assistance to Readers (10 hours)</b>	6	7	—	13
<b>C Publications Posters and Exhibitions (25 hours)</b>	—	12	19	31
<b>D Audio-Visual and Reprographic Material (20 hours)</b>	—	25	—	25
<b>E Other Materials (15 hours)</b>	—	18	—	18
<b>Totals</b>	<b>6</b>	<b>75</b>	<b>19</b>	<b>100</b>

**Note**

The numbers within the table indicate the relative weightings given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraphs 4 and 5).

## RELATED STUDIES

(40 hours)

### Aim:

To broaden the educational experience of the student by the inclusion of studies in Sociology, Inter-personal Relations and in methods of coping with problem situations.

'The expected learning outcome is that the student .....

### A Social Behaviour (10 hours)

1. Understands the significance of social values.
  - 1.1 States the true meaning and importance of social values.
  - 1.2 Explains the significance of social values and the importance of their application to the work situation.
  - 1.3 Outlines basic factors related to human behaviour and patterns.
  - 1.4 Identifies factors related to group behaviour and patterns.
2. Understands the democratic process as applied to organisations.
  - 2.1 Explains the basic rules of democratic procedure in meetings.
  - 2.2 Defines the roles of the key officers of any organisation with a democratic framework.

### B Understanding of Different Viewpoints (10 hours)

3. Evaluates an understanding of other people's points of view.
  - 3.1 Summarises points of view on a selected topic expressed in a group discussion.
  - 3.2 Summarises points of view on a selected topic from various sources of information.
  - 3.3 Outlines a particular point of view from 1.1 to 1.2.
  - 3.4 Identifies attitudes which support at least one of the other points of view expressed in 1.1 and 1.2.
4. Accepts responsibility for own behaviour.
  - 4.1 Resolves conflicts between different sets of values.
  - 4.2 Identifies own strengths and weaknesses.

### C Problem Solving (20 hours)

5. Demonstrates problem solving and decision making attitude.
  - 5.1 States necessity for methodical attitude to problem solving and decision making.
  - 5.2 Identifies problem to be solved.
  - 5.3 Identifies main considerations in achieving solution to a given problem.
  - 5.4 Selects the most suitable approach to a selected problem.
  - 5.5 Analyses all relevant data related to problem.
  - 5.6 Uses an objective approach to problem solving in case studies.
  - 5.7 Produces requisite supporting diagrams, charts etc with reference to a problem.
  - 5.8 Prepares a written report incorporating the relevant evidence to demonstrate logical attitude.
  - 5.9 Outlines a solution to a problem.
6. Solves problems in a systematic manner.
  - 6.1 Explains steps used in systematic problem analysis, recognition, specification of problem, collection of information, identification of possible causes, test causes.

- 6.2 Explains steps used in systematic decision making. Aims—searching for alternative courses of action, evaluation of alternatives, selection of best course of action, assessment of consequences, benefits and disadvantages; implementation of decision; testing outcome.
- 6.3 Uses techniques for generating alternatives—‘brain storming’ and creative thinking.
- 6.4 Relates habits of thought to the process of problem solving and decision making.
- 6.5 Uses systematic procedures for problem analysis and decision making based upon written and verbal information.
- 6.6 Illustrates choice of action.
- 6.7 Explains expected outcome related to behaviour of others affected.

Total recommended time 40 hours

**TABLE OF SPECIFICATIONS**  
Related Studies

(40 hours)

Topic \ Ability	Knowledge	Comprehension	Application	Analysis	Totals
<b>A Social Behaviour (10 hours)</b>	12	13	—	—	25
<b>B Understanding of Different Viewpoints (10 hours)</b>	—	5	7	13	25
<b>C Problem Solving (20 hours)</b>	3	7	12	28	50
<b>Totals</b>	15	25	19	41	100

**Note**

The numbers within the table indicate the relative weightings given to the various topics and abilities.

This subject will be assessed by SCOTEC (see paragraphs 4 and 5).

## APPENDIX I

### SCHEME OF PROJECT WORK TEACHERS PROGRAMME AND ANALYSIS

Project No. Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Catalogue	Classn.	Search	Publ. Leaf	User Surv.	Etc.								
<b>Ability Objectives</b>														
<b>(i) Methodology</b>														
1. Attends closely to project activities	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2. Completes project work	√	√	√	√	√	√	√	√		√			√	
3. Shows interest	√		√	√		√		√	√	√		√		√
4. Demonstrates problem solving attitude	√	√		√	√	√		√		√	√	√		√
5. Etc.														
6.														
<b>(ii) Report</b>														
7. Knows common terms	√	√		√		√		√		√		√	√	√
8. Understands facts and principles	√	√			√				√		√		√	
9. Constructs charts and graphs	√		√		√	√	√	√	√	√	√		√	√
10. Recognises unstated assumptions	√	√		√	√		√	√				√		
11. Etc.														
12.														

√ indicates those Projects where the indicated abilities can be assessed.

#### Note

1. The Scheme of Project Work is devised so that each of the abilities to be assessed appears as frequently as possible.
2. The five Projects are selected so that each of the abilities may be assessed as frequently as possible so that maximum opportunity for improvement is afforded to the candidate.

**APPENDIX II**

**PROJECTS  
STUDENT'S ASSESSMENT RECORD**

STUDENT'S NAME:

CLASS:

Project No.	2	4	9	12	6	Comments e.g. guidance given to student, reason for U-Mark	Final Assess
	Date	30	1	14	16		
Ability Objectives	10	12	2	3	5		
<b>(i) Methology</b>							
1. Attends closely to project activities	U	S	S	S	S		S
2. Completes project work	U	U	S	S	S		S
3. Shows interest	U	S	S	S	S		S
4. Demonstrates problem solving attitude	U	U	S	S	S		S
5. Etc.							
6.							
<b>(ii) Report</b>							
7. Knows common terms	—	—	S	S	S		S
8. Understands facts and principles	S	S	S	S	S		S
9. Constructs charts and graphs	—	—	—	—	S		S
10. Recognises unstated assumptions	—	U	—	U	—		U
11. Etc.							
12.							

Final Assessment 80-100%, MARK = 65%

**Note**

1. The Scheme of Project Work is devised so that each of the abilities to be assessed appears as frequently as possible.
2. The five Projects are selected for a candidate so that each of the abilities may be assessed as frequently as possible so that maximum opportunity for improvement is afforded to the candidate.

## APPENDIX III

### CONTINUOUS ASSESSMENT BY STUDENT PERFORMANCE PROFILE

#### 1. Duties of Assessor:

##### The Assessor:

- (i) approves or amends draft scheme of Project Work;
- (ii) receives the marks awarded by the college;
- (iii) makes a report to the Council on the scheme of Project Work undertaken by the college;
- (iv) meets with college's staff as appropriate.

#### 2. Arrangements for Assessment:

- (i) at the start of session (not later than **THREE WEEKS** after the start of the session), details of the project work to be undertaken by a class:
  - (a) draft Teachers' Programme and Analysis (**APPENDIX I**);
  - (b) draft scheme of Project Work, including details of each project;
- (ii) towards the end of session (not later than **29 May**), details of the project work actually undertaken:
  - (a) Form 1, the list of marks awarded to each student in a class;
  - (b) Students' Assessment Record (**APPENDIX II**) for each student in a class;
  - (c) the Project Reports of four students selected to cover the range of ability in a class.

#### NOTES:

1. The Assessor should normally receive the draft scheme of Project Work not later than **THREE WEEKS** after the start of the session and should reply to the Council within three weeks of receiving the scheme.
2. The Council will notify the colleges of the Assessors' reply. Students should normally be permitted to commence their project work at the start of the session; projects are subsequently amended by the college should be marked with an asterisk on the Students' Assessment Records.
3. The Assessor should normally receive Project and Student Assessment Records from the Council before **29 May**, and should complete the Assessment within two weeks of receipt.

PARAPROFESSIONAL CERTIFICATES IN

THREE OTHER COUNTRIES - THE

UNITED STATES, CANADA AND

AUSTRALIA

**CATEGORIES OF LIBRARY PERSONNEL—PROFESSIONAL**

TITLE FOR POSITIONS REQUIRING:		BASIC REQUIREMENTS	NATURE OF RESPONSIBILITY
LIBRARY- RELATED QUALIFI- CATIONS	NONLIBRARY- RELATED QUALIFI- CATIONS		
Senior Librarian	Senior Specialist	In addition to relevant experience, education beyond the M.A. [i.e., a master's degree in any of its variant designations: M.A., M.L.S., M.S.L.S., M.Ed., etc.] as: post-master's degree; Ph.D.; relevant continuing education in many forms	Top-level responsibilities, including but not limited to administration; superior knowledge of some aspect of librarianship, or of other subject fields of value to the library
Librarian	Specialist	Master's degree	Professional responsibilities including those of management, which require independent judgment, interpretation of rules and procedures, analysis of library problems, and formulation of original and creative solutions for them (normally utilizing knowledge of the subject field represented by the academic degree)

**CATEGORIES OF LIBRARY PERSONNEL—SUPPORTIVE**

TITLE		BASIC REQUIREMENTS	NATURE OF RESPONSIBILITY
Library Associate	Associate Specialist	Bachelor's degree (with or without course work in library science); OR bachelor's degree, plus additional academic work short of the master's degree (in librarianship for the Library Associate; in other relevant subject fields for the Associate Specialist)	Supportive responsibilities at a high level, normally working within the established procedures and techniques, and with some supervision by a professional, but requiring judgment, and subject knowledge such as is represented by a full, four-year college education culminating in the bachelor's degree.
Library Technical Assistant	Technical Assistant	At least two years of college-level study; OR A.A. degree, with or without Library Technical Assistant training; OR post-secondary school training in relevant skills	Tasks performed as supportive staff to Associates and higher ranks, following established rules and procedures, and including, at the top level, supervision of such tasks
	Clerk	Business school or commercial courses, supplemented by in-service training or on-the-job experience	Clerical assignments as required by the individual library

Source: American Library Association Library Education and Personnel Utilization, A Statement of Policy Adopted by the Council of the American Library Association, June 30 1970; revised 1976 by the Office for Library Personnel Resources Advisory Committee.

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## **Library Media Technical Assistant Job Description**

1. The library media technical assistant (LMTA) is a graduate of a two-year college program with an associate degree in library technology. This formal training prepares the LMTA to work under the guidance of a professional librarian. As a supportive member of the library staff, the LMTA must have an understanding of the philosophy underlying library service and a practical knowledge of the library tools, methods, and procedures that contribute to the success of library service.
2. The LMTA may be responsible for the supervision of other members of the library supportive staff and other specified groups. It is important that an LMTA have the capacity and desire to work comfortably with the people who constitute the community served and with other members of the staff.
3. Examples of work assignments:
  - A. Technical services:
    1. Ordering, preparing, and maintaining library materials.
    2. Organizing and maintaining library files and records.
    3. Performing elementary descriptive cataloging and classification.
    4. Supervising clerical, volunteer, and student personnel.
  - B. Readers' services:
    1. Performing responsible activities in connection with the loan of library materials.
    2. Providing bibliographic assistance to library patrons and staff.
    3. Providing basic information and guidance in the use of library resources.
  - C. Audiovisual services:
    1. Participating in the selection, maintenance, and operation of office and library equipment.
    2. Creating displays, exhibits, and other instructional materials.
    3. Scheduling and maintaining audiovisual materials and equip-

The variety of activities performed by an LMTA will vary according to type, size, and personnel requirements of the various employing libraries.

#### **4. Salary**

The salary scale for a library media technical assistant may begin below the maximum for the clerical level but should not exceed two steps above the minimum professional level. Consideration must be given for prior training and experience. In addition, the same fringe benefits provided other personnel should be extended to the LMTA position in an established classification plan.

Guidelines recommended by the committee appointed by the chairman of the COLT Workshop at Bethlehem, Pennsylvania, 1970.

## Circulation Duties of Personnel

1. Professional
  - a. Establishes and supervises policies concerning systems, equipment, loan periods, penalties, and records.
  - b. Determines which statistics and analyses are useful and directs compilation of same.
  - c. Acts as liaison with other departments and, when pertinent, with the public in relation to complaints or compliments.
  - d. Directs work of all subordinates, either directly or through line delegation.
  
2. Technical assistant
  - a. Schedules personnel and supervises circulation desk operations to ensure adequate coverage.
  - b. Assists in registering, charging, discharging, filing, checking, searching, reserving, etc.
  - c. Trains new clerks and other technical assistants in library circulation procedures for the specific library.
  - d. Maintains detailed control system, reserves, renewals, overdues, and adjustments of claims including telephoning.
  - e. Handles routine borrower complaints and adjustments.
  - f. Plans and supervises inventories of materials and equipment, including reports of lost and missing items.
  - g. Maintains equipment and supplies used in circulation operations.
  - h. Compiles and submits statistical reports as directed.
  - i. Maintains interlibrary loan files, including recall and return as well as borrowing of materials.
  - j. Schedules and maintains shelving operations and shelving routines.
  - k. Explains borrowing rules and registers patrons. Explains library service areas.
  - l. Introduces professional help when needed.
  
3. Clerk or aide
  - a. Sets up desk for the day.
  - b. Charges and discharges materials.
  - c. Types overdues.
  - d. Helps compile and tabulate statistics as directed.
  - e. Does simple filing under supervision.
  - f. Assists with borrower registration and telephone duty.
  - g. Inspects books for damage or repair needs.
  - h. Reserves books and searches shelves for specific titles.
  - i. Shelves returned books in proper order.
  - j. Reads shelves to maintain proper sequence.
  - k. Helps maintain facility by straightening chairs, picking up trash, shifting books, etc.
  - l. Mail pickup and distribution.

Source: Louis Shores, *Tex-Tec Syllabi: Courses for Study for Library technical Assistants* (Washington D.C.: Communication Service Corp., 1968), pp. 130-131, 136.

## Selected Library Tasks - Professional and Non-professional

In 1948, the American Library Association published a list with descriptions of activities and duties in libraries. The list divided duties into two categories: professional and non-professional. In 1970, a new approach to the categorising of library tasks was taken by the Illinois Library Task Analysis Project (ILTAP). One of the results of this project was a detailed library task list prepared by Myrl Ricking and Robert Booth and published in 1974. The Ricking and Booth list divides tasks into three categories: professional, technical and clerical.

The chart following compares the terminology and categorizations used in 1948 and in 1974 for listing selected library tasks with those appearing on the checklist of library tasks used in the study of beginning librarians in the University of California libraries.

Reproduced from Edwards, R.M., The role of the beginning librarian in university libraries. Chicago: ALA, 1975, pp. 97-105.

TASKS FROM THE CHECKLIST COMPLETED BY UNIV. OF CALIFORNIA BEGINNING LIBRARIANS	LISTING AND CATEGORIZATION OF RELATED DUTIES IN THE 1948 ALA LIST		LISTING AND CATEGORIZATION OF RELATED TASKS IN THE 1974 LIST COMPILED FOR THE ILLINOIS LIBRARY TASK ANALYSIS PROJECT BY RICKING AND BOOTH		
	PROFESSIONAL	NONPROFESSIONAL	PROFESSIONAL	TECHNICAL	CLERICAL
Train subprofessional employees	Training and instructing new employees [no differentiation by type of employee]		<p>Multilevel            (These functions and tasks are performed in all areas of the library's operation by persons with administrative or supervisory responsibility. They may thus be performed by either professional or technical staff and in some cases even by clerical.)</p> <p>Provides introduction to the work of the unit and on-the-job training as required</p> <p>Evaluates performance on a day-to-day basis and communicates need for and means of improvement</p>		
Supervise work of subprofessional employees	Supervising physical upkeep of catalogs  Supervising reserve book collections			Serves as supervisor of major clerical unit  Supervises established circulation and registration procedures	
Supervise work of subprofessional employees	Supervising processes for physical upkeep of materials  Supervises shelving procedure			Supervises the physical upkeep of catalogs  Supervises maintenance of shelves and files	
Investigate needs of library users	Conferring with library users  Making and studying surveys of reader interest  Investigating community needs		Formulates goals and objectives in conjunction with colleagues and the library's clientele  Analyzes user needs and interests to determine future direction of collection  Plans, conducts, and evaluates surveys of user needs and interests  Consults with representatives of major user groups		

TASKS FROM THE CHECKLIST COMPLETED BY UNIV. OF CALIFORNIA BEGINNING LIBRARIANS	LISTING AND CATEGORIZATION OF RELATED DUTIES IN THE 1948 ALA LIST		LISTING AND CATEGORIZATION OF RELATED TASKS IN THE 1974 LIST COMPILED FOR THE ILLINOIS LIBRARY TASK ANALYSIS PROJECT BY RICKING AND BOOTH		
	PROFESSIONAL	NONPROFESSIONAL	PROFESSIONAL	TECHNICAL	CLERICAL
<p>Check lists or catalogs against library holdings</p> <p>Check order requests to see if the books are already in the library</p>		<p>Checking lists with catalog</p> <p>Checking order cards with holdings and outstanding orders</p>		<p>Searches catalog and order files to determine if materials requested are already in collection or on order</p> <p>Checks standard collection-building tools against catalog and notes materials not in collection</p>	
Prepare book orders	Preparing and assembling data for orders	Typing orders to dealers		Assembles data for preparation of orders	Prepares orders for materials
Revise book orders				Checks completed order forms for accuracy	
Make final decisions on book selection	<p>Making final selection for regular orders</p> <p>Preparing lists of material needed</p>		<p>Selects materials</p> <p>Compiles lists of specific materials needed</p>		
File cards, work slips, or other library materials		<p>Filing order cards</p> <p>Filing [catalog] cards</p> <p>Shelving and filing</p>			<p>Files order slips and forms</p> <p>Does preliminary filing of cards in catalog</p> <p>Files cards in shelf list and other files</p> <p>Files material by indicated subject heading or classification</p>
Revise filing after it has been done by others	Revising filing			<p>Revises filing of catalog cards performed by clerical staff</p> <p>Makes routine and spot inspections of shelves and files</p>	

TASKS FROM THE CHECKLIST COMPLETED BY UNIV. OF CALIFORNIA BEGINNING LIBRARIANS	LISTING AND CATEGORIZATION OF RELATED DUTIES IN THE 1948 ALA LIST		LISTING AND CATEGORIZATION OF RELATED TASKS IN THE 1974 LIST COMPILED FOR THE ILLINOIS LIBRARY TASK ANALYSIS PROJECT BY RICKING AND BOOTH		
	PROFESSIONAL	NONPROFESSIONAL	PROFESSIONAL	TECHNICAL	CLERICAL
Do descriptive cataloging	Descriptive cataloging	Cataloging fiction	Revises descriptive and fiction cataloging performed by technical staff	Establishes form of author's name  Performs descriptive cataloging of materials for which LC cards or MARC tapes are not available  Catalogs fiction	
Assign classification numbers or reclassify	Classifying  Reclassifying		Assigns classification notation using Dewey, Library of Congress, Bliss, or other system, or local expansion or adaptation of one of these systems	Performs simple classification of materials identified in standard tools	

Assign subject headings	Assigning subject headings		Assigns subject headings using standard tools and the library's own authority file		
Verifying bibliographical data for interlibrary loans	Verify bibliographic information for interlibrary loans		Assists clerical and technical staff with difficult bibliographic searches	Provides clerical staff with needed instructions for processing interlibrary loan requests	Obtains information necessary to process interlibrary loan requests
Work with faculty to help them make better use of library materials in their teaching	Coordinating the library with the educational program  Informing readers about books relating to their special interests  Scheduling and conducting classes in the library		<p>Informs faculty and students of the personnel, materials and equipment resources available in the library</p> <p>Advises faculty in utilizing the resources of the library in developing curriculum and course work</p> <p>Reviews and makes suggestions on materials lists provided by faculty</p>		

TASKS FROM THE CHECKLIST COMPLETED BY UNIV. OF CALIFORNIA BEGINNING LIBRARIANS	LISTING AND CATEGORIZATION OF RELATED DUTIES IN THE 1948 ALA LIST		LISTING AND CATEGORIZATION OF RELATED TASKS IN THE 1974 LIST COMPILED FOR THE ILLINOIS LIBRARY TASK ANALYSIS PROJECT BY RICKING AND BOOTH		
	PROFESSIONAL	NONPROFESSIONAL	PROFESSIONAL	TECHNICAL	CLERICAL
			<p>Maintains liaison with faculty regarding reserve collection needs</p> <p>Conducts workshops for faculty in use of equipment available in library</p>		
Work with faculty on their research projects*					
<p>* The concept here was of the librarian as an information resource specialist working as a research partner or member of a research team. Neither the 1948 nor the 1974 task lists included this as an activity for librarians.</p>					
Prepare information for automatic data processing				<p>Codes data for electronic processing</p> <p>Writes computer programs following procedures outlined in flow charts</p> <p>Performs desk checks of programs</p> <p>Tests programs on computer</p>	<p>Operates keypunch machine</p> <p>Operates computer input machine</p>
Develop systems analyses			<p>Conducts studies of library's systems and procedures and makes recommendations regarding them</p> <p>Recommends on basis of time, cost, and benefit factors whether or not library processes be computerized</p> <p>Prepares flow charts and diagrams to define systems problems of library procedures</p>		

CANADIAN LIBRARY ASSOCIATION - GUIDELINES FOR THE EDUCATION OF

LIBRARY TECHNICIANS (1982) - BASIC LIST OF SKILLS

EXPECTED OF COURSE GRADUATES

Relating to Acquisitions Procedures the graduate is able to:

1. Verify requests in appropriate bibliographic tools,
2. Check requests against holdings and order files,
3. Determine appropriate sources for purchase of materials,
4. Prepare purchase orders,
5. Maintain acquisitions files, e.g. order files, desiderata files,
6. Maintain up-to-date collections of publishers' and producers' catalogues,
7. Claim materials not received,
8. Maintain book-keeping records,
9. Prepare exchange lists,
10. Maintain serials records,
11. Maintain bindery records,
12. Prepare materials for bindery,
13. Supervise acquisitions clerks, e.g. typing of orders, receiving material.

Relating to Cataloguing and Classification Procedures the graduate is able to:

1. Verify cataloguing information in commonly used print, microfilm and on-line sources,
2. Acquire and edit commercial cataloguing copy,
3. Apply basic internationally accepted cataloguing rules for description and access,
4. Maintain authority files and cross references,
5. Maintain the public catalogue according to recognised filing rules,
6. Understand commonly used types of catalogue formats and methods of creating catalogue records,
7. Apply Dewey Decimal and Library of Congress classification systems, Sears and Library of Congress subject heading schemes and their Canadian supplements and counterparts in the subject analysis of materials not requiring specialised subject background,
8. Apply Cutter tables and other book number systems,
9. Maintain the shelf list,
10. Code, input, or edit information for a computerised catalogue system,
11. Supervise catalogue clerks, e.g. processing materials, typing pockets, cards.

Relating to Public Services Procedures the graduate is able to:

1. Circulation

- 1.1 Administer the circulation desk, supervising charging systems, statistics, files, etc.,
- 1.2 Supervise shelving and shelf maintenance, including inventory,
- 1.3 Handle inter-library loans including bibliographic verification,
- 1.4 Process the booking and rental of media and equipment,
- 1.5 Assemble and administer a reserve collection.

## 2. Reference\*

- 2.1 Conduct reference interviews in order to ascertain user needs,
- 2.2 Answer basic reference questions using standard reference tools and data bases,
- 2.3 Recognise and refer to librarians reference questions requiring further expertise,
- 2.4 Compile bibliographies on defined subjects,
- 2.5 Assist in the provision of current awareness service,
- 2.6 Acquire and organize materials for the vertical file and community information file.

\*In reference work the distinction between the skills of a library technician and a librarian lies in the complexity of the information request and, therefore, the level of expertise to handle the request.

## 3. Orientation

- 3.1 Assist in library orientation programs,
- 3.2 Show users how to use the catalogue and periodical indexes and how to locate materials,
- 3.3 Apply knowledge of various presentation techniques to user programs.

## 4. Publicity

- 4.1 Create/produce library publicity materials such as booklists, exhibits, promotional handouts, bulletin board displays, press releases, ads.

Relating to Other Technical Procedures the graduate is able to:

1. Type a minimum of 35 wpm on an electric typewriter using the touch system, with special skills in the forms and processes currently used by libraries,
2. Assist in weeding the collection including the deletion of catalogue records,
3. Operate audiovisual equipment and conduct preventive maintenance procedures,
4. Create audiovisual materials, e.g. slides, transparencies, sound tapes, videotapes,
5. Supervise the repair and preventive maintenance of library materials.

## LIBRARY ASSOCIATION OF AUSTRALIA

### EXTRACTS FROM 1982 HANDBOOK (Sydney: The Association, 1982)

#### Statement on the Recognition of Library Technician Courses

The preceding Statement on the Recognition of Courses in Librarianship, while largely concerned with courses leading to a professional qualification, contain in its Introduction and Part 1 general policy statements relating to both professional and library technician courses. Those sections should be read as an Introduction to this Statement.

#### Part 1 Criteria for the recognition of Library Technician courses

- 1 Nature of the course. Courses should be generalist in nature and should prepare library technicians over a wide range of activities in all types of libraries.
- 2 The school or department
  - (a) The Association believes that Technical and Further Education (TAFE) institutions are the appropriate institutions to conduct library technician courses.
  - (b) The department responsible for the course should have such status within the institution as will guarantee sufficient independence. It will be expected to have:
    - An adequate and separate teaching staff whose responsibility it will be to plan and organise the courses. Continuous communication between teaching staff, employers and other interested parties is essential. An advisory committee for the course may be the most appropriate way to achieve this.
    - There must be adequate accommodation and equipment for the department including staff work rooms and provision for tutorial work. The general services of the institution should be fully available to the department.
    - The students enrolled in the course should be able, and be encouraged, to share fully in the general student life of the institution.
    - The institution should possess a library sufficient to support the teaching program.
    - The library of the institution, together with other libraries within easy access, should be sufficient to:
      - (i) support the teaching program of the course in complementary and peripheral fields.
      - (ii) afford students appropriate experience.
- 3 The teaching staff

The teaching staff for the course will be expected to be of high calibre, well qualified for his field by education and experience, and capable of teaching well. There should be a full-time Head of Department and sufficient staff to provide an acceptable staff-student ratio for a laboratory-type teaching situation.
- 4 Entry requirements

Restrictions on entry to library technician courses should be minimal. Performance in the course should be used as the most important criteria for judging the fitness of the student.

5 Duration of courses

A course leading to a Library Technician Certificate should generally be of two years' duration with concurrent work experience or field work amounting to the equivalent of 24 weeks being regarded as an integral part of the course curriculum.

Part 2 Content of Courses

With the variety in entry level there will be variety in course content. In general terms:

- 1 Students on completion of Library Technician courses should be able to perform the operational and supervising tasks set out in Part 3. To perform these tasks satisfactorily the library technician will need to understand thoroughly the tasks themselves as well as the inter-relationship of tasks within a library. A knowledge of the functions, objectives and operations of the various kinds of library and an appreciation of their service orientation is also necessary.
- 2 In order to ensure that library technicians are adequately trained for the tasks they have to undertake the course should be designed so that students reach an exit-level at least equivalent to that of final year exit-level high school students.
- 3 The vocational content of the course should be supplemented by enrichment subjects, the extent of which will depend on entry level. As well as library subjects, there are several related subjects which are seen as having great value in a library technician course. These include supervision and training of non-professional staff, human relations, and communications, including business communication, publicity and promotion techniques.
- 4 The nature and extent of library and non-library studies will vary according to the entry level and prerequisites for the course, but should be sufficient to allow students the opportunity to develop personal interests insofar as this is compatible with the course objectives. Optional studies could be undertaken in any of a very wide range of library and non-library subjects. The choice of options may vary from one course to another.
- 5 Further information may be obtained from the Chairman, Board of Education, Library Association of Australia.

Part 3 Tasks which the Library Technician should be able to perform:

Technical services

- 1 Searching and verifying bibliographical data.
- 2 Revising printed cards, entries from bibliographies, or selected machine readable records to conform to the library's practice.
- 3 Cataloguing duplicates, new editions and fiction.
- 4 Preparing descriptive cataloguing entries for selected library materials.
- 5 Classifying selected materials.
- 6 Assigning subject headings to selected materials.
- 7 Filing catalogue entries below the rod.
- 8 Identifying items needing repair and needing rebinding.
- 9 Assisting in the preparation of binding specifications.
- 10 Listing material selected for disposal where the form of entry has to be determined.
- 11 Coding data sheets for key punching.

- 12 Checking computer listing of newly added or modified entries.
- 13 Adding location data to machine readable databases.

#### User Services

- 14 Explaining library rules and procedure to users.
- 15 Maintaining circulation systems.
- 16 Operating audio-visual equipment.
- 17 Maintaining and making adjustments to audio-visual hardware.
- 18 Collecting and recording information for in-house directories and referral files.
- 19 Maintaining loose leaf reference material.
- 20 Preparing and filing vertical file material.
- 21 Assisting in the compilation of indexes.
- 22 Processing inter-library loan requests.
- 23 Assisting the librarian with reference enquiries.
- 24 Setting up library displays and exhibits.
- 25 Assisting in the planning of library displays.

#### Production and reprography

- 26 Producing publicity and display material.
- 27 Recording on audio-tape and videotape (other than 'live' recordings).
- 28 Photographing in black and white and colour especially for production of 35mm slides.
- 29 Duplicating print materials, slides, tape recording etc.
- 30 Making and assembling multi-media kits for loan or instructional use.
- 31 Assisting in the physical production of multi-media kits.

#### Administrative and general

- 32 Supervising and training non-professional staff.
- 33 Writing procedures for tasks which he supervises.
- 34 Presenting in graphic form and interpreting elementary statistics.
- 35 Assisting in the evaluation and selection of equipment and supplies.
- 36 Editing computer print-outs preparatory to final runs or photo typesetting.
- 37 Assisting with the operation of in-house data processing equipment.

Part 4 Tasks which the Library Technician should be able to supervise and perform.

Listed below are typical tasks which the library technician should be able to supervise. To be capable of supervising them, he must understand how they are performed, and he may be required to perform them in a particular work situation.

- 1 Sorting and checking of new material.
- 2 Receipt and recording serials.
- 3 Updating of on-order and in-process files.
- 4 Identification and follow up of outstanding orders.
- 5 Ordering of printed catalogue cards.
- 6 Typing of catalogue cards, added entry headings, short business letters.
- 7 Key punching.

- 8 Production of secondary entries and references.
- 9 Allocation of book numbers.
- 10 Pre-sorting of catalogue entries for filing.
- 11 Filing of shelf-listed cards.
- 12 Recording of revised location data etc. on existing catalogue entries.
- 13 Replacement of damaged cards and guide cards.
- 14 Removal of cards from catalogue for discarded material.
- 15 Registration of borrowers.
- 16 Updating of registration records.
- 17 Charging and discharging of loans, handling reserves, overdues etc.
- 18 Recording of inter-library loan records.
- 19 Maintenance of publicity records, e.g. scrapbooks and cutting files.
- 20 Filing of correspondence.
- 21 Recording of statistics.
- 22 Recording of financial transactions.
- 23 Ordering of supplies and equipment.
- 24 Updating of mailing lists, exchange records etc.
- 25 End-processing of library materials.
- 26 Repair of selected materials.
- 27 Routine preparation and dispatch of materials for binding.
- 28 Maintenance of binding records.
- 29 Inspection of materials returned from bindery and preparation for use.
- 30 Stocktaking routines.
- 31 Shifting material and adjustment of location labels.
- 32 Reading of shelves and files and maintenance of files in correct order.

Note: Additional tasks resulting from technological developments may well be appropriately carried out by library technicians and individual teaching institutions should cater for these tasks in the course. The majority of the tasks listed above were first published in Guidelines for education of library technicians, a report of the workshop held in Melbourne in May 1976.

#### Library Technician Qualifications A note for employing authorities

There is a need in librarianship, as in many other professions, for middle level personnel to support and assist professional staff. In the library context, the term 'Library Technician' is often used to describe such personnel. The Library Association of Australia recognises the need for courses intended to prepare library technicians for work in libraries and library-related activities, and has prepared guidelines to ensure that appropriate courses are developed.

The library technician is a person who possesses the specific library-oriented skills and general background knowledge necessary to enable him or her to perform satisfactorily tasks agreed on as appropriate for library technicians. Generally, these tasks will fall between those carried out by professional librarians and those carried out by unskilled staff. The library technician should be able to perform these tasks in libraries and resource centres of all types and sizes and in appropriate information centres.

More specifically, the tasks that the library technician should be competent to perform and/or supervise are listed in part 3 of the accompanying Statement on the Recognition of Library Technician Courses. They comprise a wide range of tasks in all areas of library work. In acquisitions work, for example, the library technician should be able to search for and verify bibliographic data, supervise the receipt of new materials and maintain appropriate records. In cataloguing, the technician should be able to undertake selective descriptive cataloguing, revise printed catalogue data to conform with the Library's practice and file catalogue cards. In circulation work, the technician should be able to register borrowers and explain lending procedures, reserve, charge and discharge materials, keep records and handle overdues. In reference work the technician should be able to assist the librarian with other inquiries and assist library users with the operation of audio-visual equipment. The library technician should be able to produce publicity and display materials, set up library displays, operate reprographic equipment and check edit lists for data processing. The training given should equip the library technician to work with library materials of all kinds.

The range of tasks performed by a library technician, and the extent of responsibility expected, will vary according to the type and size of library in which the technician is working, his or her experience, and the availability or otherwise of specialist staff to perform particular tasks. In many cases the technician will be required to supervise and train library aides and other non-professional staff. In addition, the experienced library technician may have substantial supervisory responsibilities over a number of other library technicians and non-professional staff.

The Library Association of Australia, committed to improve the standard of librarianship and to promote, establish and improve library services, has a responsibility to support and maintain high standards in these courses for library technicians throughout Australia. The Association supports the establishment of library technician courses in Technical and Further Education (TAFE) institutions because technical colleges have an established role in the training of technicians in all fields and a clear distinction should be made between these courses and those at professional level taught at universities and colleges of advanced education.

The Library Association of Australia sees the benefit of some diversity of approach and emphasis in courses offered by different institutions. However, to ensure that there is comparability between and portability of the qualifications awarded by the various TAFE authorities, a process of assessing library technician courses and of recognising those that meet the Association's standards is necessary. The Association will publish a regularly updated list of those library technician courses in Australia that have been recognised and will provide employers with advice concerning that status of all library technician courses vis-à-vis the Association's standards.

### Statement No 3 - The Roles of Librarians and Library Technicians

#### 2.5 Criteria for Courses offered by external studies

The Board expects institutions offering courses by external studies to meet the criteria for on-site study and in addition specific criteria involving administrative requirements, communication and special teaching materials and library resources.

2.6 A further responsibility of the Board is to stimulate innovation in library education by providing a forum for the discussion of issues, by preparing documents outlining possible future developments for General Council and the Association at large, and through discussions with library educators and practitioners.

## 1. Preamble

The Library Association of Australia in developing and maintaining high standards for librarianship has recognised the need for different levels of staff in libraries, particularly those whose training enable them to support the work of librarians. This need has become more obvious in recent years as libraries have become more complex organisations using advanced technologies in the application of which a wide variety of specialist skills is required. As in other professions, an occupational group of trained support staff has been recognised - the library technicians. In setting standards for the education of librarians and library technicians the Board of Education has outlined the roles of each group.

## 2. The Librarian

The librarian's role focuses on management, direction and policy-making. This requires the ability to design, develop and evaluate information services in response to clients' needs, and a high level of expertise in the identification, organisation and use of sources of information.

The Librarian today is faced with the tasks related to:

- analysing the information needs of the community which the library serves;  
deciding which aspects of those needs the library can effectively serve;
- devising policies and plans by which appropriate services can be provided and, in particular, adapting the library for cost-effective participation in library networks;
- interacting with other professional groups and with commercial enterprises in the creation and maintenance of effective services;
- creating original bibliographical records of sources of information which facilitate the exploitation by users of the library's resources;
- interpreting for clients the most appropriate of available information sources and services;
- designing and managing information services to meet client needs;
- evaluating library performance against measure of responsiveness to client needs and of quality control;
- communicating with others in order to ensure for the library an equitable share in the allocations of resources.

The librarian therefore needs to be competent in:

Analysis, involving the identification of the essential features or constituent elements of any given entity or situation and their relationships.

Evaluation, involving measurement and judgement in regard to criteria developed.

Synthesis, involving the combining of separate constituent elements into a unified whole creating new knowledge through categorisation and deduction.

3. The Library Technician works in support of the librarian, principally in operating and supervising routine procedures which control systems for handling materials and files.

The work of the library technician normally involves:

- maintaining specified procedures for the handling of material and files at agreed levels of efficiency;
- operating and maintaining or arranging maintenance of equipment at agreed levels of performance;
- suggesting changes to enhance the efficiency of specified procedures;
- supervising the operation of specified procedures.

The library technician therefore needs to be competent in -  
Comprehension, involving the ability to understand, explain and summarise rules, policies, methods and procedures.

Application, involving the ability to use rules, methods, instructions and procedures in existing and new situations and to demonstrate such methods and procedures.

Communication, involving the ability to explain and summarise rules, methods and procedures and report on problems encountered in operating specified procedures.

A detailed list of the tasks that a library technician should be able to perform and/or supervise appears on pp. 84, 85 of this Handbook.

#### 4. Conclusion

Without reference to the type, scope and scale of the particular library, it is not possible to specify precisely the tasks performed by librarians and very difficult to specify those performed by library technicians.

The Association points out to employers, however, that the ability to supervise is not to be confused with the ability to manage. It is the role of the librarian to plan, organise, implement and manage library services; it is the role of the library technician to support the library's objectives by carrying out agreed procedures or seeing that they are carried out.

The library technician does not have the training or expertise of the librarian in overall management of a library service or of a large department of a library, and should not be expected to fill this role. All libraries of whatever size require staff with professional competence and staff with technical knowledge and skills. The need for professional expertise and judgement may be intermittent in the smallest services and in individual service points of large library systems, but it is essential that they should be available when needed. The Association employs a full-time Industrial Officer who is available to assist those involved in negotiating or determining salaries, classifications and conditions of employment of library staff.

#### Statement No 4 - Recognition of First Award Courses, Professional Level

1. As outlined in Statement No 2 the Board is responsible for the recognition of first awards. Recognition procedures will include assessment of curriculum content, the teaching school, teaching staff student entry requirements and course duration. The Board considers that universities and colleges of advanced education are appropriate institutions for offering professional courses.

- (iii) Information users and their needs.
  - (iv) Sources of information and their characteristics.
  - (v) Functions of libraries and other information agencies.
  - (vi) Provision and management of information services.
  - (vii) Acquisition and organisation of information resources.
  - (viii) Information control and retrieval.
  - (ix) Information dissemination.
- (b) Courses at the first award level should ensure that students develop knowledge and skills in the above areas and are competent in:
- (i) Analysis involving the identification of the essential features or constituent elements of any given entity or situation and their relationships.
  - (ii) Evaluation, involving measurement and judgement in regard to criteria developed.
  - (iii) Synthesis, involving the combining of separate constituent elements into a unified whole, creating new knowledge through categorisation and deduction. In addition, courses should aim to develop attitudes of service to the library's public, and co-operation with other library staff, and prepare students for a future of changing technology.

#### The teaching school/department

The teaching school offering courses in library and information science should:

- (a) be an integral part of a recognised institution teaching at tertiary level;
- (b) have status within the institution which will guarantee the degree of independence expected of an academic department;
- (c) have a Head of the library school who is responsible for the academic elements of courses;
- (d) have adequate accommodation, equipment and funding;
- (e) have a library sufficient to support the teaching programs of the school;
- (f) have adequate administrative and clerical support.

#### 5 Teaching Staff

The staff teaching in the areas outlined in 3(a)

- should be well qualified academically and professionally and be capable of teaching well;
- should have research or consultancy experience;
- should have contributed to the theory and practice of library and information science;
- should together have the knowledge and experience necessary to teach adequately the full range of library and information science as specified in the course structure.
- should, irrespective of the size of the school, be of sufficient number to permit a staff-student ratio appropriate to teaching at a tertiary level.

## 6 Student entry requirement

- For first awards at an undergraduate level, entry requirements will be those acceptable to the individual tertiary education institution.
- For first awards at a graduate diploma level, entry requirements will be a degree or a diploma (UG2) from a recognised tertiary education institution.

## 7 Duration of courses

- For undergraduate courses leading to a first award, a minimum of three (academic) years' full-time study, or the equivalent part-time is necessary.
- For graduate diploma courses leading to a first award, a minimum of one (academic) year of full-time study, or the equivalent part-time is necessary.

## 8 Special requirements for courses by external studies

Institutions offering courses by external studies should ensure that the following additional requirements are met -

- (a) academic admission requirements are at the same level as those for internal courses;
- (b) adequate administrative arrangements for maintaining an efficient external studies program are available;
- (c) effective and regular communication links are maintained between staff and students, and personal contact is provided through residential schools, supervision of tutorial groups of students, and visits to groups of students by staff;
- (d) educationally effective teaching materials for external study are prepared and used;
- (e) adequate library resources are available to students through the tertiary institution;
- (f) students have access to a variety of libraries of different sizes and types.

## Statement No 5 - Recognition of First Award Courses: Technician Level

1 As outlined in Statement No 2, the Board is responsible for the recognition of awards. Recognition procedures will include assessment of curriculum content, teaching school, teaching staff, student entry requirements and course duration. The Board considers that technical and further education (TAFE) institutions are appropriate institutions for conducting library technician courses, as such institutions have considerable experience in conducting other courses at a similar level.

### 2. Course design

- (a) The Board recognises that course design is the responsibility of individual institutions.
- (b) Courses should be generalist in nature and should prepare library technicians for a wide range of tasks in all types of libraries.
- (c) The vocational content of a course should be complemented by a general studies component. For students who enter a course with less than the equivalent of final year, exit level high school studies, the general studies component should be sufficient to bring them to that level in general.
- (d) The Board recognises the possibility of using a variety of modes in the teaching of courses. This would allow patterns of full-time and part-time studies to be varied by the use of a mixed-mode offering, including full-time/part-time/block studies.

### 3 Curriculum content

- (a) All courses leading to a first award at technician level should include studies in the following areas -
  - (i) functions, purposes and operations of libraries of various types and their service orientation, at an awareness level;
  - (ii) types of library materials, their formats, characteristics and uses, at an awareness level;
  - (iii) details of rules, methods and procedures in:
    - (1) technical services procedures associated with the acquisition, bibliographic control, subject access and shelf preparation of library materials;
    - (2) user services tasks associated with circulation (including inter-library lending), operation of equipment and assisting the librarian with reference and information work;
    - (3) use of audio-visual equipment and limited production tasks associated with the development of audio-visual resources;
    - (4) care and repair of library materials including preparations for binding;
    - (5) general tasks, including supervision of non-professional staff.
  - (iv) practical skills such as typing, photography and display;
  - (v) the essentials of library public relations.
- (b) Courses at the first award level should ensure that, through studies in the above areas, students develop the following competencies which are essential to the role of the library technician:
  - (i) comprehension, involving the ability to understand, explain and summarise rules, policies, methods and procedures;
  - (ii) application, involving the ability to use rules, methods and procedures in existing and new situations and to demonstrate such methods and procedures;

- (iii) communication, involving the ability to explain and summarise rules, methods and procedures to the public and other staff, and to report on problems encountered in operating specified procedures;  
In addition, courses should aim to develop attitudes of service to the library's public, and co-operation with other library staff, and prepare students for a future of changing technology.

#### 4. The teaching school/department

A teaching school offering library technician courses should:

- (a) be an integral part of a recognised institution of technical and further education;
- (b) have adequate accommodation and equipment to conduct the course;
- (c) have access to a library sufficient to support the teaching program in all subject areas, and to other libraries of various types for student visits;
- (d) have adequate administrative and clerical support.

#### 5 Teaching staff

The staff in the areas outlined in 3(a)

- should be well qualified for this field by education and experience and be capable of teaching well;
- should have at least one staff member in a full-time capacity to co-ordinate, plan and contribute to the teaching and learning activity in the course;
- should be of sufficient number to allow an acceptable staff:student ratio in a laboratory-type teaching situation.

#### 6 Student entry requirements

Restrictions on entry to library technician courses should be minimal.

Potential performance in the course should be used as the most important criterion for determining admission.

#### 7 Duration of courses

Courses leading to a Library Technician Certificate should generally be of two years' duration with concurrent work experience, or field work of sufficient quantity to ensure that students have substantial practical experience in undertaking library technician tasks in a library.

#### 8 Special requirements for courses by external studies

Institutions offering courses by external studies should ensure that the following additional requirements are met:

- (a) academic admission requirements are at the same level as those for internal courses;

- (b) adequate administrative arrangements for maintaining an efficient external studies program are available;
- (c) effective and regular communication links are maintained between staff and students, and personal contact is provided through residential schools, supervision of tutorial groups of students, and visits to groups of students by staff;
- (d) educationally effective teaching materials for external study are prepared and used;
- (e) adequate library resources are available to students through the tertiary institution;
- (f) students have access to a variety of libraries of different sizes and types.

STATISTICAL APPENDICES

DIRECTORY OF COLLEGES

RESULTS OF QUESTIONNAIRE SURVEYS

UNDERTAKEN BY THE

L.A.C.T.D.G., 1969-1977

THE NALGO DISTANCE LEARNING PACKAGE

FOR THE B/TEC 'DOUBLE OPTION' MODULE

IN LIBRARY & INFORMATION STUDIES

CITY AND GUILDS OF LONDON INSTITUTE

- PRE-REVISION RESEARCH QUESTIONNAIRE

FOR COURSE 737, 1980

THE C.S.E. MODE III EXAMINATIONS

IN LIBRARY STUDIES

STATISTICAL APPENDICES

STATISTICAL APPENDICES

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SCOTEC/1	Certificate course results, 1978/79 - 1982/83
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## Statistical Appendices: Introductory Note

Statistical information concerning both the takeup, and examination successes relating to the CGLI, BEC and SCOTEC qualifications is uneven in both quantity and quality.

Data is in any case much less in evidence for the latter two certificates in view of their much shorter history. No separate tables have been included for the BEC 'double option' module since so very little exists. Such statistics as were available have been incorporated into the text of Chapter 6/3 of the thesis. Much the same is true of the SCOTEC qualifications, though the statistical appendices to the certificate course reports have been reproduced here.

Much more information exists with regards to the CGLI certificate. The examiner's reports from 1968 onwards\* contained information regarding examination successes and there have been cumulated in various tables following. Analyses by result changed in format after 1976 and the data is thus split between tables LAC/2(a) and /2(b) 1-3 owing to incompatibility of presentation. Similar incompatibilities meant that some of the other data could not easily be summarised; nor were some of the statistical analysis available over other than a very short time series. However, a number of LA and LACTDG papers have also been incorporated as background information to chapter 6/3. A number of colleges teaching the LAC kept their own detailed statistics, some of which are reproduced in the directory following these statistical appendices. References to these relevant directory entries are made in the tables. The source of all statistical data is quoted in the tables. The LACTDG data, based on survey returns does not cover all colleges or candidates, but is based on a sample - primarily colleges in membership of the group. Where percentages have been calculated to complement existing data, figures have been rounded up or down to the nearest full percentage point as appropriate.

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\* No data from 1967 - the pilot year - seems to have survived.

CITY AND GUILDS  
OF LONDON  
LIBRARY ASSISTANT'S  
CERTIFICATE

ANALYSES OF AVAILABLE DATA

ANALYSIS BY OVERALL RESULT

1968 - 1983 (May/June)

Year	Total (N)	Pass Rate %
1968	194	99
1969	368	92
1970	485	95
1971	414	81
1972	488	85
1973	651	84
1974	577	83
1975	740	80
1976	562	78
1977	546	83
1978	605	71
1979	587	67
1980	482	56
(May/June)1981	326	75
(May/June)1982	179	86
(December)1982	356	89
(May/June)1983	71	69
<b>Total</b>	<b>7631</b>	<b>78</b>

(Cumulated from subsequent tables)

See also directory entries:

Ballynahinch  
 Bangor  
 Birkenhead  
 Birmingham (West Bromwich)  
 Bradford  
 Colchester  
 Coventry  
 Glasgow  
 Newcastle-upon-Tyne  
 Norwich  
 Nottingham

ANALYSIS BY RESULT

1968 - 1976

Year	Fail	Pass	Credit	Distinction	Total	Pass Rate %	Source of Data
1968	2	21	155	16	194	99	C.G.L.I., T/380/ 5/G1
1969	27	67	228	46	368	92	"
1970	27	62	325	71	485	95	"
1971	78	104	205	27	414	81	C.G.L.I., T/380/ 10/2
1972	75	107	257	49	488	65	C.G.L.I., T/737/ 10/2
1973	103	135	352	61	651	84	C.G.L.I., T/737/ 10/G1
1974	99	96	328	54	577	83	C.G.L.I., T/737/ 5/G1
1975	147	127	407	59	740	80	" "
1976	121	232	192	17	562	78	" "
<b>TOTALS</b>	<b>679</b>	<b>951</b>	<b>2449</b>	<b>400</b>	<b>4479</b>	<b>85</b>	
<b>OVERALL %</b>	<b>15</b>	<b>21</b>	<b>55</b>	<b>9</b>	<b>100(N)</b>		

LAC/2(a)

ANALYSIS BY RESULT - PAPER 01 (Organisation, Purpose and Users)

1977 - 1983 (May)

Year	Fail %	Pass %	Credit %	Distinction %	Total (N)	Pass Rate %	Source of Data
1977	8	22	52	18	546	92	C.G.L.I., 737
1978	16	23	52	9	614	82	C.G.L.I., T/737/ 5/G1A
1979	19	31	42	8	570	81	"
1980	33	33	28	6	477	67	"
1981 (May/June)	26	26	37	11	303	74	C.G.L.I., T/ [737]/10/2
1982 (May/June)	8	35	43	14	168	92	C.G.L.I., 7371
1982 (December)	17	34	42	7	344	83	C.G.L.I., T/ [737]/10/2
1983 (May/June)	28	34	28	11	65	72	C.G.L.I., 7371

See the extracts from the Newcastle College of Technology Library Assistants Newsletter (in the directory of courses) for further details.

LAC/2(b)1

ANALYSIS BY RESULT - PAPER 02 (Aids, Activities, and Routines)

1977 - 1983 (May/June)

Year	Fail %	Pass %	Credit %	Distinction %	Total (N)	Pass Rate %	Source of Data
1977	17	24	39	20	546	83	C.G.L.I., 737
1978	21	34	41	5	610	79	C.G.L.I., T/737/ 5/G1A
1979	25	34	34	7	570	75	"
1980	26	29	37	8	479	74	"
1981 (May/June)	27	45	26	2	300	73	C.G.L.I., T/ [737]/10/2
1982 (May/June)	10	41	39	10	168	90	C.G.L.I., 7371
1982 (December)	12	35	46	8	335	88	C.G.L.I., T/ [737]/10/2
1983 (May/June)	16	40	43	2	58	84	C.G.L.I., 737

ANALYSIS BY RESULT - PAPER 02 PRACTICAL ASSESSMENT

1977 - 1983 (May/June)

Year	Fail %	Pass %	Credit %	Distinction %	Total (N)	Pass Rate %	Source of Data
1977	0	3	41	56	546	100	C.G.L.I., 737
1978	0.2	2.3	36.5	61	606	99.8	C.G.L.I., T/737/ 5/G3A
1979	0.8	1.8	35	63	570	99.2	"
1980	2	3	38	57	482	98	"
1981 (May/June)	-	1	35	64	261	100	C.G.L.I., T/ [737]/10/2
1982 (May/June)	-	3	40	57	176	100	C.G.L.I., 7371
1982 (December)	3	3	34	61	285	97	
1983 (May/June)	2	4	43	51	53	98	C.G.L.I., 7371

ANALYSIS BY AGE OF CANDIDATES

SITTING THE EXAMINATION

Year	--- Age ---												Total	Source of data
	17	18	19	20	21	22	23	24	25-30	31-35	Over 35	Unspecified		
1968	-	-	12	17	33	23	12	4	21	10	54	8	194	C.G.L.I., T/380/5C1
1971	-	21	37	51	35	87			167			9	414	C.G.L.I., T/380/1 (See separate sheet)
1972	8	19	51	52	45	94			209			10	488	Unofficial analysis appended to 1972 course results - C.G.L.I.file
1973														

See also directory entries for:

- Bolton
- Bradford
- Bristol
- Colchester
- Huddersfield
- Nottingham
- Sheffield

380, Library Assistant's Certificate - December Examinations, 1971

Age	No. of Candidates	Distinction	Credit	Pass	Fail	Total No. of cand. passing	Percentage Pass
18 years	21	1	9	8	3	18	86.0
19 years	37	-	18	12	7	30	81.0
20 years	51	1	33	6	11	40	79.0
21 years	35	2	21	10	2	3	94.0
22 - 24	87	7	57	17	6	81	93.0
25 - 29	38	4	22	7	5	33	87.0
30 - 39	55	3	32	12	8	47	85.0
40 - 49	49	2	24	5	18	31	63.0
50 +	25	-	12	4	9	16	64.0
Age not stated	12	-	7	2	3	9	75.0
<b>TOTAL</b>	<b>414</b>	<b>20</b>	<b>235</b>	<b>86</b>	<b>73</b>	<b>336</b>	
<b>PERCENTAGE</b>		<b>4.83%</b>	<b>56.76%</b>	<b>20.77%</b>	<b>17.63%</b>	<b>81.1%</b>	

Internal Candidates (Fail 73)

External Candidates (Fail -)

ANALYSIS BY TYPE OF LIBRARY IN WHICH CANDIDATES WERE EMPLOYED

Year	Public	Special	Schools, Hospitals, Universities	Unspecified	Source of Data
1968	106	48	38	2	L.A., ED 604/2

ANALYSIS BY TYPE OF LIBRARY IN WHICH STUDENTS ATTENDING SELECTED

COLLEGE COURSES WERE EMPLOYED

[N.B. Not all students included in these figures sat the examinations]

Year	Public	Special	National	Academic	Other	Totals	Total sitting the exams	% sitting
1970	146	64	18	61	14	303	280	92
1971	185	66	2	58	8	319	291	91
1972	193	86	-	66	11	356	313	88
1973	261	31	5	59	10	366	342	93
1974	233	59	-	54	23	369	339	92
1975	230	45	-	88	14	377	338	90
1976	208	53	-	54	15	330	278	84
1977	165	30	-	67	11	273	276	101*
TOTALS	1621	434	25	507	106	2693(N)	2457	91
%	60	16	1	19	4	100	* must include resits	

Source: L.A.C.T.D.G. College Returns, 1970 - 1977; analysis by Albert Standley, 1977 (distributed to all group members, but otherwise unpublished).

BREAKDOWN OF FORMER C.G.L.I. CANDIDATES, 1974/1975

(The figures for the two years have been summed in this table)

	Borough, County Corporation Libraries, Education Depts. and Museums	Industrial Organisation Libraries	Hospital and Medical Libraries	Technical and Further Education Colleges	Miscellaneous*	Total
	985	137	26	115	42	1305 (N)
%	75	10	2	9	3	100

\* Miscellaneous for 1975 included: 1 S.P.C.K. Bookshop; 4 Housewives; 7 Home Address only; 1 Voluntary worker; 2 C.E.G.B., 2 Government Communications, 1 Science Information Service, British Council; 2 Dept. of Industrial Forensic Science, Belfast; 1 Ministry of Home Affairs<sup>2</sup>.

Source: Library Association, Working Party on Certificates in Library Work.. Ref. CLW 021 (undated).

TYPE OF LIBRARY

See also directory entries for:

Birkenhead  
Blackpool  
Bolton  
Bradford  
Bristol  
Coventry  
Edinburgh (Telford)  
Gwent  
Huddersfield  
Newcastle-upon-Tyne  
Nottingham  
Oxford  
Portsmouth  
Prescot  
Sheffield  
Stockport  
Stoke-on-Trent



SCOTEC CERTIFICATE COURSE IN LIBRARY ANDINFORMATION SCIENCE - COURSE RESULTS1978/79 - 1982/83

Year	1978/79	1979/80	1981/82	1982/83
Numbers Sitting	6	13	11	51
Pass Rate (%)	100	100	100	94

Total sitting: 18

Source: SCOTEC course report 356 - Certificate in Library and Information Science, 1982/83.

'SUBJECT STATISTICS', 1978/79 - 1982/83

n = number of candidates

p = percentage pass rate

x = mean mark

s = standard deviation

		78-79	79-80	80-81	81-82	82-83
<b>356-01</b>						
Administration	n	6	13	11	38	50
	p	100	100	100	97.4	100
	x	74	69	70	70.5	69.7
	s	13	9	10	10	8.2
<hr/>						
<b>356-02</b>						
Bibliography and Sources of Information	n <sup>4</sup>	6	13	11	37	51
	p	100	100	100	89.2	94.1
	x	78	72	77	56.6	57
	s	10	11	9	15.8	16.1
<hr/>						
<b>356-030</b>						
Communication	n	6	13	11	39	51
	p	100	100	100	100	100
	x	79	76	66	67.6	66.1
	s	7	11	6	6.1	88
<hr/>						
<b>356-040</b>						
Library and Information Technology II	n	6	13	11	39	51
	p	100	100	100	100	100
	x	77	62	72	73.9	75.7
	s	6	8	7	6.7	5.9
<hr/>						
<b>356-05</b>						
Project	n	6	13	11	39	50
	p	100	100	100	100	100
	x	74	71	73	70.3	68.7
	s	7	12	12	7.2	10.4

Source: SCOTEC course report 356 - Certificate in Library and Information Science, 1982/83

DIRECTORY OF  
COLLEGES WHICH  
TEACH/TAUGHT  
COURSES LEADING  
TO ONE OR  
MORE OF THE  
BRITISH CERTIFICATES  
IN LIBRARY WORK

## INTRODUCTORY NOTE

This directory has been compiled from the lists of colleges which offer(ed) either the CGLI or the BEC library certificate courses.

Every college was sent one or other of two questionnaires (reproduced at the end of the directory) depending upon whether they were still offering or had ceased teaching (as far as could be ascertained) the CGLI, LAC or the 'double option' module.

A wealth of information was received - much of it concerning the actual teaching of the course. There was insufficient space to include this data. The directory instead concentrates on the basic information concerning numbers and background of students, support for the course and its general history and particular origins.

References to the various CGLI and LACTDG questionnaires are included and the original summaries of data from the latter surveys are reproduced at the end of the directory as a way of indicating the course arrangements for the LAC. Data from published articles, etc. is also included as far as possible.

In some cases, no response to the request for information was forthcoming and only basic information - gleaned from CGLI or BEC lists - could be included. All details are given as they were supplied in 1984, when the letters were distributed. Where colleges have changed their name, it is normally the earlier version which constitutes the heading under which the information is listed. Arrangement between entries is by geographical area. Within entries, no one arrangement has been adopted, simply because the range and variety of information provided was so great. In many instances, records relating to (mainly defunct) courses had been destroyed. The information contained in the directory complements the 'official' statistics reproduced earlier in the appendix and is discussed in Chapter 6/3 of the thesis.

Aberdeen College of Commerce  
Holburn Street  
ABERDEEN  
AB9 2YT  
Scotland

SLA news, 89: 83, 1968 noted that 'a course had been offered in Aberdeen [that year], but no applications had been received'.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

The course was still being taught in 1983, with ten students, only three of whom were employed by a library authority, the other seven being unemployed people 'with an interest in books and libraries'.

Aberstwyth College of Further Education  
Llanbadarn Fawr  
ABERYSTWYTH  
SY23 3PB  
Wales

One of the original 14 colleges offering the C.G.L.I., L.A.C. course (Liaison, April, 1969, p. 28). Subsequently offered a BEC double option course which ran only once, gaining insufficient support from employers to be continued.

Responded to the L.A.C.T.D.G. surveys in 1971 and 1974.

Abingdon College of Further Education  
Northcourt Road  
ABINGDON  
Oxfordshire  
OX14 1NN

In 1981, at the request of a local industrial librarian, the college offered the BEC 'double option' module as part of a day-release BEC course. It began in September of that year and ran for two years, during which time four female students from two large scientific libraries attended and passed. The course was subsequently discontinued owing to insufficient registrations.

Aylesbury College of Further Education  
Oxford Road  
AYLESBURY  
Buckinghamshire  
HP21 8PD

One of the original 14 colleges offering the C.G.L.I., L.A.C. course (Liaison, April, 1969, p. 28). Still offering the course in 1984.

Responded to L.A.C.T.D.G. surveys, 1969, 1972, 1974, 1975, 1976 (nil return), 1977 (nil return).

The then course tutor (Mrs J.J. Brice) commented that the course was only usually viable - in terms of student numbers - every third year. By 1984, however, the likelihood was that the course would be completely abandoned, with the County Library running the scheme as an in-service training course, also available to external students.

Ballymena Technical College  
Trostan Avenue  
BALLYMENA  
County Antrim  
BT43 7BN  
Northern Ireland

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, September, 1969, p. 80).

Responded to the L.A.C.T.D.G. survey in 1976.

The course has in practice rarely run since a minimum of fourteen enrolments is necessary and rarely has this been achieved. The Tutor in 1984 wrote that during his 'association with the college, only two courses have been run, one about eight years ago, and the other two years before that'.

Ballynahinch Technical College  
BALLYNAHINCH  
County Down  
Northern Ireland

The course tutor in 1984 wrote that a C.G.L.I. course was 'provided by this college as and when the need for such a course has been ascertained by the Senior Librarian of the Education and Library Board in this area, i.e. when there were enough unqualified library assistants to make a course viable. This colleges was chosen to provide the course and to act as an examination centre because the local administrative headquarters of the South Eastern Board's Library Service is in Ballynahinch and the majority of the candidates work at this Headquarters'.

Examination statistics were supplied as follows:

Year	Series	Entries	Distinctions	Credits	Passed	Fail
1970	December	6	3	2		1
1973	December	11		1	4	6
1979	December	12		2	4	6
1978	December	21		8	7	6
1979	May/June	11		3	7	1
1981	December	11		3	6	2
1982	May/June				3	

Bangor/North Down College of Further Education  
Castle Park Road  
BANGOR  
County Down  
Northern Ireland

Responded to the L.A.C.T.D.G. survey in 1975.

The course was actually held in the Public Library in Bangor with staff from both the library and the college being involved. The classes were held in the library for convenience. Miss J. Barfoot, the course organiser wrote: 'the college didn't have a classroom available at the time that suited us to hold the course, most of the students worked in Bangor Branch and Mobiles and we were able to hold the classes on Thursday afternoon when the library was closed'.

The course ran in 1975 only 'and there were 12 students, 2 didn't complete the course (one had been accepted for library school and hadn't intended to finish the course), 3 failed the examination, 4 passed and 3 gained a pass with credit'.

Bangor/Gwynedd Technical College  
Ffriddoedd Road  
BANGOR  
Gwynedd  
LL57 2TP  
Wales

Recorded as a L.A.C. centre in C.G.L.I. lists for 1975, 1978, 1980.

Barry College of Further Education  
Colcot Road  
BARRY  
CF6 8YJ  
South Glamorgan

Responded to the L.A.C.T.D.G. survey in 1974/75 (nil return).

Bedford, Mander College (Bedford College of Further Education)  
Cauldwell Street  
BEDFORD  
MK49 9AH  
Bedfordshire

One of the original 14 colleges offering the C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28).

Replied to the C.G.L.I. pre-revision research questionnaire 1980.

Recorded as a L.A.C. centre in the C.G.L.I. lists for 1975, 1978, 1980.

Belfast Newtonabbey Technical College  
400 Shore Road  
BELFAST  
County Antrim  
BT37 9RS  
Northern Ireland

Recorded as a L.A.C. centre in the C.G.L.I. list for 1980.

Belfast, Rupert Stanley College of Further Education  
Tower Street  
BELFAST  
County Antrim  
BT5 5FH  
Northern Ireland

Recorded as a L.A.C. centre in C.G.L.I. lists for 1975, 1978, 1980.

Berkhamstead, Ashridge Management College  
BERKHAMSTEAD  
Hertfordshire  
HP4 1NS

Responded to the L.A.C.T.D.G. survey in 1975 (nil return). The college never actually offered the C.G.L.I., L.A.C. according to the college librarian, writing in 1984, though members of staff sat the examinations, having studied at Aylesbury or St. Albans (q.v.).

Bilston College of Further Education  
Westfield Road  
Bilston  
WOLVERHAMPTON  
West Midlands  
WV14 6ER

The College introduced a BEC 'double option' module course in 1981; this ran for two years with eight students but was subsequently discontinued. The course tutor moved to Wulfrun College, Wolverhampton (q.v.).

Birkenhead/North Wirral College of Technology  
(later Wirral Metropolitan College)  
Borough Road  
BIRKENHEAD  
Cheshire  
L42 9QD

Responded to the L.A.C.T.D.G. surveys in 1973, 1974, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Prior to 1973, the course was run as an in-service training scheme at Wallasey Public Library (now part of Wirral Public Libraries). On the retirement of the Chief Librarian, the college agreed to continue the course, with the tutor herself having retired from full-time work. The course closed in 1981, when the local education authority raised the minimum number of student enrolments necessary to make a course viable - a number unattainable for the L.A.C. course. Wirral libraries then offered an internally-based scheme for their own staff.

Students were drawn primarily from Unilever Research and Wallasey/Wirral libraries. Mrs B. Harrison, the Course Tutor, wrote: 'we were the only college on Merseyside offering this course, but unfortunately Liverpool Public Libraries had their own staffing structure and did not recognize the L.A.C., thus our students could be drawn from Wirral only'. An analysis of results, compiled by Mrs Harrison, follows.

WIRRAL METROPOLITAN COLLEGE (Previously Birkenhead Technical College and  
North Wirral College of Technology)

Year	No. of Students - Types of Library	Examination Results	% Pass
1973	12 - All from Public libraries	11 passed (10 credits, 1 pass) 1 failed	92
1974	8 - 6 from Public libraries 2 from special libraries	7 passed (1 distinction, 6 credits) 1 failed	88
1975	11 - 8 from Public libraries 2 from Academic libraries 1 from Special library	9 passed (5 credits, 4 passes) 1 failed	82
1976	11 - 9 from Public libraries 1 from Academic library 1 from Special library	New marking scheme introduced 11 Certificates awarded	100
1977	13 - 12 from Public libraries 1 from Academic library	(11 took exam) 8 certificates awarded. 3 referrals	73
1978	11 - 9 from Public libraries 2 from Special library	(10 took exam) 7 certificates awarded. 3 referrals	70
1979	9 - 8 from Public libraries 1 from Special library	9 certificates awarded	100
1980	13 - 10 from Public libraries 2 from Academic libraries 1 from Special library	(11 took exam) 11 certificates awarded	100
1981	10	<u>Course closed due to education</u> cuts by LEA	

Birmingham, Matthew Boulton Technical College  
Sherlock Street  
BIRMINGHAM  
West Midlands  
B5 7DB

Responded to L.A.C.T.D.G. survey in 1977 (nil return).

A C.G.L.I., L.A.C. course was, in the words of the course tutor, Colin Green, 'on the college prospectus for over 10 years but there were never enough students interested to make it viable. We needed at least 12 on a course but the maximum number of provisional enrolments was, I think, 7. This course was taken off the prospectus in 1981'.

Writing in March 1984 of the BEC 'double option' module course which he ran at the college, Mr Green said:

The BEC option module in library studies has been more successful. It was offered for the first time in 1980 and a new course runs every 2 years. The third 'Intake' commenced in September 1983.

Currently there are 12 on the course - 1 male, 11 female. Ages range from 19-24 and one ancient individual of 42. One is from a local Polytechnic, the remainder from Birmingham Public Library - 5, Solihull - 3, the remainder Sandwell Public Library.

The first year the course was offered in 1980 there were 12 - 1 male, 11 female. One from Birmingham University, one from Birmingham Polytechnic, the remainder from Birmingham Public Library and Solihull Public Library. The average age of the first 3 entrants was 25-30 - not surprising considering this was a new course fulfilling a long felt local need. There were large numbers of staff from Birmingham Public Library anxious to get on the course and successful applicants had to endure 2 vigorous interviews before they were accepted. This vetting led to a very high calibre of student - perhaps the best motivated and interested group at this college for some years.

The second year of entrant numbered 13. Two from Birmingham Polytechnic, the remainder from Birmingham Public Library and Solihull. The usual 1 male and 12 female, younger average age - 18-24.

Entry qualification - 4 'O' Levels or if over 21 evidence of maturity and/or extensive library experience. BEC general certificate is also accepted but the majority of students have the necessary 'O' levels.

Birmingham West Bromwich (Sandwell) College of Commerce & Technology  
Woden Road South  
WEDNESBURY  
West Midlands  
WS10 OPE

An advertisement in Public service (NALGO's newsletter) 58/12 for October 1984 (p. 2) announced that an 'open learning' course leading to the C.G.L.I., L.A.C. had been started at the college. Examinations

would be 'held in May/June 1985 in local centres following a course conducted through correspondence'. The college reported 'More than 50 applications for enrolments from various parts of the country'. See also 'Support for non-professional staff training'. Library Association Record 88: 225, 1986. For the May/June 1985 examinations, the college put forward 31 candidates, with 26 distinctions, 23 credits, 26 passes and 8 referrals from 93 (3 x 31) papers. (L.A.C.D.T.G./A.E.T.L.A. minutes, 18 October 1985).

Blackpool & Fylde College of Further Education  
(Formerly College of Technology and Art)  
Ashfield Road  
Bispham  
BLACKPOOL  
Lancashire  
FY2 OHB

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

A course has been run since 1975 and was still being run in 1984 on a one-day-per-week, day-release basis. The course tutor, Charles Oldham, commented:

'In the nine years [since 1975] that we have been running, only three males on it; 95% of students are from public libraries, the rest from college libraries ... Lancashire County Library thinks enough of the qualification to give an assistant an increment on passing the examination ... As to BEC - this was never a starter in Lancashire as the actual library content of the course was only 25% - the rest was a group of subject's which would be of minor relevance to a library assistant'.

Bolton Technical College (Bolton Metropolitan College)  
Manchester Road  
BOLTON  
Lancashire  
BL2 1ER

In 1971, the college announced that its third Library Assistant's Certificate course would commence in January, 1972 (Library Association Record 73: 217, 1971).

Responded to the L.A.C.T.D.G. surveys in 1972, 1973, 1974, 1975, 1974/75, 1976, 1977. Also taught the C.S.E. mode III in library studies (see separate paper in the appendix).

Run as a daytime, day release course since 1970, the course has attracted 12-15 students each year, 90% of whom have been female and 70% of whom have been under 30 years of age. 80% of the students have come from public libraries; the remainder from college or special libraries.

Bootle, Hugh Baird College of Further Education  
Balliol Road  
BOOTLE  
Lancashire  
L20 7EW

Responded to the L.A.C.T.D.G. survey in 1977 (nil return).

The course was not held in the college, but the public library service in Sefton prepared staff as part of a year's staff training for non-professionals. For passing the C.G.L.I., L.A.C. 'students were granted the incentive of a salary increase' (J.A. Miller, South Area Librarian, Sefton).

Bradford (Technical) College  
Greater Horton Road  
BRADFORD  
West Yorkshire  
BD7 1AY

One of the original 14 colleges offering the C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28).

Responded to L.A.C.T.D.G. surveys, 1969, 1971, 1972, 1973, 1974, 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I., pre-revision research questionnaire, 1980.

For 17 years - until August 1980 when he left the college - F.M. Jorysz, Senior Lecturer in Librarianship, organised part-time day courses leading not only to the C.G.L.I., L.A.C. but also the part I and II L.A. examinations.

Numbers varied on the L.A.C. course, normally from 15-25 students, though Mr Jorysz reported that 'for three consecutive years there were well over thirty and classes had to be duplicated'. He continued: 'The success rate hovered around 85-90%. Some 'fails' completed at the second attempt. There were students who proceeded to the professional examinations and qualified'. The course was offered 'to satisfy a clearly existing demand. Students included recent school leavers and mature, even very mature (to be polite) assistants. The catchment area was West and North Yorkshire. South Yorkshire was catered for by Miss Gregory at Richmond College, Sheffield [q.v.]. Students and their employers, i.e. librarians, often said that assistants were much the better for it'.

Jorysz hints that the course could have continued had he not taken early retirement, with support coming from all types of library within the catchment area.

Bridgwater Technical College  
see under Taunton

The June 1968 issue of Liaison carried a note of the course set up at Bridgwater Technical College in September 1967 and attended by non-professional staff from 'public and special libraries in Somerset'. The tutors, R.H. Nichols - Tutor/Librarian and G. Mort, then County Technical Librarian, were instrumental in forming the L.A.C.T.D.G. Mort became the first Chairman of the group; Nichols (having moved to the post of Head of the Library Department at St. Alban's College of Further Education, (q.v.) was his successor. Mort eventually moved the course to Taunton, q.v.

One of the original 14 college offering the C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28).

Responded to L.A.C.T.D.G. survey 1969.

Bristol, Brunel Technical College  
Ashley Down  
BRISTOL  
Avon  
BS7 9BU

Responded to L.A.C.T.D.G. surveys in 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire 1980.

References to students from Bristol University Library included in Wells, M.J., Staff training in University libraries BLR & D Report 5750, 1983. See especially pp. 24f., 41f., 71f., 78f.

The course began in 1973 and ran every year until 1984, when it was still being offered. The main thrust initially came from the local branch of NALGO and the course tutor, Michael Williams - also involved in discussions with Rennie McElroy regarding other C.T.F.E. qualifications. Until the Brunel course was instigated, library assistants were sent to a 'local government course on a day-release basis for two years; the L.A.C. was felt to be a much more relevant qualification'.

Some 80% of the students worked for the County Library Service, and, though supported by the employing authority, cutbacks in local government spending had reduced the intake to a point where it would become unviable to run the course (minimum number = 15).

Mr Williams was not able to generalise about examination results, though since the course lasted for a whole day each week, he expected most students to pass. He considered the examination difficult to fail, while a few who gained distinctions were obviously 'head and shoulders above the rest'.

The age range of students was 19-circa 44. Very few men had been on the course, not least because the county library did not normally employ males at this level. County library students received two increments upon successful completion of the course.

Cambridgeshire College of Arts & Technology  
Collier Road  
CAMBRIDGE  
Cambridgeshire  
CB1 2AJ

The college has been listed as a centre for the C.G.L.I, L.A.C. because students studying externally are registered there. Cambridgeshire County Library has offered a correspondence course for its staff leading to the C.G.L.I.

Cauldon College  
see Stoke-on-Trent

Chelmsford, Mid-Essex Technical College & School of Art  
(later Chelmer Institute of Higher Education)  
Victoria Road South  
CHELMSFORD  
Essex  
CM1 1LL

Responded to the L.A.C.T.D.G. surveys in 1971, 1972, 1973, 1974, 1975, 1974/75, 1976, 1977.

The Institute, as it became, adopted a policy of offering only higher level courses and, because of its low categorisation, the C.G.L.I., L.A.C. was discontinued. The BEC 'double option' module was not offered in its place, however, Course Tutor was Rosemary Oates, co-author of one of the standard textbooks for L.A.C. courses. See also Colchester Institute.

Cleveland Technical College  
Corporation Road  
REDCAR  
Cleveland  
TS10 1EZ

Recorded as a centre for the 'double option' module in BEC lists but no further information available.

Colchester Institute (North-East Essex Technical College &  
School of Arts  
Sheepen Road  
COLCHESTER  
Essex  
CO3 3LL

Responded to the L.A.C.T.D.G. surveys in 1973 (nil return), 1974, (nil return), 1975 (nil return).

The C.G.L.I., L.A.C. course was run on two occasions (1970 and 1972) only in response to local need/demand. It had been agreed with Ipswich Civic College (later Suffolk College) that neither institution would offer the course in the same year. (Some of the students on the Colchester course actually lived in Suffolk.) Mrs R.H. Melling course tutor wrote:

After two intakes, reducing from 20 to 9, numbers became uncertain. About the same time, Chelmer Institute (then Mid-Essex Technical College [q.v.] started the course with, I understand, less stringent entry requirements and they were clearly in a position to attract students from a wider area of Essex. This course continued to flourish there until recently and several members of our staff have completed it successfully.

The results for the two Colchester Institute courses were as follows;

	1970	1972
Distinction	1	2
Credit	18	5
Pass	1	2
Fail	0	0
	20 Total	9 Total

Students were accepted in accordance with City & Guilds Regulations at that time, i.e., they should have completed two years' library service by the time they completed the course.

Coleraine Technical College  
Union Street  
COLERAINE  
BT52 1QA  
Northern Ireland

Responded to the L.A.C.T.D.G. survey in 1973.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Cornwall Technical College  
REDRUTH  
Cornwall  
TR15 3RD

Recorded as a centre for the 'double option' module in BEC lists but no courses being run in 1984 and no information on any previous schemes available.

Coventry Technical College  
The Butts  
COVENTRY  
West Midlands  
CV1 3GD

Responded to the L.A.C.T.D.G. surveys in 1975 (nil return), 1976 (nil return), 1977 (nil return).

Though offered in the college syllabus for several years, the C.G.L.I., L.A.C. course was only run in 1978/79 with nine candidates as a 'pilot scheme'. 'Since then' wrote Hilary Temple, the course tutor, 'no course with fewer than 15 students has been allowed to run, and there is not sufficient demand locally at present [1984] to produce such numbers'.

Ms Temple commented that there was a 'small steady market from the academic and special libraries in the Coventry area', the city libraries ran their own in-service courses which produced increments for those completing them and the college found it difficult to compete.

Ms Temple also supplied the following information:

Of the nine candidates on the course, all passed, with a total for the three papers of 5 passes, 15 credits and 7 distinctions. Several of them were mature students (35+) and had not been in formal education for a number of years, which says a lot for their motivation.

On the Coventry city schemes, see Grant, B.J., 'Electric library'. Open access 22, 1978 and Gough, P.H. paper in Baker, D. (ed.) Junior staff training. Leicester: L.A., U.C. & R.S. 1980, 9-11.

Deesside, Kelsterton College of Technology  
Connah's Quay  
Deesside  
Clwyd  
CH5 4BB  
Wales

[part of the North-East Wales Institute of Higher Education]

Recorded as a L.A.C. centre in C.G.L.I. lists for 1975, 1978, 1980.

Doncaster College of Technology (later Doncaster Metropolitan  
Institute of Higher Education)

Waterdale  
DONCASTER  
South Yorkshire  
DN1 3EX

Responded to the L.A.C.T.D.G. surveys in 1971, 1972, 1973, 1974,  
1975, 1974/75, 1976, 1977.

As far as can be ascertained from surviving records within the  
college, a C.G.L.I, L.A.C. course ran from 1969 (when the examination  
records begin) until 1977/78, when the course was terminated because of  
insufficient numbers.

In 1981, the Institute carried out an extensive survey of local  
libraries with a view to offering the BEC National Library option but,  
in the words of the then head of learning resources, Dr P. Lavigueur,  
'the results of this were so poor that we had to abandon the scheme'.

Dundee, Duncan of Jordanstone College of Art  
Perth Road  
DUNDEE  
DD1 4HT  
Scotland

Ran a course internally leading to the C.G.L.I, L.A.C. from 1979,  
largely at the instigation of the Senior Librarian. Each year, a  
junior member of staff (all female) has successfully completed the  
examinations (up until 1984).

Dunstable College  
Kingsway  
DUNSTABLE  
Bedfordshire  
LU5 4HG

Listed as a centre for the BEC 'double option' module, but no  
course ever run, or intended.

Eastleigh College of Further Education,  
(Formerly Eastleigh Technical College)  
Chestnut Avenue  
EASTLEIGH  
Hampshire  
SO5 6HT

Not listed as being one of the original colleges offering a C.G.L.I., L.A.C. course but:

Responded to the L.A.C.T.D.G. surveys, 1969, 1971, 1972, 1973, 1975.

Edinburgh, Napier College of Commerce & Technology  
Sighthill Court  
EDINBURGH  
EH11 4BN  
Scotland

Has offered the SCOTEC Higher Certificate in Library & Information Science Course in a distance learning mode since 1983, with David Craig, tutor/librarian as the first course co-ordinator. The college had previously prepared students in a similar way for the library Association's examination until they could no longer be sat. (see McElroy, A.R., 'Professional qualifications in librarianship by directed private study'. Journal of librarianship 10: 256-273, 1978).

In the first two years of the SCOTEC course, 15 and 20 students enrolled respectively; over 80% of the candidates have been female.

Edinburgh, Telford College of Further Education  
Crewe Toll  
EDINBURGH  
EH4 2NZ  
Scotland

One of the first 22 colleges to offer the C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62: SLA news, 1968, pp. 68, 86). Subsequently offered a SCOTEC Certificate Course instead of the L.A.C., from 1977/78.

The first course was described in SLA news 90: 271-273, 1969 by David Christie, then Senior Tutor/Librarian. Telford were surprised at the demand for the course. 'We had expected an enrolment of about twelve students. In the event, we had to firmly close enrolment when we reached 24 students giving us two classes of twelve. Late applicants will have to wait until January 1970'. (p. 271) An analysis of the backgrounds of students was included in the article and is reproduced here:

Public Libraries	...	11 students
University	...	3 students
S.C.L.	...	3 students
Colleges of Education	...	1 student
Colleges of Further Education	...	1 student
Industry	...	3 students
Registrar General	...	1 student
Army Branch Library	...	1 student

(p. 271)

Responded to the L.A.C.T.D.G. surveys in 1971, 1973. No further information regarding the C.G.L.I., L.A.C. course appeared to be available. Course information for the SCOTEC course to 1983/85 included, however. Until 1981/82, Telford was the only college which had sufficient support to run the SCOTEC Certificate Course (Bate, J.L., 'The SCOTEC Course'. New library world 80: 127, 1979 records the then opposition in other centres.)

In 1983, the college submitted a proposal for a distance learning scheme (based on Telford's day-release course for the SCOTEC Certificate in Library & Information Science) to the Open Tech Unit of the Manpower Services Commission. This was approved in November of that year, with the first students enrolling in January 1984 and a second intake commencing study that August. By the end of the year, there was a waiting list for further enrollments. A 1986 market survey described the course:

The duration of the SCOTEC course is two years. During this time students are sent, at two week intervals, a total of 44 study units. Tutorial contact is maintained by letter and telephone. Each student has a personal tutor/counsellor at College. In addition, professional librarians in the students' own libraries give practical help and moral support where necessary. There is a residential week each session at Telford College. This includes tutorials, seminars, practical work and visits to such libraries as the National Library of Scotland. The student's progress is continuously assessed by tutor-marked assignments included in the study units. There is a final SCOTEC examination at the end of the course.

Librarians throughout Scotland encouraged their sub-professional staff to enrol on the distance learning course. The response was not limited to one type of library or geographical region. Over half of the students have been sponsored by their employers for fees and expenses.

The success of the Scottish distance learning scheme has led to the expansion of the open learning project to cater for the demand for sub-professional training in library and information work throughout the United Kingdom.

(Library and Information Science Open Learning project: Market Survey)

The course was offered in England and Wales and a distance learning scheme for the C.G.L.I., L.A.C. was introduced in 1986. See also McCullough, S., 'sub-professional education: a new initiative'. SLA news (1984) pp. 8-9; McCullough, S., 'Open learning in sub-professional education and training'. Library Association Record 88: 141, 1986. Public service, August 1984.

TELFORD COLLEGE

SCOTEC CERTIFICATE IN LIBRARY AND INFORMATION SCIENCE

STUDENT NUMBERS						TYPE OF LIBRARY					
YEARS	TOTAL	M	F	NUMBER SITTING EXAM.	PASSES	UNIV.	COLLEGE	SCHOOL	PUBLIC	SPECIAL	NATIONAL
1977-79	7	0	7	6	6	0	2	1	1	0	3
1978-80	14	0	14	13	13	0	6	0	6	2	0
1979-81	13	0	13	11	11	0	2	0	9	2	0
1980-82	13	2	11	11	9	0	3	2	4	4	0
1981-83	18	0	18	18	18	1	3	3	6	3	2
1982-84	11	1	10	-	-	2	2	1	3	3	0
1983-85 (Day-release)	11	0	11	-	-	0	6	2	2	1	0
1983-85 (Distance learning)	19	0	19	-	-	4	0	1	13	1	0

Enniskillen, Fermanagh College of Further Education  
(Enniskillen Technical College)  
Fairview Avenue  
ENNISKILLEN  
County Fermanagh  
Northern Ireland

Recorded as a L.A.C. centre in C.G.L.I. lists for 1975.

Ewell Epsom, North-East Surrey College of Technology  
Reigate Road  
Ewell  
EPSOM  
Surrey  
KT17 3DS

One of the original 14 colleges offering the C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28).

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

The course was offered until 1978/79, when, as Mrs M. Palmer, the Tutor/Librarian commented: 'It was dropped because we could not obtain sufficient students, employers remained unconvinced about it and it was not recognised for the purposes of promotion/grading/increments'. A BEC 'double option' module course was introduced in 1980 and was still running in 1984.

Falkirk College of Technology  
Grangemouth Road South  
FALKIRK  
FK2 9AD  
Scotland

Prepared to begin a SCOTEC Certificate in Library and Information Science Course in 1979 but could not attract sufficient students. (Bate, J.L., 'The SCOTEC course'. New library world 80: 127, 1979.)

Glasgow, Central College of Commerce (& Distribution)  
300 Cathedral Street  
GLASGOW  
G1 2TA  
Scotland

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62 SLA news, 1968 p. 83). Subsequently offered a SCOTEC Certificate course instead of the L.A.C., 1981, 'with an intake of about 30 students'. (L.A. ref. PDE 317, May 1981).

Responded to the L.A.C.T.D.G. surveys in 1971, 1972, 1973, 1974, 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

The course tutor (S. Sharp) writing in 1984 stated that:

'The College offered a course for the City and Guilds Library Assistant's Certificate from 1970 to 1980. For most of that period two day-release classes were offered with something like sixteen students in each class. The pass rate, in general was high, occasionally being as high as 100%. This should be expected when a course of this type and level is attended by students already working in libraries. The course was stopped in 1980 when SCOTEC's Certificate in Library and Information Science was offered in its place. It was decided that the SCOTEC course was a better course and that there was not room for both the City and Guilds course and the SCOTEC course.

The SCOTEC course is offered on a day-release basis over a period of two years compared to the City and Guilds one year. The first year is regarded as category four work while the second year is regarded as category three work (i.e. more advanced).

At the present time there are 22 1st year students and 30 2nd year students. I have not worked out precise figures over the years the course has been running however the following estimates are fairly accurate. Up until this year two year courses and two second year courses have been offered with about fifteen students in each class. Usually the classes are predominantly female. Some classes are all female. The most males in any class have been three in number. Approximately 73% of students are from public libraries, 16% from school libraries, 8% from college libraries and 3% from industrial libraries.'

Initially, opposition to the SCOTEC course was considerable, with Glasgow District Libraries deciding not to send their junior staff on the course and it could not run, despite the presence of three tutor/librarians. (Bate, J.L. 'The SCOTEC course'. New library world 80: 127, 1979).

Gloucestershire College of Arts & Technology  
(now part of Glos. CAT)  
Oxstalls Lane  
GLOUCESTER  
GL2 9HW

The college ran a C.G.L.I., L.A.C. course until 1979 when the college was amalgamated with other institutions to form Glos. CAT. The Head of Learning Resources wrote in 1984 that the course was discontinued 'due in part to little demand, and a reluctance of experienced lecturers to take the course'. No other data or documentation appears to have survived.

Grantham College of Further Education  
Stonebridge Road  
GRANTHAM  
Lincolnshire  
NG31 9AP

Responded to the L.A.C.T.D.G. survey in 1974/75 (nil return). No C.G.L.I., L.A.C. course was ever taught, however.

Grimsby College of Technology  
Nuns Corner  
GRIMSBY  
South Humberside  
DN34 5BQ

Though listed as a centre for C.G.L.I., L.A.C., no course was ever taught. R.M. Newby, Tutor/Librarian, commented:

'In the early 1970s, Lincoln College (q.v.) was running one with students travelling from Grimsby but when I investigated that numbers it would not have been viable for both to attempt to run it. In a large sparsely populated county like Lincolnshire this will always be a problem with this course'.

Gwent College of Higher Education  
College Crescent  
Caerleon  
NEWPORT  
Gwent NP6 1XJ

Responded to the L.A.C.T.D.G. survey in 1977 (nil return).

Mrs J. Maggs, Tutor/Librarian, wrote in 1984:

It is true that this college was intending to offer a course, several years ago (I regret I have no files to confirm the exact dates) and I was to run the course, BUT, it was mainly intended for assistants working for the County Library, and only one week before the course was due to start, one sub-committee ruled that no course should run without at least 12 students enrolled, and another sub-committee refused to let any library assistants have any time off for the course (it was to have run for afternoons in the county's time, and evening in their own time).

The course was therefore effectively cancelled, due to non-liaison of sub-committees of County Councils.

It was to have run at our Alltyn Site (we have three sites) where Mr John Keane has run part-time LA courses for many years. He has made several attempts to run various courses which have been shot down by non-validation by various bodies, etc.

Hammersmith & West London College  
Gliddon Road  
Barons Court  
LONDON  
W14 9BL

One of the original 14 colleges offering the C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28). Subsequently devised a BEC syllabus, but still offering the C.G.L.I. course in 1984. In January 1970, the college announced that it would be holding extra classes on Thursday mornings for the examinations to be held in December of that year; this course was in addition to the four terms of classes begun the previous September. (Liaison, January 1970, p. 4).

Responded to the L.A.C.T.D.G. surveys in 1969, 1971, 1972, 1973, 1974, 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Harrogate College of Further Education  
Haywra Crescent  
HARROGATE  
North Yorkshire  
HG1 5BE

Responded to the L.A.C.T.D.G. surveys in 1973, 1974, 1975 (nil return), 1976 (nil return), 1977 (nil return).

Ms M.E. Harland, Tutor/Librarian, commented in 1984:

'The College used to offer the City and Guilds course until 1975, when following Local Government re-organisation the Local Authority decided not to continue the former West Riding policy of letting students attend in work time, and of giving increments to successful students. As they were the major employer of library assistants in the area, this meant the abandonment of the course. We used to have c.15 students on the course each year, with a high pass rate (90-100%). Students themselves felt that the course was a valuable supplement to any in-service training, but that it was not really sufficient for people wishing to make a career.'

Horwich College of Further Education  
Victoria Road  
Horwich  
Greater Manchester  
BL6 6ED

Recorded as a centre for the 'double option' module in BEC lists, but no further information available.

Huddersfield Technical College  
New North Road  
HUDDERSFIELD  
West Yorkshire  
HO1 5NN

The Technical College began a C.G.L.I., L.A.C. course in 1984 on a one-day per week basis. The first intake consisted of 17 students, all female, aged between 17-53. 13 were from public libraries, 2 from further education colleges, one from a polytechnic and one from a college of education.

Huntingdon Technical College  
California Road  
HUNTINGDON  
Cambridgeshire  
PE18 7BL

Though listed as a centre for the C.G.L.I., L.A.C., no course was ever offered, or intended.

Ipswich, Suffolk College of Higher & Further Education  
Rope Walk  
IPSWICH  
Suffolk  
IP4 1LT

Responded to the L.A.C.T.D.G. surveys in 1974, 1977 (nil return).  
See also Colchester Institute.

A BEC course was also offered, though practical (timetabling) difficulties meant that the course could not easily be supported by the County Library. See Labdon, P. [County Librarian], 'An investigation of the current position of sub-professional qualifications for library staff'. LEG news 22: 3-6, 1982.

Kirby College of Further Educaiton  
Roman Road  
MIDDLESBOROUGH  
Cleveland  
TS5 5PJ

A BEC 'double option' module course was offered in 1982/83 but insufficient enrolments made it unviable.

Kirkcaldy College of Technology  
St Brycedale Avenue  
KIRKCALDY  
Fife  
KY1 1EX  
Scotland

Responded to the L.A.C.T.D.G. surveys 1972, 1975 (nil return), 1974/75, 1976, 1977 (nil return).

Listed in various 'careers' pamphlets as running SCOTEC Certificate courses but this was not the case.

A C.G.L.I., L.A.C. course ran until 1976 (date of commencement unknown), 'usually with a class of 12-15 (predominantly female) drawn from the public libraries in Fife'. (Jean Husband, Tutor/Librarian) 'At local government re-organisation the County Library was trisected and the small independent public libraries were assimilated into the Districts. One chief didn't believe in C + G and only once sent one student, while the other two could not muster sufficient numbers to form a class'. During the mid-1970s, the college considered the introduction of 'an extra, specialist certificate in librarianship within the syllabus of the NEBSS Certificate of Supervisory Studies' on account of growing dissatisfaction with the L.A.C. and its increasing similarities with the old First Professional Examination. (L.A.C.T.D.G. minutes, 29 March 1974.)

Leamington Spa, Mid-Warwickshire College of Further Education  
Warwick New Road  
LEAMINGTON SPA  
Warwickshire  
CV32 5JE

Responded to the L.A.C.T.D.G. survey in 1976 (nil return). Mrs A. Hewins, College Librarian, writing in 1984, commented that:

We made serious attempts some years back to get one off the ground. The main stumbling block was that the main employer in the area, Warwickshire County Council, made it quite clear that they would not offer any increments to library assistants who passed this examination. This destroyed most of the incentive, not only to the would be organiser but of course to all the would be students too'.

Leeds, Park Lane College of Further Education  
Park Lane  
LEEDS  
West Yorkshire  
LS3 1AA

A.M. Scaife, Senior Tutor Librarian, writing in 1984, commented regarding a C.G.L.I., L.A.C. scheme:

1. The course was offered, and run with four students, during 1975/76. Three of the students were successful but I no longer have their names and addresses.
2. It was offered again in 1976/77 but there were no students.

The course was originally offered because, though I and my colleagues felt it was a poor course, it was all that was available at the time. I believe the students enjoyed the course but on meeting them later their success did not seem to have produced any financial or other rewards in their work.

Recruitment was hampered by firstly the need for prospective students to be employed in libraries before starting the course and secondly the unwillingness of local libraries to give day-release to prospective students.

Lewes Technical College  
Mountfield Road  
LEWES  
East Sussex  
BN7 2XH

Responded to the L.A.C.T.D.G. surveys in 1971, 1972, 1974, 1975 (nil return), 1976 (nil return), 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Lincoln College of Technology  
Cathedral Street  
LINCOLN  
Lincolnshire  
LN2 5HH

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62).

Responded to the L.A.C.T.D.G. surveys in 1972, 1974, 1975, 1977.  
See also Grimsby.

Liverpool, Mabel Fletcher Technical College  
Sandown Road  
LIVERPOOL  
Merseyside  
L15 4JB

Responded to the L.A.C.T.D.G. surveys in 1976 (nil return), 1977 (nil return).

Responded to the C.G.L.I pre-revision research questionnaire, 1980.

The college tried on several occasions to run a course but could never attract sufficient students.

Londonderry, Magherafelt Technical College  
Moneymore Road  
Magherafelt  
County Londonderry  
BT45 6AE  
Northern Ireland

Responded to the L.A.C.T.D.G. survey in 1971.

Londonderry, Northwest College of Technology  
Strand Road  
LONDONDERRY  
BT48 7BX  
Northern Ireland

Responded to the L.A.C.T.D.G. survey in 1971.

Loughborough Technical College  
Radmoor  
LOUGHBOROUGH  
Leicestershire  
LE11 3BT

Offered a two-year, one-day per week course leading to the BEC 'double option' module from 1979. Attempted to mount a National Diploma (full-time) module in 1984, having earlier (1980) offered a part time (day-release) course leading to the L.A.'s professional examinations.

The first intake consisted of six students; all subsequent enrolments were low - eventually so low that the viability of the course was seriously questioned.

Lurgan Technical College  
Kitchen Hill  
LURGAN  
County Armagh  
BT66 6AZ  
Northern Ireland

Recorded as a L.A.C. centre in C.G.L.I. lists for 1975, 1980.

Manchester, St John's College of Further Education  
Lower Hardman Street  
MANCHESTER  
M3 3FP

One of the original 14 colleges offering a C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28). Subsequently taught a BEC 'double option' module syllabus, but still offering a C.G.L.I. course in 1984.

Responded to the L.A.C.T.D.G. surveys in 1973, 1974, 1974/75, 1977 (nil return).

March Further Education Centre  
Station Road  
MARCH  
Cambridgeshire  
PE15 8LE

Recorded as a L.A.C. centre in C.G.L.I. lists for 1975, 1978.

Morden, Merton Technical College  
Morden Park  
London Road  
MORDEN  
Surrey  
SM4 5QX

Responded to the L.A.C.T.D.G. surveys in 1972, 1973, 1974 (nil return), 1975, 1974/75, 1976, 1977 (nil return).

Motherwell Technical College  
Dalzell Drive  
MOTHERWELL  
Lanarkshire  
ML1 2DD

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62; SLA news, 1968, p. 83).

Responded to the L.A.C.T.D.G. surveys in 1971, 1974, 1975 (nil return).

Newcastle, College of Arts & Technology (Further Education)  
Maple Terrace  
NEWCASTLE-UPON-TYNE  
NE4 7SA

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62). Subsequently taught a BEC 'double option' syllabus, though still offering the C.G.L.I. course in 1984.

Responded to the L.A.C.T.D.G. survey in 1972.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Run and taught almost solely by Lawrence G. Tagg of Newcastle City Library since 1969, course details for the C.G.L.I. and BEC syllabi follow. Regular newsletter for students, employers and other interested parties have been published twice-yearly since the mid-1970s. Many of these contained full course statistics, some of which are reproduced on the following pages. The newsletter can still lay claim to the description of 'the only publication in the U.K. exclusively devoted to the education of non-professional library staff'.

# CITY AND GUILDS

# LIBRARY ASSISTANTS

# CERTIFICATE

## 1969 - 1982

*Fourteen years of achievement at the College of Arts and Technology Newcastle upon Tyne.*

Course tutor since its inception : Mr L.G. Tagg.

Since 1969 more than 500 students have attended the course from the following libraries:

PUBLIC	Blyth, Cumbria, Darlington, Durham, Gosforth, Newburn, Newcastle, North Tyneside, Northumberland, South Shields, South Tyneside, Sunderland, Tynemouth, Wallsend, Whitley Bay.
UNIVERSITY	Durham including Oriental and Science sections Newcastle including Institute of Education, Language Centre and Social Studies Seminar.
POLYTECHNIC	Newcastle, Sunderland.
COLLEGE OF EDUCATION	Alnwick, Kenton Lodge, Northern Counties, Northumberland, St. Hilds and St. Bede, St. Marys.
C.F.E. TECHNICAL COLLEGE	Ashington, Bishop Auckland, College of Arts and Technology, Durham Agricultural, Gateshead, Hebburn, Monkwearmouth, New College, North Tyneside
SCHOOL	Newcastle Education Library Service and full time teachers from the following schools : Blakelaw, Chapel Park, Claremont, Dumpling Hall, Gosforth West, Valley Gardens (all Middle), Linskill High, Pelton Comprehensive Queen Elizabeth V1 Form College, Ridley High, Rutherford.
SPECIAL	Anglo Great Lakes Corporation Ltd, Berger Chemicals, British Gas Corporation (Engineering Research Station), British Ship Research Association, Dryburn Hospital (Postgraduate Medical.), Durham Cathedral, Durham Chemicals Ltd., Durham City Council (Planning Department), Faulkner - Brown, Hendy, Watkinson, Stonor., Freeman Hospital, Hexham General Hospital. International Research and Development Co. Ltd., Literary and Philosophical Society, Merz and McLellan, Ministry of Agriculture, Fisheries and Food, NEI Ltd., Management Services Unit & Policy Services Unit Newcastle City Council, Newcastle General Hospital (Postgraduate Medical), North East Coast Institution of Engineers and Shipbuilders, North of England Institute of Mining and Mechanical Engineers, C.A. Parsons Ltd., Procter & Gamble Ltd., Shelfpower, Northumbrian Water Authority, Sterling-Winthrop (Research and Development Division), Thermal Syndicate Ltd., Tyne and Wear Chamber of Commerce, Tyne and Wear County Council (Engineering and Planning Departments), Welwyn Electric Ltd.

# CITY AND GUILDS

## LIBRARY AND INFORMATION ASSISTANT'S CERTIFICATE

(formerly the Library Assistants Certificate)

First revision of the syllabus since 1967

at NEWCASTLE UPON TYNE COLLEGE OF ARTS AND TECHNOLOGY

Course tutor: L. G. Tagg, A.L.A.

We are pleased to announce that we will be offering this course again in 1983, our fifteenth year of operations, starting on Thursday, 13th January.

This scheme for courses of part-time study and related examinations is intended for assistants and technicians employed in libraries and information services. Its aim is to provide a basic qualification in library practice and its underlying principles with emphasis on practical skills. The scheme has been designed to be complementary to the training and experience students will be obtaining in their employment.

The course aims to enable students

- (a) to understand the purpose, functions and uses of libraries and information services
- (b) to develop the skills required to carry out the non-professional duties which normally support the work of professional staff
- (c) to relate this understanding and these skills to the training and experience that they obtain during their employment
- (d) to develop their communication skills, and to continue their education and personal development

and, in general, the course aims to equip students for a wider range of opportunities in the library and information work field.

### ENTRY TO THE COURSE

The selection of students for the course is within the discretion of the college but the Institute recommends that entry to the course should be restricted to students who have already been employed in library or information services.

COURSE FEE £32.10 (42 x 3½ hours)

It is not intended, and indeed may not always be desirable, for the syllabus to be studied only in the classroom and it is expected that much will be covered and supported by planned and direct demonstrations in a working library or information service. Organized visits to different types of libraries, information centres and other related organizations will be used to illustrate relevant sections of the syllabus. It is strongly recommended by the Institute that they will form an integral part of the course. Visits are recorded as practical project work elements in the appropriate areas of the syllabus.

Our programme includes visits to Boston Spa (B.L.L.D.), Edinburgh (National Library of Scotland/Royal College of Physicians), Preston (James Askey & Son Ltd.), Leeds (University) etc., as well as several in the immediate locality. Every effort is made to keep the cost of these visits as low as possible; private hire coach trips provides travel at a fraction of the cost of rail journeys. They are not covered by the course fee.

COURSE YEAR JANUARY - DECEMBER 1983

TWO CLASSES ARE HELD ON THURSDAYS. STUDENTS MAY ATTEND EITHER THE MORNING (9.00 a.m. to 12.30 p.m.) or AFTERNOON (1.45 - 5.15 p.m.) SESSIONS

If you have any queries, please contact the course tutor:

Mr. L.G. Tagg  
c/o Central Library,  
PO Box 1MC,  
Newcastle upon Tyne,  
NE99 1MC.  
Telephone Newcastle 610691

Extract from:

College of Arts and Technology, Newcastle-upon-Tyne, Library assistants newsletter, new series, no. 1 August 1984.

THE DEPARTMENT OF COMMUNITY, BUSINESS AND INDUSTRIAL STUDIES:  
COLLEGE OF ARTS & TECHNOLOGY, NEWCASTLE UPON TYNE

Following the successful launch last September we are pleased to announce the availability, subject to sufficient enrolments being received, of another First Year.

BEC NATIONAL CERTIFICATE (part-time) including

**LIBRARY AND INFORMATION WORK**

Double Option Module

Course Director for this option

LAWRENCE G. TAGG ALA

Entry requirements

These will be in accordance with BEC National Award requirements. Students will usually be expected to hold the City and Guilds Library Assistants Certificate; others to be approved by the Course Director.

Length/Pattern of Attendance

Two years part-time day release (MONDAY), *Commencing September 1982.*

Course Structure

1st Year – 4 Modules

People and Communications (Common core module).

Numeracy and Accounting (Common core module).

Organisation in its Environment (part one of a double Common core module).

Library and Information Work (part one of a double Option module).

2nd Year – 4 Modules

Organisation and its Environment (second part of the Common core module).

An Introduction to Public Administration (double Board core module).

Library and Information work (second part of the double Option module).

FEES

First Year: Course Fee	£55.20
Registration	4.50
BEC	22.00
	<u>£81.70</u>

(Second year course fee: £55.20)

For copies of the Library and Information work syllabus or any further information please contact the Course Director: Lawrence G. Tagg. Telephone Newcastle 610691 x 44.

- \* **PLEASE NOTE: THE CITY AND GUILDS LIBRARY ASSISTANTS CERTIFICATE COURSE WILL CONTINUE TO BE AVAILABLE. THE SYLLABUS HAS BEEN REVISED AND WILL BE EXAMINED FOR THE FIRST TIME, IN DECEMBER 1983. THE REVISION IS EXTENSIVE BOTH IN COURSE CONTENT AND IN THE METHODS OF EXAMINATION.**

I am interested in the BEC National Certificate course including the Library and Information Work Double Option Module. Please reserve \_\_\_\_\_ place(s).

To: L.G. TAGG  
c/o Central Library  
P.O. Box 1MC  
Newcastle upon Tyne  
NE50 1MC

## CITY AND GUILDS LIBRARY ASSISTANTS CERTIFICATE 1969 – 1982

Since 1969 students enrolled from the following libraries:

<b>PUBLIC</b>	Blyth, Cumbria, Darlington, Durham, Gosforth, Newburn, Newcastle, North Tyneside, Northumberland, South Shields, South Tyneside, Sunderland, Tynemouth, Wallsend, Whitley Bay.
<b>UNIVERSITY</b>	Durham including Oriental and Science sections. Newcastle including Institute of Education, Language Centre and Social Studies Seminar.
<b>POLYTECHNIC</b>	Newcastle, Sunderland.
<b>COLLEGE OF EDUCATION</b>	Alnwick, Kenton Lodge, Northern Counties, Northumberland, St. Hilds and St. Bede, St. Marys.
<b>C.F.E. TECHNICAL COLLEGE</b>	Ashington, Bishop Auckland, College of Arts and Technology, Durham Agricultural, Gateshead, Hebburn, Monkwearmouth, New College, North Tyneside.
<b>SCHOOL</b>	Newcastle Education Library Service and full time teachers from the following schools : Blakelaw, Chapel Park, Claremont, Dumpling Hall, Gosforth West, Valley Gardens (all Middle), Linskill High, Pelton Comprehensive, Queen Elizabeth VI Form College, Ridley High, Rutherford.
<b>SPECIAL</b>	Anglo Great Lakes Corporation Ltd., Berger Chemicals, British Gas Corporation (Engineering Research Station), British Ship Research Association, Dryburn Hospital (Postgraduate Medical), Durham Cathedral, Durham Chemicals Ltd., Durham City Council (Planning Department), Faulkner-Brown, Hendy, Watkinson, Stonor, Freeman Hospital, Hexham General Hospital. International Research and Development Co. Ltd., Literary and Philosophical Society, Merz and McLellan, Ministry of Agriculture, Fisheries and Food, NEI Ltd., Management Services Unit & Policy Services Unit Newcastle City Council, Newcastle General Hospital (Postgraduate Medical), North East Coast Institution of Engineers and Shipbuilder North of England Institute of Mining and Mechanical Engineers, Northern Regional Library Bureau, C. A. Parsons Ltd., Procter & Gamble Ltd., Shelfpower, Northumbrian Water Authority, Sterling-Winthrop (Research and Development Division), Thermal Syndicate Ltd., Tyne & Wear Chamber of Commerce, Tyne & Wear County Council (Engineering and Planning Departments), Welwyn Electric Ltd.

### Students enrolled

### Attended Examination

1969	17	16
1970	16	16
1971	23	21
1972	43	40
1973	42	39
1974	42	40
1975	42	42
1976	43	43
1977	46	46
1978	45	42
1979	46	46
1980	35	33
1981	42	42
1982	37	37

The most common reasons for not completing the course were of a maternal nature or husbands securing a job out of the area. Several students took the examination at another centre e.g. Birmingham, Liverpool, London, Manchester, Plymouth etc. — and all passed. These results are not recorded in the following tables.

### WRITTEN EXAMINATION RESULTS (December Series)

	<u>Distinctions</u>	<u>Credits</u>	<u>Passes</u>	<u>Failures</u> <sup>†</sup>
1969	3	10	3	0
1970	4	9	3	0
1971	6	12	2	1
1972	8	26	5	1
1973	9	24	4	2
1974	7	29	2	2
1975	11	26	3	2

From 1976 each written paper was marked separately.

1976	Paper One	7	23	9	4
	Paper Two	8	25	6	4
1977	Paper One	14	21	7	4
	Paper Two	17	26	3	0
1978	Paper One	10	18	7	7
	Paper Two	5	26	9	2
1979	Paper One	8	21	14	3
	Paper Two	8	24	10	4
1980	Paper One	9	14	10	0
	Paper Two	3	19	10	1
1981	Paper One	5	20	13	4
	Paper Two	5	23	9	5
1982	Paper One	4	23	9	1
	Paper Two	6	25	6	0

Candidates qualifying for award of the Certificate.

1976	37	out of	43
1977	42	out of	46
1978	35	out of	42
1979	42	out of	46
1980	32	out of	33
1981	37	out of	42
1982	36	out of	37

<sup>†</sup> All but two students chose to re-sit the exam. In the following December (1972 - 1975) or May - June (1976 - 1982): only two were unsuccessful.

### NATIONAL Results for the same period (December examination series)

1969	46	228	67	27
1970	71	325	62	27
1971	27	205	104	78
1972	49	257	107	75
1973	61	352	135	103
1974	54	328	96	99
1975	59	407	127	147
1976	17	192	232	121
1977	Paper One	109	213	93
	Paper Two	98	284	44

		<u>Distinctions</u>	<u>Credits</u>	<u>Passes</u>	<u>Failures</u>
1978	Paper One	56	319	143	96
	Paper Two	29	247	207	127
1979	Paper One	44	239	178	109
	Paper Two	41	192	195	142
1980	Paper One	29	131	158	159
	Paper Two	37	176	141	125
1981	Paper One	33	112	79	79
	Paper Two	6	78	134	82
1982	Paper One	24	146	116	58
	Paper Two	26	154	116	39

### Some noteworthy items from the tutors' registers 1969 – 1982

38 of the 43 students in the 1975 course achieved a 100% attendance record — the best performance since the course began.

The splendid attendance record of students travelling long distances e.g. from Barnard Castle, Berwick, Darlington, Middlesbrough . . . and especially the students from Cumbria who have travelled from Carlisle, Kendal, Penrith, Whitehaven and Workington . . . most of whom did not miss a single class.

Six students who attended during their honeymoon . . . did not want to miss a class, four to the BLLD and two to Dunn & Wilson Limited.

Of many students who missed our coach on 'visit days' yet travelled by train to Edinburgh, Leeds and York to meet us . . . and the student who travelled to Windermere (Freshwater Biological Association) by taxi!

46 different libraries and related organisations visited by the students, some annually since 1969.

North-East Surrey College of Technology, see Ewell, Epsom ...

Norwich City College  
Ipswich Road  
NORWICH  
Norfolk  
NR2 2LJ

One of the original 14 colleges offering a C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28). Responded to the L.A.C.T.D.G. surveys in 1969, 1973 (nil return), 1974, (nil return), 1975 (nil return), 1976, (nil return), 1977 (nil return).

Courses were held in 1968 and 1970. Brian Derbyshire, Tutor/Librarian commented in 1984:

It was offered in other years, particularly in the early 1970s, but these were the only two years to produce enough students for a viable course. I think this is because there was limited interest from the public library service and most of the non-public libraries in the area have only one of two staff. The first course held included several librarians holding quite senior posts but lacking formal qualifications. In recent years we have not offered the course because it is extremely unlikely that we could enrol an appropriate number of students, although we still receive occasional enquiries.

The results for the two courses were as follows:

Year	Mode	Enrolments	Examination Entries	Examination Passes/Grades
1968	P/T Evening	18	10	1 distinction 7 credits 2 passes
1970	P/T Day	11	6	1 distinction 4 credits 1 pass

Nottingham, West Bridgford College of Further Education  
(Later South Nottinghamshire College of Further Education)  
Greythorn Drive  
WEST BRIDGFORD  
Nottinghamshire  
NG2 7GA

Responded to the L.A.C.T.D.G. surveys in 1972, 1973, 1974, 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Resume of course results to 1979 published in Baker, D., Junior staff training. Leicester: L.A., U.C. + R.S. East Midlands, 1980, p. 15 reproduced below:

WEST BRIDGFORD COLLEGE OF FURTHER EDUCATION

LIBRARY ASSISTANTS CERTIFICATE 1971/79

Year	Public Libraries	Academic Libraries University/ College/School)	Industrial & Research	Total on Course	Total awarded Certificate	Total who failed whole or part exam & never resat
1971	19	7	1	27	24	3
1972	16	8	3	27	24	3
1973	17	8	-	25	22	3
1974	11	7	2	20	19	1
1975	15	6	-	21	20	1
1976	11	5	2	18	14	4
1977	19	8	1	28	28	0
1978	16	5	7	28	26	2
1979	16	7	1	24	19	5
TOTALS	140	61	17	218	196	22

Withdrawal Rate  
from course

Withdraw to move  
away from area - 5

Withdraw because  
of difficulty of  
Course or for  
personal reasons - 7

A description of the course, by M.N. Worth, Tutor/Librarian since the course's inception appears in the same publication, pp. 12-14.

Mr Worth added further written comments, on request, in 1984. On average, 25 students have enrolled and rarely have there been fewer than 18 people in the class. The age range has been considerable, with people aged 19 - 50 + attending though 80% are under 40. In all the time the course has been taught, only 2 men have been students. 50% of all students are from the public library. Virtually all successful candidates are awarded a salary increment upon successful completion of the course.

Omagh Technical College  
Mountjoy Road  
Omagh  
County Tyrone  
BT79 7AH  
Northern Ireland

Responded to the L.A.C.T.D.G. surveys in 1971, 1973 (nil return), 1977 (nil return).

Orpington College of Further Education  
The Walnuts  
ORPINGTON  
Kent  
BR6 OTE

Responded to the L.A.C.T.D.G. survey in 1974 (nil return).

Oxford College of Further Education  
Oxpens Road  
OXFORD  
OX1 1SA

One of the original 14 colleges offering a C.G.L.I, L.A.C. course (Liaison, April 1969, p. 28). Still offering such a course in 1984.

Responded to the L.A.C.T.D.G. surveys in 1971, 1972, 1973, 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

The numbers attending the course have varied between c.12 and c 24. Only two have been men. Robert Sephton, Tutor/Librarian, wrote in 1984; 'on average in a class of 16, 8 would be from academic libraries (probably because the course is held in Oxford), 6 from public libraries and 2 from special (research/industrial libraries).' Sephton further comments: 'the certificate and the course are regarded favourably by employers who continue to send students on the course each year'.

Peterborough Technical College  
Park Crescent  
PETERBOROUGH  
Cambridgeshire  
PE1 4DZ

Though listed as a centre for C.G.L.I., L.A.C. no course was ever taught and none was intended.

Plymouth College of Further Education (Formerly of Art & Design)  
King's Road  
Devenport  
PLYMOUTH  
Devon  
PL1 5QQ

H.A. Rees, College Librarian, wrote in 1984:

'This college made the application to run the BEC Library Assistants Course but due to some confusion at the Council the Art College was listed as the approved institution. The error was never corrected because the local market for such a qualification was found too small to justify running the course. All plans have been suspended until material from NALGO is available to teach the course on an open learning basis.'

Portsmouth, Highbury College of Technology  
Dover Court  
Cosham  
PORTSMOUTH  
Hampshire  
PO6 2SA

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62). Still offering a course in 1984.

Responded to the L.A.C.T.D.G. surveys in 1971, 1972, 1973, 1974, 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

The course has actually been taught at Highbury as follows:

January - December 1969 - 1979  
September 1981 - May 1982  
January - December 1983  
January 1984 -

No historical figures for the course were supplied, but a breakdown of the then current (1984) intake was provided:

Student by Sex	Place of Work	Fees Paid by
Male	College of Art (Y.T.S)	Managing Agent
Male	Just appointed Library Ass. at H.E. College	Self
Male	Prison Officer	Home Office
Female	Portsmouth Polytechnic	H.C.C.
Female	School & Public Library (Y.T.S.)	Managing Agent
Female	West Sussex Public Library F/T	W.S.C.C.
Female	West Sussex Public Library F/T	W.S.C.C.
Female	West Sussex Public Library F/T	Self
Female	Firms Library F/T	Company
Female	H.C.C. Library P/T	Self
Female	Not in Employment	Self
Female	Not in Employment	Self
Female	Unemployed	Fees waived

Miss S.V. Lemon, Tutor Librarian, commented in 1984 that:

'Our biggest problem in running the course is that Hampshire County Library Service do not support it but have opted for BEC. We did attempt to run the BEC course but, during the first year, our numbers dropped from 9 to 2. This is a drop-out rate which we never faced with the City and Guilds course. The main reason for leaving was that the students had not fully realised how little of the day's work was based on Library Studies.

Having persevered through the second year of BEC with two students, I have come to the conclusion that the objective cannot be covered and assessed fully without the students having a good grounding in the subject before starting the course.'

Prescot College of Further Education  
Warrington Road  
PRESCOT  
Merseyside  
L34 5RA

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

A C.G.L.I, L.A.C. course was taught from 1972-1982 and again from 1983/84. Described by the Tutor/Librarian, Tom Rowbottom as 'the only course on Merseyside', it ran (in 1984) in two forms: during the afternoon and as an evening class. No pre-1984 data was available, though Mr Rowbottom supplied the following information about the 1984 course:

'Of the 19 students, 17 are women. The evening course is offered to people who are interested in library work but do not necessarily work in libraries, it comprises at the moment 2 housewives, 1 person who is unemployed, 1 retired person, 2 school students and 4 others employed in a non-library capacity. The afternoon course is aimed at people who already work in libraries and the breakdown of the type of

library that each student works in is as follows: 2 public, 6 academic, 1 special. As this is my first year of teaching, I cannot give you an average number of students on the course each year.'

He also commented:

'In August of this year the college closes down. We are becoming a Tertiary college and the exact courses we shall be running have not yet been decided. I am thinking of offering the same afternoon course as this year to library assistants employed in a full time capacity. We have never been able to get BEC's Library Information option course off the ground. I am hoping to do that next year. If so, students would attend college for one day and an evening for two years and would do the library option in the evenings. I thought that it might attract more students if they were also offered the opportunity to sit a City and Guilds certificate at the end of the two years. In fact, the course would run concurrently. As I have identified a market for students who do not actually work in libraries but are interested in library work, they could be incorporated in the evening class. Obviously they would not be taking the BEC National, only the City and Guilds. This would be an advantage because they would have two years to study for the examination.'

St. Albans College (of Further Education)  
29 Hatfield Road  
ST. ALBANS  
Hertfordshire  
AL1 3RJ

One of the original 14 colleges offering the C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28). See also under 'Bridgwater'.

Responded to the L.A.C.T.D.G. surveys in 1969, 1972, 1973 (nil return), 1974, 1975, 1974/75, 1976, 1977 (nil return).

Salisbury College of Technology  
Southampton Road  
SALISBURY  
Wiltshire  
SP1 2LN

Though listed as a centre for the C.G.L.I., L.A.C., no course has ever been offered. The public library system already ran an in-service scheme based on the certificate and support from elsewhere was insufficient to make a viable course.

Scunthorpe, North Lindsey College of Technology  
Kingsway  
SCUNTHORPE  
South Humberside

Recorded as a L.A.C. centre in C.G.L.I. lists for 1978.

Sheffield, Richmond College of Further Education  
Spinkhill Drive  
SHEFFIELD  
South Yorkshire  
S13 8FD

One of the original 14 colleges offering a C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28). Subsequently taught a BEC 'double option' module syllabus, but still offering the C.G.L.I. course in 1984.

Responded to the L.A.C.T.D.G. surveys in 1969, 1972, 1975, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

On average, some 12 students have followed the C.G.L.I. course each year. Some 60% of the students have been under 30 years of age; all have been women. 80% have been employed by the public library, which normally awards an extra increment on successful completion of the course.

All but one of the 21 BEC students taught up to 1984 were under 30 years of age; 90% were women and 90% came from the public library.

Slough College of Higher Education (Formerly of Technology)  
Wellington Street  
SLOUGH  
Berkshire  
SL1 1YG

One of the original 14 colleges offering a C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28).

Responded to the L.A.C.T.D.G. surveys in 1969, 1971, 1972, 1974, 1974/75, 1976, 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Last intake, 1981/82; no further information concerning earlier courses was available.

Somerset College of Art and Technology  
see Taunton Technical College

South Trafford College of Further Education  
Manchester Road  
West Timperley  
ALTRINCHAM  
Greater Manchester  
WA14 5PQ

The college attempted to run a BEC 'double option' module course, but interest was insufficient.

Southgate Technical College  
High Street  
Southgate  
LONDON  
N14 6BS

Mrs S. Drury, Tutor/Librarian, wrote in 1984:

'Mr Jones [course tutor] retired in the summer [of 1984] and his post has not yet been filled. With two other vacancies and staff sickness we are under severe pressure and it is perhaps fortunate that we are not running a Library Assistants Course at present!

We have in fact been unable to run a course for at least 4 years, having no more than about 4 enrolments each year. In fact for the two years we did run the course numbers were not much more than this. As I understand it there is currently no college in London able to run the course now - although we continue to offer it and receive some enquiries. It is not supported by the local public libraries, which is a major disadvantage.

There would be no point in sending any documentation as it would all be out of date now. Nevertheless, I hope this will just put you in the picture for the sad state of affairs in Greater London.'

Southport Technical College  
Mornington Road  
SOUTHPORT  
Merseyside  
PR9 OTT

Though listed as a centre for the C.G.L.I., L.A.C., no course was ever run.

Stafford College of Further Education  
Earl Street  
STAFFORD  
Staffordshire  
ST16 2QR

Responded to the L.A.C.T.D.G. surveys in 1971, 1977 (nil return).

Stockport College of Technology  
Wellington Road South  
STOCKPORT  
Cheshire  
SK1 3UQ

The tutors for the C.G.L.I., L.A.C. course ran at the college were F. John Chirgwin and Phyllis Oldfield, authors of one of the textbooks often used by tutors, The library assistant's manual (London: Bingley, 1978; second edition, 1982). John Chirgwin, writing in 1984, commented:

'We no longer offer [a C.G.L.I., L.A.C.] course ... but over a period of six or seven years we enrolled ten/twelve students each year. Most were from public libraries. There were also students from industrial/special libraries and one or two from educational libraries. Very few attended the course in their own time, except for one of two who intended to seek employment after gaining the certificate. Of these, almost all secured employment in libraries before the course finished. Most entrants had their course fees paid by their employers. Some came to the College on their half day, and were given half the time off by their employers. Towards the final years of the course, local public libraries began structured in-service training, and this became a contributing factor to the demise of our course, since employers were not prepared to run in-service training courses and to second students on day release at the same time.

At this College, the 737 Course was administered by the General Education Department, and teachers from the Management and Business Studies Department were also involved in teaching on the course. for the BEC Library Module the roles are reversed. Incidentally, there were always difficulties in mounting the course, due to its January start and December finish.'

He added that continued support from special libraries was insufficient to maintain the course when the local public library system discontinued its practice of sending staff after financial cutbacks.

From 1981, the College offered a BEC 'double option' module. Chirgwin, writing in 1984, described arrangements as follows:

'The 'double option' module entitled 'Library and Information Work' has been taught at this College for the past three years, i.e. there has been one complete throughput, one intake in its second year now, and one intake at the end of its first year. The course is taught on day release, one day per week, morning and afternoon. The Library

double option is taught for 90 minutes per week in the first year, and 2-hours per week in the second year making 126-hours in total. At present there are 9 students on the first year, and 6 on the second year. There were 8 students on the second year, one student left to seek employment elsewhere, and the other was referred in one subject at the end of the first year, and is retaking the subject via evening classes. On the first year of the course, 8 students are from public libraries and one is from an educational library. On the second year, 5 are from public libraries and one from an educational library. All the students are girls. The student who dropped out of the second year of the course was a boy.'

Stoke-on-Trent, Cauldon College of Further Education  
(formerly of Building and Commerce)  
Stoke Road  
STOKE-ON-TRENT  
Staffordshire  
ST4 2DG

One of the original 14 colleges offering a C.G.L.I., L.A.C. course (Liaison, April 1969, p. 28).

Responded to the L.A.C.T.D.G. surveys in 1969, 1971, 1972, 1973, 1974, 1975, 1974/75, 1976, 1977 (nil return).

The L.A.C. course was taught between 1968 and 1975 and again in 1981/82, when there were sufficient students enrolled. This latter year also saw the course supported by LINOSCO, the local library co-operative scheme.

On average 12 students (the absolute minimum) enrolled; almost all were female and most worked in public libraries.

Attempts to begin a BEC 'double option' module course failed because of lack of enrolments.

Swindon, The College  
Regent Circus  
North Star Avenue  
SWINDON  
Wiltshire  
SN1 1PT

Responded to the L.A.C.T.D.G. surveys in 1971, 1973.

Leslie Milton, course tutor, wrote in 1984:

'I fear I cannot be of much help to you as we last ran a Library Assistants' Certificate course in 1979-1980. Although we keep it on our list of courses, I doubt whether we shall ever run it again as our best source of students, the County Library Service, now runs its own in-service course for the Certificate and there are not enough industrial libraries in this area to provide viable course numbers.'

Tameside College of Technology  
Beaufort Road  
ASHTON-UNDER-LYNE  
Greater Manchester  
OP6 6NX

Attempted to run a BEC 'double option' module but did not succeed owing to lack of support.

Taunton College of Arts & Technology  
(Later Somerset College of Art & Technology)  
Wellington Road  
TAUNTON  
Somerset  
TA1 5AX

Responded to the L.A.C.T.D.G. surveys in 1972, 1973 (nil return), 1974 (nil return), 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

Teesside Polytechnic  
Borough Road  
MIDDLESBOROUGH  
Cleveland

Recorded as a L.A.C. centre in C.G.L.I. lists for 1975, 1980. Polytechnic library staff prepared internally for the examinations.

Trowbridge & West Wiltshire College of Further Education  
(Trowbridge Technical College)  
College Road  
TROWBRIDGE  
Wiltshire  
BA14 OES

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62). Still offering (though not teaching) a course in 1984.

Responded to the L.A.C.T.D.G. surveys in 1971, 1972, 1973, 1974, 1975, 1974/75, 1976, 1977 (nil return).

A BEC 'double option' module was started but discontinued.

Wakefield District College  
Margaret Street  
WAKEFIELD  
West Yorkshire  
WF1 2DH

Miss M. Fovargue, course tutor, wrote in September 1984:

'The course was advertised for the first time by the Wakefield District College in November-December 1983 for commencement in January 1984. I regret, however, that we have not succeeded in going beyond the advertisement stage, partly due to a shortage of applicants coupled with severe financial restrictions on the commencement of new College courses, and partly due to similar financial cuts affecting the Wakefield Metropolitan District Library, resulting in the Library's inability to proceed with its earlier intentions to provide facilities for practical work in co-operations with the College.'

Walsall & Staffordshire Technical College  
(Walsall College of Technology)  
St Paul's Street  
WALSALL  
Staffordshire  
WS1 1XN

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62).

Responded to the L.A.C.T.D.G. surveys in 1972, 1973, 1974, 1975, 1974/75, 1976, 1977 (nil return).

Enrolment numbers were as follows:

1969 (9), 1970 (14), 1971 (11), 1972 (11), 1973 (10), 1974 (11), 1975 (11), 1976 (10), 1977 (not enough to run course, the Authority requiring a minimum of 14), 1978 (16).

The course did not run again after 1978 owing to smallness of class sizes.

West Ham College (of Technology)  
Welfare Road  
Stratford  
LONDON  
E15 4HT

One of the first 22 colleges to offer a C.G.L.I., L.A.C. course (Liaison, August 1969, p. 62). Subsequently a BEC 'double option' syllabus.

Responded to the L.A.C.T.D.G. surveys in 1969, 1971, 1972, 1973.

Martin Sweeting, Tutor/Librarian, wrote in 1984:

'We ran the course from 1968 to 1975 (I took over in 1970). In the earlier years we managed reasonable numbers - an average probably 16, but in the last two years numbers declined abruptly. The course was closed in 1975 when we had, I think, 5 left on the course at the end of the year.

The main reason for the closure of the course was low numbers, but compounded by a prolonged period of illness I suffered from June to September. We suffered also from a severing of the publicity link with the part-time ALA course which ran down in the early seventies. A further reason certainly lies with the small amount of time I was able to spend on developing publicity - being in a small library with only one and a half staff, with no alternative tutor if I fell ill, put an undue strain on the system.

Our students came from a wide variety of sources. The few public library assistants came in their own time. The only source who sent students regularly was North East London Polytechnic - and they usually sent at most one a year ...

In terms of academic success, we were average. The students were interested but some of the older students for whom this was the first attempt at study found the prospect of sitting exams intimidating and this sometimes showed in the final results.'

Of the BEC option course, Sweeting wrote:

'The College applied for the library option for BEC National mainly thinking in terms of the full-time course. Although evening and part-time courses ran, the full-time course has only just got off the ground with small numbers. It is possible we may attempt the library option in the future, but only if numbers increase to the level of the two groups.'

West London College, see Hammersmith & West London College

Wolverhampton, Wulfrun College of Further Education  
Paget Road  
WOLVERHAMPTON  
Staffordshire  
WV6 ODU

Responded to the L.A.C.T.D.G. surveys in 1974, 1975, 1974/75, 1976 (nil return), 1977.

Responded to the C.G.L.I. pre-revision research questionnaire, 1980.

The course was still being taught in 1984 (with 13 students) on a day release basis. Previously an evening class with 18/20 students on average each year, of whom 16/18 were female and from the public library service. The course tutor was formerly at Bilston College of Further Education (q.v.) where he taught a BEC 'double option' module briefly.

RESULTS OF QUESTIONNAIRE

SURVEYS UNDERTAKEN

BY THE

L.A.C.T.D.G.,

1969-1977

COLLEGE:	COLLEGE OF FURTHER ED.	STAMFORD TECHNICAL COLLEGE	BRIDGEWATER TECHNICAL COLLEGE	CAULDON COLLEGES SHELFTON	EASTLEIGH TECHNICAL COLLEGE	NORTHICH CITY COLLEGE	RICHMOND COLLEGE OF FURTHER ED.	ST. ALBANS COLLEGE OF FURTHER ED.	SLOUGH COLLEGE OF TECHNOLOGY	WEST HAM COLLEGE OF FURTHER ED.	WEST LONDON COLLEGE
2. DURATION OF COURSE (NO. OF TERMS)	3	3	3	4	6	3	3	3	3	4	a) 3 b) 4
3. TIME SPENT AT COLLEGE (NO. OF HOURS PER WEEK)	3	3	3½ (plus 3 extra hours in evening during year)	3	3	3	5½	7½	3	3	3
4. NO. OF STAFF TEACHING LAC/1.	1	2	4	4	3	2	4	2	2	2	1
5. TO WHAT EXTENT IS THE COURSE SERVICED BY OTHER DEPTS. OR VISITING LECTURERS	4 Hours - Commercial Dept. 1 Hour - County Archivist	Humanities Dept. for Liberal Studies	12 Hours - Liberal Studies Dept. 24 Hours - Business Studies Dept. 8 Hours - Visiting Lecturer for Display Work	6 Hours - Office Practice 3 Hours - Special Librarian-ship.	College - General Studies. Local Govt. Office Practice Outside Lectures for Specialist Topics	2 Hours - Business Studies Dept.	45 Mins. per week - Sec. Studies Dept. 1 Hour - Gen. Studies Dept.	1 lesson per week - Liberal Studies Dept. 12 lessons - Art Dept. 12 lessons - Business Studies Dept.	3 Hours - Office Practice. 1½ hours - Publicity Material	Liberal Studies taught by Liberal Studies Dept.	a) Office Practice b) Visiting Lecturers c) Office Practice
6. NO. OF VISITS INC. IN COURSE	9	2	5	9	3 (approx.)	4	12	9	4	9 (approx.)	a) 6 b) 12
7. TYPE OF VISIT	4 - Academic Libraries 2 - County Library 2 - Public Libraries 1 - Prof. Ass. Library	1 - Public Library 1 - Univ. Library	1 - Public Library 1 - Univ. Library 1 - Special Library 1 - Binders 1 - Printers	4 - Public Libraries 2 - Special Libraries 3 - Academic Libraries	Different Types of Library and Associated Industries	Different Types of Library & inc. City Reference Library	4 - Sheffield City Libraries 1 - Univ. Library 1 - College of Educ. Library 1 - Regional Library Special Libraries	2 - "National" Libraries 2 - Public Libraries 1 - N.R.C.d. 1 - Binders 1 - Local Collection 1 - Research Assoc. Library 1 - Reference Library	1 - N.C.L. Library H.Q. 1 - Camden P.L. 1 - I.C.I. (Paints)	Represent. Types of Library & N.C.L. N.L.L. B.M.	Accompanied visits. Students own visits.
8. NO. OF STUDENTS ENROLLED	15	12	22	13	18	18	8	19	19	18	a) 21 b) 22 ?

NAME OF COLLEGE	AYLESBURY COLLEGE OF FURTHER ED.	BRADFORD TECHNICAL COLLEGE	BRIDGETATER TECHNICAL COLLEGE	CAULDON COLLEGES SHELTON	EASTLEIGH TECHNICAL COLLEGE	NORWICH CITY COLLEGE	RICHMOND COLLEGE OF FURTHER ED.	ST. ALBANS COLLEGE OF FURTHER ED.	SLOUGH COLLEGE OF TECHNOLOGY	WEST HAM COLLEGE OF FURTHER ED.	WEST LONDON COLLEGE
9. NO. OF STUDENTS TAKING EXAMINATION	11	7	18	11	18	10	6	14	19	Not yet known	a) 21 b) Not yet known
10. NO. OF STUDENTS FROM: PUBLIC SPECIAL ACAD. (NIC) NATIONAL PRIV. STUDS.	9* 1 1 - -	7 3 2 - -	20 1 - - 1	7 1 3 - -	18 - - - -	12 2 3 - 1	- 5 1 - -	3 8 7 - 1	12 6 1 - -	13 2 3 - -	a) 4 b) 5 c) 13 d) 11 a) 2 b) 6 a) 2 b) 3 a) - b) 1
11 AGE RANGE OF STUDENTS	17 - 50	17 - 21	17 - 50	19 - 47	18 - 50	18 - 50	19 - 50	19 - 43	19 - 50	19 - 40	a) 20 - 50+ b) 20 - 50+
12 NO. OF STUDENTS FINANCED BY EMPLOYERS TO TAKE COURSE	All	12	21	9	16	5	6	All (except private student)	5***	All	a) 14 b) 14

N.B. In some cases, questionnaires have been simplified for the purposes of this summary. Photocopies of the originals will be available if required.

\* (+ 1 resigned)

BC/MA

\*\*\* (+ 6 who will receive 70% if sign a contract)

January 1969.

TABULATED RESULTS OF QUESTIONNAIRES FROM LAC TUTORS' DISCUSSION GROUP: SEPTEMBER 1971

<u>NAME OF COLLEGE</u>	<u>DURATION OF COURSE (No. of Terms)</u>	<u>TIME SPENT AT COLL. (No. of Hrs. per Wk.)</u>
ABERYSTWYTH COLLEGE OF FURTHER EDUCATION	4	2
BRADFORD TECHNICAL COLLEGE	3	3
CENTRAL COLLEGE OF COMMERCE & DISTRIBUTION, GLASGOW.	3	6½
COLLEGE OF BUILDING AND COMMERCE, STOKE-ON-TRENT	3	3
DONCASTER COLLEGE OF TECHNOLOGY	4	5
EASTLEIGH TECHNICAL COLLEGE	3	3¾
HIGHBURY TECHNICAL COLLEGE, PORTSMOUTH	3	6
LEWES TECHNICAL COLLEGE	3	5½
LONDONDERRY TECHNICAL COLLEGE	3	2
MAGHERAFELT TECHNICAL COLLEGE, CO. LONDONDERRY	3	2
MID-ESSEX TECHNICAL COLLEGE	3	3½
MOTHERWELL TECHNICAL COLLEGE	3	7
OMAGH TECHNICAL COLLEGE	4	2½
OXFORD COLLEGE OF FURTHER EDUCATION	3	3½
SLOUGH COLLEGE OF TECHNOLOGY	3	3
STAFFORD COLLEGE OF FURTHER EDUCATION	3	2
SWINDON COLLEGE	3	3¼
TELFORD COLLEGE OF FURTHER EDUCATION, EDINBURGH	3	7½
TROWBRIDGE TECHNICAL COLLEGE	3	3¼
WEST HAM COLLEGE OF FURTHER EDUCATION	3	3
WEST LONDON COLLEGE	4 1st Course 3 2nd Course	3

NO. OF STAFF TEACHING LAC REGULARLY	TO WHAT EXTENT IS THE COURSE SERVICED BY OTHER DEPARTMENTS OR VISITING LECTURERS
ABERYSTWYTH 5	5 staff mentioned are Cardiganshire Joint Library Staff and this public library provides facilities for practical work and study.
BRADFORD 2	1 - Liberal Studies 1 - Office Studies
GLASGOW 5	Some coverage by other departments for business machines display, art and liberal studies.
STOKE-ON-TRENT 4	Office practice - 4 lectures Sec. Studies Dept. Special libraries - 2 lectures by experts.
DONCASTER 2	General Studies - 1 hr. per week. Office practice - 8 - 2 hr. sessions.
EASTLEIGH 2	Liberal Studies - 1 hr. per week. Display, Local Government, Office Practice - 1 hr. per week for 1 term each.
HIGHBURY 2	Display - 12 hrs.; Office Practice - 12 hrs. General Studies - 36 hrs.
LEWES 3	Visiting lecturers for cataloguing, some reference work, translations, archives. Other Depts - Computer science, Art, Commerce, Liberal Studies.
LONDONDERRY 2	None
MAGHERAFELT 2	None
MID-ESSEX 1	Approx. one fifth of course time. College Librarian - cataloguing & classification. Visiting staff for children's libraries, reference work etc.
MOTHERWELL 2	1½ hrs. per week either by Commerce Department or Art Department.
OMAGH 2	Minor extent (e.g. for office practice, machine demonstrations)
OXFORD 1	1 person takes 3 periods in office practice. 1 person takes 1 period in display.
SLOUGH 2	1½ hrs. lecture on publicity material 3 ½ hr. lectures on office practice.
STAFFORD 1	College services visited where appropriate (e.g. Reprographic section)
SWINDON 3	Occasional lectures for 1 hour by specialist librarians.
TELFORD 5	1 period (45 mins) Art. 1 period (45 mins) Communication 1 period (45 mins) Office Practice and 4 or 5 visiting lecturers.
TROWBRIDGE 6	1 lecturer General Studies 2 lecturers Office Practice.
WEST HAM 1	6 hrs. practical display work (Art Dept.) 15 hrs. Liberal Studies (General Studies Dept.) 4½ hrs. Business Studies.
WEST LONDON 1	Office machinery demonstrations and practice by Business Studies Dept. of another College.

NO. OF VISITS    TYPE OF VISIT  
INC. IN COURSE

ABERYSTWYTH	5 (others to be arranged)	Public, University, School, National and Special Libraries. College of Librarianship Library, Bindery.
BRADFORD	3	Central Public Library, University Library, small Public Library.
GLASGOW	4	University Library, large city Reference Library, National Library, Industrial Library.
STOKE-ON-TRENT	6 (at least)	Bindery, County Library H.Q., College of Education, University, Municipal and Special Libraries.
DONCASTER	7	Range from N.L.L. to small special libraries and a book binders.
EASTLEIGH	7	University, College of Education, Municipal, Reference, Industrial & School of Art Libraries. Regional Library Bureau and a Bindery.
HIGHBURY	3	University & Industrial libraries. County Library Headquarters.
LEWES	9	University of Sussex, E.R.A., N.C.L., local public libraries, Printing Works, P.O. Telex demonstration.
LONDONDERRY	3	University and special libraries, County Library Headquarters.
MAGHERAFELT	2	University Library and County Library Headquarters.
MID-ESSEX	7 (approx.)	Other libraries, local and national. Printers, Binders.
MOTHERWELL	12	National, City, Burgh, County, School & Industrial Libraries, Book Bindery, Local Government civic centre.
OMAGH	3 (Usually approx.)	Industrial, school and county libraries.
OXFORD	6	3 to special libraries; 3 to public libraries.
SLOUGH	4 or 5	N.C.L., N.L.L., public libraries and special library.
STAFFORD	5	Different types of libraries.
SWINDON	10	Other libraries, printers, binders, R.M.C.S. library, London libraries.
TELFORD	10 (approx.)	County, public, National, University, College, Special and School libraries, bookshop, bindery
TROWBRIDGE	3 or 4	Large Public Library, Special Library, binders, printers.
WEST HAM	3	N.C.L., Public Reference Library, Special Library.
WEST LONDON	10	Representative libraries, data processing demonstrations, National Reprographic Exhibition.

	NO. OF STUDENTS ENROLLED	NO. OF STUDENTS TAKING EXAM.	NO. OF STUDENTS FROM:					PRIVATE STUDENTS	SCHOOL LIBS.
			PUBLIC LIBS.	SPECIAL LIBS.	ACADEMIC LIBS.	NATIONAL LIBS.			
ABERYSTWYTH	7	5	2 (1 lib.)	2 (2 libs.)	1	1	0	1	
BRADFORD	14	11 (prob.)	11	1 (1 lib.)	2	0	1	0	
GLASGOW	37	32 + 5 ext.Cards.	23 (10 libs.)	3 (3 libs.)	11 (5 libs.)	0	0	0	
STOKE-ON-TRENT	17	17	12 (3 libs.)	0	5 (4 libs.)	0	0	0	
DONCASTER	11	11	5 (3 libs.)	1	5 (4 libs.)	0	0	0	
EASTLEIGH	17	12	12 (1 lib.)	0	0	0	0	0	
HIGHBURY	12	13	6	2	3	0	1	0	
LEWES	13	13	13 (2 libs.)	0	0	0	0	0	
LONDONDERRY	25	19 approx.	21 (2 libs.)	1	0	0	3	0	
MAGHERAFELT	12	10 approx.	12 (1 lib.)	0	0	0	0	0	
MID-ESSEX	8	8	4 (2libs.)	2 (2libs.)	2 (2 libs.)	0	0	0	
MOTHERWELL	12	10	8 (4libs.)	1	1	0	0	0	
OMAGH	5	5	5 (1 lib.)	0	0	0	0	0	
OXFORD	18	16	3 (2libs.)	2 (2 libs.)	12 (5 libs.)	0	1	0	
SLOUGH	14	12	6 (3libs.)	8 (8 libs.)	0	0	0	0	
STAFFORD	11	8	2 (1lib.)	3 (2 libs.)	3 (1 lib.)	0	2	0	
SWINDON	18	17	11 (2libs.)	6 (6libs.)	0	0	0	0	
TELFORD	18	14	6 (2libs)	4 (4libs.)	7 (4libs.)	1	0	0	
TROWERIDGE	10	10	7 (1lib)	2 (2libs.)	1	0	0	0	
WEST HAM	18	15 approx.	10 (5 libs.)	5 (4libs.)	3 (2 libs.)	0	0	0	
WEST LONDON 1)	21	18	6	13	9	0	0	0	
2)	10	10	(3 libs)	(13libs.)	(9libs.)				

	AGE RANGE OF STUDENTS.	SCHOOL CERT. GCE 'O' LEV.	GCE 'A' LEVEL	OTHER QUALIFICATIONS	NO. OF STUDENTS FINANCED BY EMPLOYERS
ABERYSTWYTH	19 +	5	0	0	0
BRADFORD	17 - 48	11	3	2 R.S.A. 2 C.S.E. 1 C. & G. 124	13
GLASGOW	19 - 48	0	0	22 S.C.E. Higher level 6 S.C.E. Ordinary level 1 Business Certificate 1 H.N.C. - Chemistry.	0
STOKE-ON-TRENT	17 - 51	11	3	6 C.S.E. 2 R.S.A. 1 Local Govt. Clerical.	All
DONCASTER	19 - 41	4	0	4	10
EASTLEIGH	16 - 55	7	1	8 C.S.E. 1 C. & G. 233	13
HIGHBURY	17 - 41	11	3	R.S.; L.C.C.; C.S.E.	9
LEWES	19 - 45	13	4	1 Inter.	13
LONDONDERRY	20 - 61	4	0	1 Schoolteacher 2 Degrees	8
MAGHERAFELT	20 - 55	0	0	0	12
MID-ESSEX	18 - 40	8	0	R.S.A. Typewriting	8
MOTHERWELL	19 - 30	1	5	0	1 (see*)
OMAGH	18 - 45	1	0	R.S.A. Stage II	0
OXFORD	18 - 50	6	3	1 Hons. degree 1 Music diploma.	16
SLOUGH	16 - 49	9	3	2 C.S.E.	11
STAFFORD	19 - 53	5	2	1	0
SWINDON	20 - 45	50% approx.	0	0	12
TELFORD	19 - 49	4	0	10 S.C.E. Higher level 3 Lower Leaving 1 B.Sc.	17
TROWBRIDGE	18 - 50	5	0	5	10
WEST HAM	18 - 40	15	2	1 B.Sc. (Indian)	17
WEST LONDON	18 - 50 + 15		2	7	26

\* All on day release  
Only 1 has fees  
paid.

WHAT TYPES OF VISUAL AIDS ARE USED FOR THE COURSE

TO WHAT EXTENT ARE VISUAL AIDS USED ON THE COURSE

ABERYSTWYTH	Blackboard mainly	Examples of microfilms, slides, films, records, tapes, newspaper cuttings.
BRADFORD	Tapes, film, office equipment.	Largely in connection with liberal studies and office studies.
GLASGOW	Blackboard, films, overhead projector.	Occasionally.
STOKE-ON-TRENT	None at present.	Types of audio/visual aids have been discussed in connection with library service. Use of same on course is under consideration.
DONCASTER	None	None
EASTLEIGH	Slides, film.	Little.
HIGHBURY	Films, slides, OHP transparencies.	3 films on book production & N.L.L. Transparencies on lessons on reference books; slides on library materials.
LEWES	Overhead projector, films, slides, filmstrips, handouts, chalk-board.	Regularly. Use of OHP continually; Films twice; slides and filmstrips twice.
LONDONDERRY	None	None
MAGHERAFELT	None	None
MID-ESSEX	Films, OHP transparencies, special teaching collection of reference books, slides, film strips.	Play an important part in showing situations which cannot be visited. Even bad films make good discussion!
MOTHERWELL	Library materials (books, films, records, magazines, stationery etc.)	A large extent - whenever possible.
OMAGH	Filmstrips.	Very little.
OXFORD	Filmstrip, chart.	Negligible extent - aids are unsatisfactory and it is difficult to borrow equipment.
SLOUGH	Probably none.	None at present.
STAFFORD	None other than materials used in library.	Not at all.
SWINDON	Films, slides.	Very occasionally (3 times in 2 terms.)
TELFORD	Overhead projector, films and filmstrips.	Often
TROWBRIDGE	Plans, photographs	Very little.
WEST HAM	Overhead projector	About 5 occasions a year.
WEST LONDON	None this year. Probably film projector & episcopo 1971/72.	Very little.

TABULATED RESULTS OF QUESTIONNAIRES FROM LAC TUTORS' DISCUSSION GROUP:  
NOVEMBER, 1972

<u>NAME OF COLLEGE</u>	<u>DURATION OF COURSE</u> <u>(No. of Terms)</u>	<u>TIME SPENT AT</u> <u>COLL. (Hrs per w)</u>
AYLESBURY COLLEGE OF F.E.	4	3
BOLTON TECHNICAL COLLEGE	3	6
BRADFORD TECHNICAL COLLEGE	3	3
CENTRAL COLLEGE OF COMMERCE & DISTRIBUTION, GLASGOW	3	6½ *
COLLEGE OF ARTS & TECHNOLOGY, NEWCASTLE UPON TYNE	3	3½
COLLEGE OF BUILDING & COMMERCE, STOKE-ON-TRENT	3	3
DONCASTER COLLEGE OF TECHNOLOGY	4	5
EASTLEIGH TECHNICAL COLLEGE	3	3½
HIGHBURY TECHNICAL COLLEGE, PORTSMOUTH	3	6 *
KIRKCALDY TECHNICAL COLLEGE	3	6½ *
LEWES TECHNICAL COLLEGE	3	5½
LINCOLN COLLEGE OF TECHNOLOGY	3	5½
NERTON TECHNICAL COLLEGE	4	3
MID-ESSEX TECHNICAL COLLEGE	3	3½
OXFORD COLLEGE OF F.E.	3	3½
RICHMOND COLLEGE OF F.E., SHEFFIELD	3	5½
ST ALBANS COLLEGE OF F.E.	3	6½ *
SLOUGH COLLEGE OF TECHNOLOGY	3	3
TAUNTON TECHNICAL COLLEGE	3	3½
TROWBRIDGE TECHNICAL COLLEGE	3	3½
WALLASEY PUBLIC LIBRARIES	3	2
WALSALL & STAFFS TECHNICAL COLLEGE	3	6 *
WEST BRIDGFORD COLLEGE OF F.E., NOTTS	2	5
WEST HAM COLLEGE	3	3
WEST LONDON COLLEGE	4 - 1st Course 3 - 2nd Course	3
AVERAGE =	3 6/25	4 8/25
MEDIAN =	3	3½

'Nil' returns were made by Londonderry County Library, Norwich City College and Omagh Technical College. Six other Centres which had made returns in 1971 did not do so this year. Twelve Centres which had made no returns in 1971 responded in 1972.

Add:

N.E. ESSEX TECHNICAL COLLEGE &  
SCHOOL OF ART

3

3

NO. OF STAFF TEACHING LAC REGULARLY	TO WHAT EXTENT IS THE COURSE SERVICED BY OTHER DEPARTMENTS OR VISITING LECTURERS
AYLESBURY 1	Office practice - 12hrs; art display work - 9 hrs; visiting lecturers - 6 hrs.
BOLTON 3	1 - Office studies ( 4½ hrs).
BRADFORD 2	Office studies.
GLASGOW 5	Liberal studies - 3 terms; display work - 1 term; business machines - 1 term; art, etc., - 1 term.
NEWCASTLE 1	None, but lectures given at libraries, et visited.
STOKE-ON-TRENT 4	Office practice - Secretarial Studies Dep
DONCASTER 2	General Studies - 1 hr per week. Business Studies for Office practice.
EASTLEIGH 2	Liberal studies - 1 hr per week, 2terms; Display, 1 hr p.w., 6 wks; Office Practice, 1 hr p.w., 1 term. Occasional visiting lecturers.
HIGHBURY 4	General Studies - 1 hr p.w., whole course. Office Practice- 1 hr p.w., 1 term. Lettering & Display - 1 hr p.w., 1 term.
KIRKCALDY 1	For commercial & general studies & special interests.
LEWES 4	College's Commerce & General Studies Dept; Lectrs from public & academic libraries in area, 2 or 3 times per term.
LINCOLN 1	Liberal studies - 1 hr p.w.
MERTON 1	15-20% .
MID-ESSEX 2	Little.
OXFORD 1	6 hrs by 1 lectr from Business Studies.
ST ALBANS 3	Art & Display- 1 hr p.w. for 12 wks. Business Studies - 1 hr p.w. for 12 wks.
SHEFFIELD 4	1 member Secretarial Studies Dep't, Office Practice, 45min. p.w.; 1 session specializ lectr., display; 1 General Studies staff, 1 hour general studics.
SLOUGH 2	Normally 2 persons - 3 sessions.
TAUNTON 2	Office Practice, 1 hr p.w., 1 term.
TROWBRIDGE 5	An odd hour or two.
WALLASEY 2/3	Council's Training Officer; Art CollegeLct
WALSALL 1	1½ hrs General Studies p.w.
WEST BRIDGFORD 3	Business Studies Dep't for Office Practice. About 1/5 course covered by visiting lect
WEST HAM 1	Liberal Studies - 18hrs; Art Dep't - 8hrs.
WEST LONDON 2	Office Practice by Business Studies Dep't of another college. 1 lecture on posters, etc., prod'n by A.V.A. Technician.
AVERAGE = 2	19/50
MEDIAN = 2	

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N.E. ESSEX 2 27hrs.

	<u>NO. OF VISITS INC. IN COURSE</u>	<u>TYPE OF VISIT</u>
AYLESBURY	5	Special(2), academic, public libraries. Printers, bindery.
BOLTON	7	University, college, public, special libraries. John Rylands Library.
BRADFORD	3	Libraries. Office, etc. equip't in colleg
GLASGOW	4	University library, large city reference library, national library, industrial lib
NEWCASTLE	12	All types of library, inc. Durham cathedral & prison libraries. Cinema; P.O. (Telex); office equipment showroom.
STOKE-ON-TRENT	7	All types of library. Bindery. N.L.L. or something of similar importance.
DONCASTER	6	N.L.L. Public lib's; 2 special lib's; College of Education lib. Telex demonstr.
EASTLEIGH	8	University, College of Education, Municipal, Reference, Industrial & School of Art libs. Regional Lib. Bureau, Bindery, N.C.L.
HIGHBURY	3	County Lib. H.Q. Univ. & special libs.
KIRKCALDY	4-6	All types of library; bookshops; museums.
LEWES	10	National libs. Local university & other academic libs. Bookbinders, etc.
LINCOLN	6	Local libs; W.C.L., N.L.L.S.T., etc.
MERTON	6	Mainly libraries.
MID-ESSEX	8	
OXFORD	4	County Lib. H.Q.; industrial research, Coll. of Ed., univ. & municipal pub. libs
ST ALBANS	6	Various types of library; bibliographical unit; binders; nat. reprographic unit.
SHEFFIELD	8	Sheffield City, Polytech. & Univ. libs.; Derbys. County Lib. Br.; N.L.L.
SLOUGH	3or4	N.C.L., Camden P.L., John Wyeth or other special.
TAUNTON	6	County Lib. H.Q.; municipal central, university & special libraries.
TROWBRIDGE	6	Special, public, nat., univ. libs. Printing Dep't.
WALLASEY	4-5	Town Hall, neighbouring libs., Coll. of Art,
WALSALL	6	Coll. of Art; visual aids & illus. coll'n regional ref. lib.; special & newsppr lit pub. lib. (photocharging & computer); special visits as available, e.g., N.L.L.
WEST BRIDGFORD	6	Univ., poly., industrial, newsppr libs; County Record Office; large lib'y supplies
WEST HAM	3-5	Public lib./special lib. N.C.L. B.N.B., bindery?
WEST LONDON	8	Representative libraries & library organisations; data processing demonstr.
AVERAGE =	6 2/25	
MEDIAN =	6	

N.E. ESSEX 7 Borough Lib.; County Lib. H.Q.; City Lib; Col. of Ed. Lib; industrial lib.

	NO. OF STUDENTS ENROLLED	NO. OF STUDENTS TAKING EXAM.	NO. OF STUDENTS FROM:				
			FUB. LIBS.	SPEC. LIBS.	ACAD. LIBS.	NAT. LIBS.	PRIVATE STUDENTS
AYLESBURY	8	6	4 (2lib.)	1	1	0	2 (2 lib.)
BOLTON	12	11	11 (6lib.)	1	0	0	0
BRADFORD	10	9 (prob.)	3 (3lib.)	3 (3lib.)	4 (4lib.)	0	0
GLASGOW	19	18	13 (9lib.)	3	4 (3lib.)	0	0
NEWCASTLE	22	19	8 (5lib.)	7 (3lib.)	4 (2lib.)	0	0
STOKE-ON-TRENT	10	9	7	0	3 (2lib.)	0	0
DONCASTER	11	11 (+2 external)	3 (2lib.)	0	8 (8lib.)	0	0
EASTLEIGH	17	15	16 (2lib.)	0	1	0	0
HIGHBURY	9	9	4 (2lib.)	3 (3lib.)	1	0	1
KIRKCALDI	9	9	9 (1lib.)	0	0	0	0
LEWES	13	13	9 (4lib.)	0	4 (2lib.)	0	0
LINCOLN	10	10	9	1	0	0	0
MERTON	10	9?	3 (3lib.)	1	5 (4lib.)	0	1
MID-ESSEX	10	8?	5 (2lib.)	1	2 (1lib.)	0	2
OXFORD	27	20	5 (2lib.)	3 (2lib.)	18 (8lib.)	0	1
ST ALBANS	9	9	2 (1lib.)	4 (4lib.)	3 (3lib.)	0	0
SHEFFIELD	19	12	11 (2lib.)	1	7 (5lib.)	0	0
SLOUGH	23	18	8 (4lib.)	6 (5lib.)	1	0	3
TAUNTON	10	10	9 (3lib.)	0	1	0	0
TROWBRIDGE	11	10	8 (2lib.)	1	1	0	0
WALLASEY	8	8	7 (1lib.)	0	0	0	1
WALSALL	11	10	7 (4lib.)	1	2 (2lib.)	0	0
WEST BRIDGFORD	29	27	17 (6lib.)	3 (3lib.)	7 (5lib.)	0	0
WEST HAM	6	5	3 (2lib.)	2 (2lib.)	1	0	0
WEST LONDON	36	24 (+2external)	12 (5lib.)	16 (14lib.)	8 (7lib.)	0	0
TOTAL =	359	313?	193	56	86	0	11
AVERAGE =	16	13?	8	2	3	0	...
N.E. ESSEX	12	9	9 (4lib.)	1 (News ppr.)	2 (1lib.)	0	0

SCHOOL	STUDENTS' AGE RANGE	STUDENTS' EDUCATIONAL BACKGROUND-NO'S WITH:			NO. F. ANCED EMPLO
		SCHOOL CERT, GCE 'O' LEVEL	GCE 'A' LEVEL	OTHER QUALIFICATIONS	
YLESBURY	20 - 50+	2	2	1 (Teacher's Cert.)	6
OLTON	19 - 30	10	2	0	12
RADFORD	16 - 34	5	0	0	9
LASGOW	18 - 48	0	2	10 SCE, Higher level 14 SCE, Ordinary level	16
EWCASTLE	19 - 25	19	3	2	19
TOKE-ON-TRENT	18 - 26	5	0	1 RSA	All
ONCASTER	19 - 40+	6	1	6	All
ASTLEIGH	17 - 55	14	2	3	17
IGHBURY	18 - 45	5	0	1 CSE	7
IRKCALDY	19 - 22	0	0	Most have parts of SCE, 'O' & 'H' levels	9
EWES	18 - 46	-	-	-	12
INCOLN	20 - 55	10	0	0	10
ERTON	21 - 49	←-----Not known-----→			6 or 7
ID-ESSEX	19 - 43	8	3	.2 RSA	8
FORD	18 - 55	8	7	1 (Graduate)	25
ALBANS	17 - 40	5	2	5 (Secretarial)	9
EFFIELD	17 - 50	12	2	8 CSE	19
DOUGH	18 - 41	9	3	7	12
JUNTON	18 - 50	8	2	2 RSA Typing, S/hand.	10
OWBRIDGE	18 - 55	←-----Not known-----→			9
WASEY	17 - 19	8	1	0	No fees charged
LSALL	18 - 24	Most	-	-	10
ST BRIDGFORD	19 - 51	22	3	2	All
ST HAM	19 - 40+	2	0	0	4
ST LONDON	18 - 50	23	3	5 SCE 5 RSA	36
E. ESSEX	20 - 50	9	2	1 Teacher's Cert. 1 - B.A. (Hons.)	10

SCHOOL	TYPES OF VISUAL AIDS USED	EXTENT TO WHICH VISUAL AIDS USE
YLESBURY	(a) collections of forms, stationery; (b) office equipment; (c) slides.	Little, apart from (a)
OLTON	Tape rec; blackboard; O.H.P.; transparencies.	Not to large extent. Transparencies being made.
ADFORD	Slides; tapes; film.	Moderately.
LASGOW	Blackboard; O.H.P.; films.	Periodically.
EWCASTLE	Many specimens of stationery, microforms, etc., examined & retained by students.	
TOKE-ON-TRENT	-	Very rarely.
ONCASTER	Film loops & strips, video-tape; examples of stationery.	As necessary but small proportion of time overall.
ASTLEIGH	None	-
IGHBURY	Films; slides; O.H.P.; transparencies.	Films-book prod'n; transparencies-ref. bks; slides-lib. matrls.
IRKCALDY	This year, few; others, many.	Impossible to answer.
EWES	O.H.P.; films; slides.	Regularly.
INCOLN	O.H.P.; episcopes	O.H.P. considerably.
ERTON	Films; O.H.P.; books!	To small extent, e.g., 4 films.
ID-ESSEX	T.V.; O.H.P.; teaching sets	Whenever both available & have positive teaching value.
FORD	of bibs.; films; slides.	Very little.
ALBANS	Filmstrip	Very little.
ALBANS	Films; T.V.; O.H.P.; videotape; various non-book materials	Occasionally.
EFFIELD	Film.	Very little at present.
DOUGH	Normally none-possibly NLL	Film. -
JUNTON	Slides; records.	Very little.
OWBRIDGE	Filmstrips, etc.	-
WASEY	Film strips; transparencies	-
LSALL	-	-
ST BRIDGFORD	O.H.P.; films; slides; tapes.	As necessary but more than average
ST HAM	Charts	Rarely.
ST LONDON	O.H.P.	-

TABULATED RESULTS OF QUESTIONNAIRES FROM LAC TUTORS' DISCUSSION GROUP:  
SEPTEMBER, 1973

<u>NAME OF COLLEGE</u>	<u>COURSE DURATION (No. of Terms)</u>	<u>TIME SPENT AT COLLEGE (Hrs p.w.)</u>
BIRKENHEAD COLLEGE OF TECHNOLOGY	3	3
BOLTON TECHNICAL COLLEGE	3	6
BRADFORD COLLEGE OF ART & TECHNOLOGY	3	3
CENTRAL COLLEGE OF COMMERCE, GLASGOW	3	7½
COLERAINE TECHNICAL COLLEGE	3	2½
COLLEGE OF BUILDING & COMMERCE, STOKE-ON-TRENT	3	3
DONCASTER COLLEGE OF TECHNOLOGY	4	5
EASTLEIGH TECHNICAL COLLEGE	3	4
HARROGATE COLLEGE OF FURTHER EDUCATION	3	3
HIGHBURY TECHNICAL COLLEGE, PORTSMOUTH	3	6
MERTON TECHNICAL COLLEGE	3	3½
MID-ESSEX TECHNICAL COLLEGE	3	3½
OXFORD COLLEGE OF FURTHER EDUCATION	3	3½
ST JOHN'S COLLEGE OF F.E., MANCHESTER	3	3½
SWINDON COLLEGE	3	4
TELFORD COLLEGE OF F.E., EDINBURGH	3	7½
TROWBRIDGE TECHNICAL COLLEGE	3	3½
WALSALL & STAFFS TECHNICAL COLLEGE	3	6
WEST BRIDGFORD COLLEGE OF F.E., NOTTS.	2	5
WEST HAM COLLEGE	3	3
WEST LONDON COLLEGE	3	6½
AVERAGE =	<u>3</u>	<u>4 2/5</u>
MEDIAN =	3	3½

'Nil' returns were made by N.E. Essex Technical College, Norwich City College, Omagh Technical College, St Albans College of F.E. and Taunton Technical College. Ten other Centres which had made returns in 1972 did not do so this year. Six Centres which had made no returns in 1972 responded in 1973.

	<u>NO. OF STAFF TEACHING LAC REGULARLY</u>	<u>EXTENT TO WHICH COURSE IS SERVICED BY OTHER DEPARTMENTS OR VISITING LECTURERS</u>
BIRKENHEAD	1	General Studies - 1 hour p.w.
BOLTON	3	1hr p.w. Liberal Stds; 6hrs p.w. Business
BRADFORD	2	Commerce/Office Stds. 3; Humanities/Liberal Studies-4.
COLERAINE	2	Nil.
GLASGOW	4	Display, Business Machines, Lettering - 1 hr p.w. for 1 term, each.
STOKE-ON-TRENT	4	Typewriting & Office Practice - Secretarial Studies Dep't.
DONCASTER	3	Business Studies for Office Practice - 16hrs. College of Art Lecturer - 9hrs.
EASTLEIGH	5	General Stds., 1hr p.w., 2 terms; Display 1hr, 1 term; Office Pract. 1hr p.w., 1 term.
HARROGATE	2	Nil

(continued on next page)

(Continued from P.1)

NO. OF STAFF TEACHING LAC REGULARLY

EXTENT TO WHICH COURSE IS SERVICED BY OTHER DEPARTMENTS OR VISITING LECTURERS

HIGHBURY	4	General Stds-1hr p.w., whole course. Offic Pract. & Lettering/Display, 1hr p.w. each, 1 term.
MERTON	1	15-20%.
MID-ESSEX	2	Little - outside specialists about 5times
OXFORD	1	2hrs-display; 3hrs-office methods.
ST JOHN'S	2	2hr General Stds - F/T Coll. lectrs. only
SWINDON	4	3 or 4 lectures p.a.
TELFORD	5	45mins. ea. - Gen. Ed.(Communications); Art; Office Practice.
TROWBRIDGE	5	Liberal Studies Dept. ( sometimes).
WALSALL	1	1 1/2hrs p.w. - mainly General Studies.
WEST BRIDGFORD	1	5 visiting lectrs, 1 for entire course, others for special single lectures.
WEST HAM	1	Art Dep't.
WEST LONDON	2	Office Practice by Business Studies Dep't 1 lecture by Media Resources Officer.
AVERAGE =	2 3/4	
MEDIAN =	2	

NO. OF VISITS INC. IN COURSE

TYPE OF VISIT

BIRKENHEAD	3-4	Large city, university, industrial, libs.
BOLTON	8	univ., coll. of ed., public, special libs. Book exhibition. Book cloth cc.
BRADFORD	4	College, public(subject-dep't), univ. libs.
COLLERAINE	none	
GLASGOW	4	Public, special, univ., national libs.
STOKE-ON-TRENT	6	Municipal, county, univ., spec. libs. Bind
DONCASTER	10	NLL; public libs.; 2 special libs; College of Education lib; binders.
EASTLEIGH	12	4 academic; 3 special; 1 public; L.A., NCL, regional bureau.
HARROGATE	varies	NLL.
HIGHBURY	3	County Lib.H.Q.; univ. & special libs.
MERTON	6	Various libraries; bindery; publisher.
MID-ESSEX	5	Specialist libs; County & Borough H.Q's; B.M.; a London library H.Q.; printer; newsp
OXFORD	5	Newsppr; industrial research, College of polytechnic & public libraries.
ST JOHN'S	6	Libraries poorly represented among student e.g., large city, industrial, university.
SWINDON	7	large municipal; special; printers; binder
TELFORD	10+	All types of library; bookshop; bindery.
TROWBRIDGE	8	Special, public, Coll. of Ed, univ. libs. printers; binders.
WALSALL	6	County lib.H.Q.; archives repository; bind regional ref.lib.; newsppr lib. public lit (photocharging, etc.)
WEST BRIDGFORD	6	Academic & public libs; Hotm Evening Post lib.; County Records Office; book supplier
WEST HAM	4	Representative libs; BNB; bindery.

(continued on next page)

(Continued from p.2)

NO. OF VISITS INC. IN COURSE

3.  
TYPE OF VISIT

WEST LONDON

8

Representative types of library; library organisations.

AVERAGE = 6 1/20  
MEDIAN = 6

	NO. OF STUDENTS		NO. OF STUDENTS FROM:*			PRIVATE STUDENTS
	ENROLLED	TAKING EXAM.	PUB. LIBS	SPEC. LIBS.	ACAD. LIBS.	
BIRKENHEAD	14	13	13 (3libs)	0	0	1
BOLTON	18	17	18 (9libs)	0	0	0
BRADFORD	42	40?	36 (10libs)	2 (2libs)	4 (4libs)	0
COLERAINE	16	12	12 (1lib.)	0	4 (1lib.)	0
GLASGOW	27	25	20 (11libs.)	0	4 (3libs.)	1
STOKE-ON-TRENT	14	13	8 (2libs.)	1	4 (4libs.)	1
DONCASTER	29	25	19 (3libs.)	0	5 (5libs.)	0
EASTLEIGH	18	17	16 (3libs.)	1	0	0
HARROGATE	12	12	7 (1lib.)	5 (5libs.)	0	0
HIGHBURY	11	9	6 (3libs.)	0	3 (3libs.)	0
MERTON	12	10	6 (3libs.)	3 (3libs.)	2 (2libs.)	0
MID-ESSEX	21	16	11 (3libs.)	3 (3libs.)	2 (1lib.)	5 (0libs.)
OXFORD	17	15	3 (2libs.)	2 (2libs.)	11 (5libs.)	1
ST JOHN'S	24	24	22 (?libs.)	1	1	0
SWINDON	12	12	12 (2libs.)	0	0	0
TELFORD	11	11	9 (3libs.)	1	1	0
TROWBRIDGE	11	9	10 (2libs.)	0	0	1
WALSALL	10	10	4 (1lib.)	4 (4libs.)	4 (2libs.)	0
WEST BRIDGFORD	28	28	20 (8libs.)	0	8 (4libs.)	0
WEST HAM	12	10	7 (4libs.)	1	2 (2libs.)	0
WEST LONDON	17	14	2 (2libs.)	7 (7libs.)	5 (5libs.)	0
TOTAL =	376	342?	261	31	59	10
AVERAGE =	18	16?	12	1	3	...

\* "LIBS." under this heading means separate library authorities/employers, not counting sub-libraries or branches of one parent-library.

STUDENTS' AGE RANGE	EDUCATIONAL BACKGROUND	NUMBERS BY:					NO. FINANCED BY EMPLOYERS
		CSE	SIG. CERT / 'O' LEVEL	'A' LEVEL	DEGREE	OTHER QUALIF'NS	
IRKENHEAD	18-50	0	13	2	0	3(2ONC.1RSA)	13
OLTON	?	5	10	3	0	0	18
RADFORD	18-51	11	33	3	1	0(2failedLA pt1)	42
OLERAINE	20-50	0	14	2	0	0	All?
LASGOV	19-55	15	9	5	0	0	20
TOKE-ON-TRENT	19-44	2	5	2	0	4	All
ONCASTER	19- <sup>very</sup> "mature" 55	6	17	3	0	7	23
ASTLEIGH	18-55	4	6	2	1	1(matric.)	15
ARROGATE	20+	←-----not known-----→					
IGHBURY	16-50	4	7	0	0	0	9
ERTON	19-44	←-----not known-----→					
ID-ESSEX	17-48	6	10	0	0	0	12
KFORD	?	1	7	3	0	1(RSA, typing)	15
T JOHN'S	19-53	8	14	4	0	6(ULC, Coll. Pre-ceptors, SRN, RSA)	24
WINDON	21-40	0	4	1	0	0	5
ELFORD	18-50	0	7	4	0	0	11
ROWBRIDGE	17-50	←-----not known-----→					
ALSALL	20-45	" " " " " "					
EST BRIDGFORD	18-50*	6	23	6	0	4	All
EST HAM	19-45	←-----not known-----→					
EST LONDON	19-53	4	9	1	0	4	14

\*average = 31

	TYPES OF VISUAL AID USED	EXTENT TO WHICH VISUAL AIDS USED
IRKENHEAD	OHP; films, possibly.	Very little.
OLTON	audio-and videotapes; blk-board, OHP, films, staticry.	To an increasing extent.
RADFORD	Videotapes.	Moderately.
OLERAINE	Filmstrips, blkboard.	Limited use.
LASGOV	Blkboard, OHP, films.	Occasionally.
TOKE-ON-TRENT	Found little useful mat'l.	Hardly at all.
ONCASTER	Films, filmstrips, CCTV, tape-slide, specimens, OHP.	Whenever seem appropriate & can be made available.
ASTLEIGH	Blackboard, examples mat'ls.	Little.
ARROGATE	OHP, films, slides, filmstrips.	-----
IGHBURY	Films, slide, OHP.	Films-book prod'n; transparencies ref. materials; slides-lib'y mat'l
ERTON	OHP, films, filmstrips.	Small amount.
ID-ESSEX	Full range-OHP, videotapes, filmstrips, films, slides.	OHP used extensively; rest used as appropriate.
KFORD	Display cards, slides.	Little except display cards (mostly written).
T JOHN'S	Film projector, epidiroscope.	Only occasionally.
WINDON	Films, slides.	Very limited.
ELFORD	Forns, slides, equip't, film.	Moderately.
ROWBRIDGE	-----	Limited use.
ALSALL	Blackboard only.	-----
EST BRIDGFORD	OHP, films, CCTV, tapes.	As required -prob. more than av'
EST HAM	Various.	A little.
EST LONDON	OHP, films, filmstrips, episcope.	OHP frequently; others occasionally.

COMMENTS ON QUESTIONNAIRE: One college which had held course for first time in 1972/73 found the statistics very useful. One college was glad to supply statistics but found the tabulation of no use. One college asked for details of recognition. Up to now an occasional note has been given of these in the Newsletter as and when numbers notify them.

QUESTION 10: "Number of libraries involved": one college commented on ambiguity. It is intended that no. of library "authorities" or "employers" should be entered, counting students from several branches of one system & workers in one library only.

CONSOLIDATED RESULTS OF QUESTIONNAIRES FROM LAC TUTORS' DISCUSSION GROUP. AUGUST 1974

<u>NAME OF COLLEGE</u>	<u>COURSE DURATION (No. of Terms)</u>	<u>TIME SPENT AT COLLEGE (Hrs. p.w.)</u>
BERYSTWYTH COLLEGE OF FE	3	3
YLESBURY COLLEGE OF FE	4	3
BOLTON TECHNICAL COLLEGE	3	6
BRADFORD COLLEGE OF ART & TECHNOLOGY	3	3
HAULDON COLLEGE OF FE; STOKE-ON-TRENT	3	3
CENTRAL COLLEGE OF COMMERCE; GLASGOW	3	6½
NONCASTER COLLEGE OF TECHNOLOGY	4	5
HARROGATE COLLEGE OF FE	3	3
HIGHBURY TECHNICAL COLLEGE; PORTSMOUTH	3	6
PSWICH CIVIC COLLEGE	3	3
LEWES TECHNICAL COLLEGE	3	5½
LINCOLN COLLEGE OF TECHNOLOGY	3	4
MID-ESSEX TECHNICAL COLLEGE	3	4
MOTHERWELL TECHNICAL COLLEGE	3	7
ST ALBANS COLLEGE OF FE	3	6½
ST JOHN'S COLLEGE OF FE; MANCHESTER	3	3½
LOUGH COLLEGE OF TECHNOLOGY	3	3
ROWBRIDGE TECHNICAL COLLEGE	3	3¾
ALSALL TECHNICAL COLLEGE	3	6
ST BRIDGEMOND COLLEGE OF FE; NOTTS	2	5
NEW LONDON COLLEGE	4 (3)	5½ (6¼)
ULFRUN COLLEGE OF FE; WOLVERHAMPTON	4	2½
Mean =	3	4 7/10
Median =	3	5

IL returns were made by MERTON TECHNICAL COLLEGE; NE JERSEY TECHNICAL COLLEGE; NORWICH CITY COLLEGE; ORPINGTON COLLEGE OF FE and SOMERSET COLLEGE OF ART & TECHNOLOGY (formerly TAUNTON TECHNICAL COLLEGE) Ten other centres which had made returns in 1973 did not do so this year. Ten centres which had made no returns in 1973 responded in 1974.

<u>NO. OF STAFF TEACHING LAC REGULARLY</u>	<u>EXTENT TO WHICH COURSE IS SERVICED BY OTHER DEPARTMENTS OR VISITING LECTURERS</u>
BERYSTWYTH 4	
YLESBURY 4	11 hrs Secretarial Section; 9 hrs Art Section
BOLTON 3	Office procedures, Business Studies Dept; General Studies, General Ed. Dept.
BRADFORD 2	Office studies; Liberal studies.
HAULDON 4	Office practice; Secretarial work.
GLASGOW 5	Servicing from English & General Studies Distribution Dept.

	<u>NO. of STAFF TEACHING LAC REGULARLY</u>	<u>EXTENT TO WHICH COURSE IS SERVICED BY OTHER DEPARTMENTS OR VISITING LECTURERS</u>
DONCASTER	2	Office Arts Lecturers for Section 18; College of Art Lecturer for Display
HARROGATE	2	Office arts; Display & posters (Art School)
HIGHBURY	4	1 hr p.w. General Studies throughout Course 1 hr p.w. Business studies - 1 term. 1 hr p.w. Display Work - 1 term.
IPSWICH	-	Art (6 hrs.); Office Practice; Liberal Studies.
LEWES	3	General & Professional Studies Dept: Written communication, calligraphy, display work. Commerce Dept: Office machinery, data processing, copyright law. Visiting lecturers from E. Sussex College Libs. for cataloguing, binding etc. + others - misc. topics.
LINCOLN	1	Liberal Studies Dept. 1 hr. p.w.; Office arts, Business Studies, 6 hrs. p.w.
MID-ESSEX	1	Minimal (3 occasions per year)
MOTHERWELL	2	2 periods (1½ hrs.) each day: support lectures on display work, commercial techniques, general modern studies.
ST ALBANS	3	Occasional visiting speakers, e.g. County Technical Librarian. General Studies - 1 hr p.w. (not related to course). Art & Display 1 hr. p.w. - 1 term. Office practice 1 hr. p.w. - 1½ terms.
MANCHESTER	2	General studies taught by College full-time staff.
	(pt. time)	
SLOUGH	2	Office practice (probably 2 or 3 lectures & practical of 1½ hrs each) Publicity material (1 lecture of 1½ hrs.
TROWBRIDGE	5	Liberal Studies (1 lecturer)
WALSALL	2	General Studies - 75 minutes per week.
WEST BRIDGFORD	1	Supported by 5 other lecturers
WEST LONDON	2	Office practice - Business Studies Dept. plus 1 lecture by Media Resources Officer
WOLVERHAMPTON	1	Few hours Office Machinery instruction
	Mean = 2 2/5	
	Median = 2	

	<u>NO. OF VISITS INC. IN COURSE</u>	<u>TYPE OF VISIT</u>
ABERYSTWYTH	4	Others to be arranged. Conducted tours & descriptions of public, university, national and special libraries.
AYLESBURY	4	1 each - academic, public, special libraries, printers/binders.
BOLTON	10	Different types of library (university, special etc.); library with computer charging.
BRADFORD	3	(a) public library; (b) university library; (c) printing department.

/continued....

	<u>NO. OF VISITS INC. IN COURSE</u>	<u>TYPE OF VISIT</u>
CAULDON	6	Differing types of library; e.g. university, college of FE, public, special, polytechnic.
GLASGOW	4	National, reference, industrial, university libraries.
DONCASTER	10	BLL, binders, 2 special libraries, college of Ed. library, public libraries.
HARROGATE	6 app.	BLL, bindery, library suppliers, Yorkshire Post (printing & bindery) local library (special collect.) school library, special library.
HIGHBURY	3	County Library HQ, university library, special library.
IPSWICH	3	Printing works, public library, newspaper.
LEWES	8	E. Sussex County HQ, Univ. Sussex, ERA, Mobil Oil, Brighton libraries, LASER, Telex etc.
LINCOLN	10	National, public, special, academic libraries. Bindery, teachers' centre.
MID-ESSEX	4	Various types of library (local & London) plus printing and publishing house.
MOTHERWELL	12	Libraries of different types, book binding, local government civic centre (LG back-up to library)
ST ALBANS	6 app.	Different types of library (public, national, special etc.) Nat. Reprographic Centre, local binders.
MANCHESTER	6 app.	Major libraries locally with characteristics not inc. in the experience of most students, e.g. large ref. libraries, computer issue system.
ROUGHAM	3 or 4	Public, special, university libraries.
ROWBRIDGE	6	Public, university, college of education, medical, special libraries; printing dept.
ALSALL	6	Resources Centre, Regional Ref. Library, Archive repository, mobile or newspaper library, special library, public central library.
EST BRIDGFORD	6	Differing types of library; library supplier, County Records Office.
EST LONDON	8	Representative types of library and library organisation.
SILVERHAMPTON	8	Polytechnic & college of education libraries; LEA Resources Centre; Birmingham Central Library; County Library HQ.
Mean =	6	
Median =	6	

(continued) 1 2 3 4 5 6 7 8 9 10 11 12  
 /continued....  
 3

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	NO. OF STUDENTS		NO. OF STUDENTS FROM*		ACAD.	NAT.	PRIVATE
	<u>ENROLLED</u>	<u>TAKING EXAM</u>	<u>PUB. LIBS.</u>	<u>SPEC. LIBS.</u>	<u>LIBS.</u>	<u>LIBS.</u>	<u>STUDENTS</u>
ABERYSTWYTH	6	6	2 (1 lib.)	-	1	3 (1 lib.)	-
AYLESBURY	10	7 or 8	5 (1 lib.)	1	2 (2 libs.)	-	-
BOLTON	16	15	13 (9 libs.)	1	2 (2 libs.)	-	-
BRADFORD	35	34	26 (9 libs.)	1	8 (5 libs.)	-	-
CAULDON	18	15	10 (3 libs.)	2 (2 libs.)	6 (5 libs.)	-	-
GLASGOW	27	25	22 (10 libs.)	-	4 (3 libs.)	-	1 (0 libs.)
DONCASTER	14	14	10 (6 libs.)	4 (4 libs.)	-	-	-
HARROGATE	8	8	5 (2 libs.)	2 (2 libs.)	1	-	-
HIGHBURY	12	12	6 (1 lib.)	3 (3 libs.)	1	-	2 (0 libs.)
IPSWICH	11	10	3 (1 lib.)	-	3 (2 libs.)	-	5 (0 libs.)
LEWES	19	16	17 (1 lib.)	-	1	-	1 (0 libs.)
LINCOLN	13	12	13 (2 libs.)	-	-	-	-
MID-ESSEX	19	16	5 (1 lib.)	6 (6 libs.)	1	-	12 (0 libs.)
MOTHERWELL	14	11	10 (2 libs.)	-	-	-	-
ST ALBANS	14	13	10 (10 libs.)	10 (10 libs.)	4 (4 libs.)	-	-
MANCHESTER	34	34	29 (8 libs.)	2 (2 libs.)	1	2 (1 lib.)	-
SLOUGH	22	20	13 (4 libs.)	7 (7 libs.)	1	-	-
TROWBRIDGE	12	11	10 (2 libs.)	-	2 (1 lib.)	-	-
WALSALL	12	12	8 (3 libs.)	1	3 (2 libs.)	-	-
WEST BRIDGFORD	22	22	13 (1 lib.)	2 (2 libs.)	7 (4 libs.)	-	-
WEST LONDON	23	18	4 (2 libs.)	15 (15 libs.)	4 (3 libs.)	-	-
OLVERHAMPTON	13	8	9 (3 libs.)	1	2 (1 lib.)	-	1 (0 libs.)
<b>Total</b>	<b>374</b>	<b>339(?)</b>	<b>233</b>	<b>59</b>	<b>54</b>	<b>5</b>	<b>23</b>
<b>Mean</b>	<b>17</b>	<b>15(?)</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>..</b>	<b>1</b>

LIBS. under this heading means separate library authorities/employers, not counting sub-libraries or branches of one parent-library.

/continued...

STUDENTS' EDUCATIONAL BACKGROUND - NUMBERS WITH: NO. FINANCED BY EMPLOYERS

	AGE RANGE	EDUCATIONAL BACKGROUND			NUMBERS WITH:		NO. FINANCED BY EMPLOYERS
		CSE	SCH.CERT/ 'O' LEVEL	'A' LEVEL	DEGREE	OTHER QUALIFICATIONS	
BERYSTWYTH	20 - 48	-	1	-	-	-	2
YLESBURY	17 - 45	-	-	-	-	-	8
BOLTON	20 - 45	-	11	3	-	-	16
BRADFORD	17 - 49	1	23	2	-	1 Teacher's Cert.	35
HAULDON	17 - 45	6	7	1	-	4	18
GLASGOW	19 - 54	-	-	-	-	15 SCE (O) 15 SCE (H) 3 Other	26
NEWCASTLE	18 - Mature	4	7	-	-	4	All
BARROGATE	19 - 50+	-	-	-	-	-	8
HIGHBURY	19 - 49	-	10	2	-	Clerical Officer Cert. Teacher Training. Academic Dip. American High School & College	5
WIMBORNE	19 - 55	5	17	6	-	5	18
LINCOLN	19 - 49	3	10	2	-	3	13
MID-ESSEX	17 - 47	6	12	4	-	3	12
OTHERWELL	18 - 50	-	-	-	-	SCE	All
T ALBANS	19 - 45+	-	5	2	1	1	10
MANCHESTER	19 - 53	14	25	8	1	2 ULCL 2 RSA 1 Office Practice Commerce, Sh/hd.	31
BOUGH	17 - 47	2	12	1	-	1 FPE	17
ROWBRIDGE	16 - 50	-	-	-	-	not known	12
ALSALL	19 - 25	3	10	2	-	-	12
EST BRIDGFORD	18 - 50	3	16	4	-	RSA (Typewriting) Inst. Linguists	All
EST LONDON	18 - Mature	2	14	4	-	1 RSA	All
OLVERHAMPTON	19 - 30	-	13	-	-	-	11

	TYPES OF VISUAL AID USED	EXTENT TO WHICH VISUAL AIDS USED
BERYSTWYTH	None as yet. Films of special libraries will be shown	Little use at present
YLESBURY	Office equipment, machines, various libraries' stationery forms etc.	Mainly in connection with practical work.
BOLTON	Film, videotape, audiotape, OHP transparencies, blackboard, reference material.	As frequently as possible.
BRADFORD	Video-cassettes, films.	Occasionally.
HAULDON	-	Very little - occasional outside lecturer using OHP transparencies, slides, etc.





	Names & qualifications	OF COURSE	SYLLABUS SERVICED	VISITS ON L.A.C.COURSE	STUDENTS ENROLLED	RANGE	from which students drawn	INFORMATION AND RESULTS
<u>BOLTON</u> Bolton Technical College, Manchester Road, Bolton, BL2 1ER.	N. Burgess, B.A. (Com), F.L.A. S.M. Haworth, A.L.A.	6 hours x 36 weeks	Liberal Studies. Office Practice, and equipment	Manchester Univ. Library. John Rylands Library. Chetham's Library. Bolton Inst. of Tech. Library. Bolton College of Education (Technical) Library. Central Library, Manchester	12	21 - 50	11 Public 1 other special	12 Entrants 8 Credit 3 Pass 1 Fail
<u>BRADFORD</u> Bradford College, Great Horton Road, Bradford, BD7 1AY.	F.M. Jorysz, B.A., F.L.A.	3 hours x 32 weeks	Liberal Studies. Office studies.	Bradford Central Library. Bradford Univ.	24	18 - 55	21 Public 2 Academic 1 Indus.	23 Entrants 16 Credit 5 Pass 2 Fail
<u>BRISTOL</u> Brunel Technical College, Ashley Down, Bristol, BS7 9BN.	M. Williams, B.A., Cert.Ed. D. Kipling, A.L.A., C & G FETC	6½ hours x 36 weeks	Business Studies. Book-binding.	Hospital Library, Bodleian. Imperial Tobacco Bristol P.L. City Archives	20	18 - 60	Public Academic Indus.	18 Entrants 1 Distinction 16 Credit 1 Pass 0 Fail
<u>CHELMSFORD</u> Mid-Essex Tech. College, Victoria Road Sth, Chelmsford, Essex. CM1 1LL.	Miss R.E. Oates, A.L.A., Cert.Ed.	3½ hours x 35 weeks		County Lib.H.Q. Southend and Chelmsford District Libraries. Medical Lib. Printing firm. British Lib.Ref. Div. City Business Lib.	21	18 - 50	10 Public 5 Academic 2 Indus. 4 non-library	12 Entrants 3 Distinction 6 Credit 1 Pass 2 Fail

	Names & Qualifications	OF COURSE	SYLLABUS SERVICED	VISITS ON L.A.C.COURSE	STUDENTS ENROLLED	RANGE	from which students drawn	INFORMATION AND RESULTS
<u>COLCHESTER</u> North East Essex Tech. College & School of Art, Sheepen Road, Colchester, CO3 3LL.	NIL RETURN	LAC COURSE NOT OFFERED IN 1975						
<u>COVENTRY</u> Coventry Tech. College, The Butts, Coventry, CV1 3GD.	NIL RETURN	LAC COURSE NOT OFFERED IN 1975						
<u>DONCASTER</u> Doncaster College of Technology, Waterdale, Doncaster, South Yorks. DN1 3EX.	Miss F.M. Armstrong, ALA., Cert.Ed. Miss M.M. Devine, ALA. Mrs. M. Dixon Mr. A. Ball	2 hours x 42 weeks	Office Practice. Art & Display.	Bradford Public Library. Coal Board Library. Hospital Library. County Div. HQ Scunthorpe P.L. York Univ. Lib. Notts. Div. HQ & Branch British Library Dunn & Wilson Bindery	12	19 - 45	9 Public 3 Academic	12 Entrants 3 Distinction 8 Credit 1 Pass 0 Fail
<u>EASTLEIGH</u> Eastleigh Tech. College, Cranbury Road, Eastleigh, Hants. SO5 5HT.	Mr. G.R. Ball, F.L.A. Mr. M.T. McGrave, MA., A.L.A. Mr. J. Haylock, B.A. A.L.A. Mrs. J. Ballard	5 hours x 36 weeks	Office Practice.	King Alfred Coll. of Education. Southampton Univ. Library. Hampshire County Archives Dept. Portsmouth Library Library bindery Hampshire County H.Q.	20	19 - 45	16 Public 2 Academic 2 Other special	20 Entrants 16 Credit 2 Pass 2 Fail

	Names & Qualifications	DURATION OF COURSE	SYLLABUS SERVICED	EDUCATIONAL VISITS ON L.A.C.COURSE	NUMBER OF STUDENTS ENROLLED	AGE RANGE	from which students drawn	EXAMINATION INFORMATION AND RESULTS
<u>GLASGOW</u> Central College of Commerce, 300 Cathedral St, Glasgow, G1 2TA.	Mrs. J. Cinnamon, A.L.A. Mr. B.J. McIlraith, A.L.A. Mr. S. Sharp, B.A., D.P.A., F.I.A.	6½ hours x 33 weeks	English. Liberal studies. Display.	Mitchell Library. Univ. Library. National Enginrg Laboratory Lib. Computer Instalation.	30	19 - 48	24 Public 5 Academic 1 Indus.	26 Entrants 2 Distinction 15 Credit 6 Pass 3 Fail
<u>HARROGATE</u> College of Further Education, Haywa Crescent, Harrogate. N. Yorks.	NIL RETURN	LAC COURSE NOT OFFERED IN 1975						
<u>KIRKCALDY</u> Kirkcaldy Tech. College, St. Brycedale Ave, Kirkcaldy, Scotland. KY1 1EX.	NIL RETURN	LAC COURSE NOT OFFERED IN 1975						
<u>LEWES</u> Lewes Technical College, Mountfield Road, Lewes, Sussex. BN7 2XH.	NIL RETURN	LAC COURSE NOT OFFERED IN 1975						
<u>LINCOLN</u> Lincoln College of Technology, Cathedral Street, Lincoln.	Mr. John Davey, A.L.A., Cert. Ed.	5½ hours x 36 weeks	Liberal Studies.	British Library, London & Boston Spa. Birmingham Ref. Local Public & Special Library	17	20 - 50	17 Public	17 Entrants 2 Distinction 10 Credit 3 Pass 2 Fail



COLLEGE	STAFF TEACHING L.A.C. Names & Qualifications	DURATION OF COURSE	SYLLABUS SERVICED	VISITS ON L.A.C.COURSE	STUDENTS ENROLLED	ATTENDANCE	students drawn	AND RESULTS
<u>NOTTINGHAM</u> West Bridgford College of Further Education, Greythorn Drive, West Bridgford, Nottingham. NG2 7GA.	Mr. M.N.Worth, A.L.A. Mr. M.J.Stacey, M.A., A.L.A. Mr. A.D. Guest, A.L.A.	5 hours x 22 weeks	Office Practice and Procedures.	Trent Polytech. Library. Nottingham City Library. County Records Office, Nottm. Boots Research Library. Nottm. Evening Post Library. County Library Bindery. Nottm. Univ. Library. Woolston Book Company.	21	18 - 51	15 Public 6 Academic	21 Entrants 14 Credit 5 Pass 2 Fail
<u>OXFORD</u> Oxford College of Further Education, Oxpens Road, Oxford. OX1 1SA.	Mr. R.S. Sephton, B.A., F.L.A.	3½ hours x 38 weeks	Display	Oxford Central P.L. Oxford Times Newspaper Lib. Oxford Polytech. Rutherford Research Lib.	22	18 - 50	1 Public 17 Academic 3 Indus. 1 Non- Library	21 Entrants 4 Distinctio 12 Credit 4 Pass 1 Fail
<u>PORTSMOUTH</u> Highbury Technical College, Cosham, Portsmouth. PO6 2SA.	Mrs. A. Clegg, F.L.A. Mr. R. Gibbs, A.L.A. Mrs. R. Hebblethwaite, A.L.A.	6 hours x 33 weeks	General Studies. Office Practice. Display Work.	W. Sussex & Co. Lib. H.Q. Southampton Univ. Library. IBM Laboratories Ltd. (Library)	20	17 - 49	16 Public 2 Academic 1 Other Special 1 Non- Library	18 Entrants 2 Distincti 11 Credit 3 Pass 2 Fail



			SERVICES			drawn		
<u>STOKE-ON-TRENT</u> Cauldon College of Further Education, The Concourse, Stoke Road, Stoke-on-Trent. ST4 2DG.	Mr. G.C.Otter, F.L.A., F.R.S.A. Mr. M.Peterson, A.L.A. Mr. F. Clark, A.L.A. Mrs. R. Worthington, A.L.A.	3 hours x 31 weeks	Office Practice. Special Librarian- ship.	Univ. Library GKN Tech. Centre. College of Ed. County Library Hanley Ref. Lib. Central P.L. (Newcastle U Lyme).	19	16 - 46	10 Public 8 Academic 1 Indus.	17 Entrants 1 Distinction 9 Credit 9 Pass 2 Fail
<u>TROWBRIDGE</u> Trowbridge Tech. College, College Road, Trowbridge. Wiltshire.	Mr. K.W. Pepper, A.L.A. and 3 members of County Library Staff	3½ hours x 36 weeks	Display Communi- cation.	Public Library. Univ. Library. Bookseller. Bindery. Printers.	8	19 - 43	4 Public 4 Academic	5 Entrants 3 Credit 2 Pass
<u>WALSALL</u> Walsall College of Technology, St. Paul's Street, Walsall.	Mr. M.E.W. Chattell, A.L.A.	6 hours x 34 weeks	General Studies.	Berkeley Nuclear Power Station Library. Birmingham C.L. International Nickel. Madeley Resource Centre. Sutton Coldfield New P.L.	14	20 - 40	9 Public 3 Indus. 2 Other Special	11 Entrants 2 Distinction 8 Credit 1 Pass 0 Fail
<u>WOLVERHAMPTON</u> Wulfrun College of Further Education, Paget Road, Wolverhampton, WV6 ODU.	Mr. R.F. Smith, A.L.A.	3¼ hours x 36 weeks	General Studies. Office Machines.	Birmingham C.L. Wolverhampton Poly. Library. Wolverhampton Tech. Teachers' College. West Midlands Coll. of Educ. Dudley C.L. Wolverhampton Educ. Dept. AIV Centre.	18	19 - 40	11 Public 3 Academic 2 Indus. 1 Other Special. 1 Non- Library.	16 Entrants 2 Distinction 10 Credit 3 Pass 1 Fail



		COURSE	SERVICED/ VISITS	NUMBER ENROLLED	AGE RANGE	EXAM INFO.	NUMBER ENROLLED	AGE RANGE	LIBRARIES REPRESENTED
<u>BRISTOL</u> Brunel Technical Coll Ashley Down Bristol. BS7 9BU	Michael Williams, Adv.Cert.Ed., David Kipling, A.L.A. C. & G. FETC	6½ hours x 33 weeks	Servicing from School of Printing, Dept. of Humanities, Avon County Library, Industrial Library, Booksellers. Visits to Bristol Central Lib., The Bodleian, Bristol Univ. Lib., Wills Research Lib., City Archives, Nuclear Lab. Lib., Hospital Lib.	23	20 - 50	19 entr. 17 CREDIT 1 PASS 1 FAIL	21	20 - 51	No info. for 1975. 1974 course drew 16 from Public 5 from Academic 1 from Industrial 1 from Hospital
<u>CHELMSFORD</u> Mid-Essex Technical College, Victoria Road South, Chelmsford, Essex. CM1 1LL	Miss R. E. Oates, A.L.A., Cert.Ed.	3½ hours x 35 weeks	No servicing. Visits to County Lib.HQ., Chelmsford & Southend District Libs., Medical Lib., (A.V. postal service Printing firm, City Business Lib., British Lib.Ref.Div.	19	17- 47	10 entr. 3 DIST. 5 CREDIT 1 PASS 1 FAIL	21	18 - 50	10 from Public 5 from Academic 2 from Industrial 4 non-employed
<u>DONCASTER</u> Doncaster College of Technology, Waterdale, Doncaster. DN1 3EX	Miss F.M. Armstrong, A.L.A., Cert.Ed. Miss M.M. Devine, A.L.A.	5 hours x 46 weeks	Servicing on office practice, display, local government, bye-laws. Visits to B.L.L.D., Binders, public, school, college, university, newspaper libraries, + 2 special libs.	14	19 - 40	13 entr. 1 DIST. 7 CREDIT 4 PASS 1 FAIL	12	18 - 45	10 from Public 2 from Academic
<u>GLASGOW</u> Central College of Commerce, 300 Cathedral Street, Glasgow. G1 2TA	Mr. S. Sharp, B.A. (Hons), D.P.A., F.L.A. Mrs. J. Cinnamon, A.L.A. Mr. B. McIlraith, A.L.A.	6½ hours x 35 weeks	Servicing on English Business Studies, Liberal Studies Visits to university, college, Mitchell, Nat.Eng.Lab., Computer	27	19 - 48	20 entr. 3 DIST. 12 CREDIT 1 PASS	30	19 - 45	26 from Public 3 from Academic 1 from Industrial









LIBRARY ASSISTANTS' CERTIFICATE - 1978 COURSE & EXAMINATION - TABULATED RESULTS OF QUESTIONNAIRE

COLLEGE	LAC STAFF	COURSE DURAT'N	AREAS SERVICES	VISITS	AGE- RANGE	STUDENTS: *					EXAM: 0		F <sub>o</sub> / <sub>t</sub>	
						T	P	A	I	CS	NL	En.		Pa.
LYLESBURY C.F.E. BALLYENA	4	- NIL RETURN 2h.x30wk.	All	Nil	17-55	14	14					6	4	2
BIRKENHEAD: Coll. Tech.	1	3½h.x33wk.	General Studies	Industrial & City Libs	20-53	11	8	2	1			11	11	0
BOLTON: Tech. Coll.	4	6h.x34wk.	Library practice; Gen.Stds. Office Practice.	Public, acad- emic; School; Other; Caxton Exhibition	18-41	19	18		1			15	14	1
BRADFORD: Bradford Coll.	1+ various	3h.x34wk.	All	Public, Acad- emic Libs.	18-45	32	27	3		2		30	24	6
BRISTOL: BRUNEL T.C.	2	6½h.x36wk.		Special, Acad- emic Libs.	20-52	15	?	?		?		15	13	2
CHELMSFORD: Chelmer I.H.E.	1	3½h.x36wk.	None	National, Acad- emic, Special, Resource Centre	18-42	17	7	1	3			14	11	3
COVENTRY: Tech. Coll.	-	NIL RETURN												
DONCASTER: Met. I.H.E. (Waterdale)	3	5h.x48wk.	Office Practice, Display, L.G. Law.	National, Acad- emic, Special libs. Bksellr.	17-40	12	7	3	1		1	12	8	4
GLASGOW: Cent. Coll. Commerce	3	6½h.x33wk.	English & General Stds.	Special, Acad- emic, Pub.Libs	19-55	37	25	1		10	1	31	24	7
HARROGATE: Coll. F.E.	1	- NIL RETURN												
KIRKCALDY: Tech. Coll.	1+ various	4Owk.	Shared between lib'n & other staff	National, Academic, Spec. Libs	19-25	9	9					9	8	1

NOTES: \* T = total; P = Public; A = Academic; I = Industrial; ?S = Other Special; NL = Non-Library.  
 † En = Entered for examination; Pa. = number passed; F. = number failed.  
 ‡ F. = number failed and number referred: because of change in presentation of results it was not possible to separate passes from referrals in many returns, nor to show grades of pass//PTO/

COLLEGE	STAFF	COURSE DURAT'N	AREAS SERVICED	VISITS	RANGE	T	P	A	I	OS	NL	En.	Pa.	F.	
LEAMINGTON S.S.A:															
Mid-Warwicks	CFE	- NIL RETURN													
LEVE3:															
Tech. Coll.	5	5½h.x36wk.	Lib'nship; Eng.; Art; Office Prac.	various, assoc. with course	18-40 (Appr.)	17	13	4	.			17	16	1	
LIVERPOOL:															
Mabel Fletcher Technical College - NIL RETURN															
LONDON: Hamm- 2+															
ersmith & W.	other														
London Coll.	occnl.	6h.x33wk.													
MORDEN:	1+														
Merton Tech.C.	vstg.	3½h.x46wk.													
NORWICH:															
City Coll. - NIL RETURN															
NOTTINGHAM: W.															
Bridgford	CFE	3	5h.X22wk.	Office Prac., by Business Stds.	Aca., Pub., Spec., Records Off., Book Shop							18	12	6	
OXFORD: Coll.		1	3h.x38wk.	Office machines; Display.	Acad., Pub., Spec.	18-47	18	5	8	2	1	2	17	11	6
PORTSMOUTH:				Gen.Std; Office	Nat., Acad., Pub., Spec.	18-50	17	9	6	2					
Highbury T.C.	3	6h.x36wk.	Prac.; Display	Art & Display:	Nat., Acad., Pub., Spec.	17-50	8	1	2	2	2	1	8	7	1
ST ALBANS:				Gen.Std; Off.Prac.	Nat., Acad., Pub., Spec., + Printg Dpt.	18-44	21	17	3	1			16		
Coll. of F.E.	2	6h.x34wk.	General Stds.; Off.Practice.		Pub., Acad., Spec.	19-52	16	6	3	3	4		14		
SHEFFIELD:															
Richmond C.F.E.	2	5½h.x35wk.													
SLOUGH:															
Coll. of H.E.	2	3h.x32wk.	Office Prac.; Publicity.												
STOKE-ON-TRENT: Cauldon College - NIL RETURN															
TROWBRIDGE:															
Technical Coll.	4	3½x36wk.	General Stds.	Acad., Pub., Spec., + bindr, bksllr, printer	17-50	11	10	1				9	9	0	
WALSALL:															
Coll. Tech.	1	6h.x32wk.	General Stds.	Nat., Acad.	17-32	9			1			10	8	2	
WOLVERHAMPTON:															
Wulfrun C.F.E.	1	3h.x36wk.	Office Machines, Resources Gtrs.	Pub., Acad., A/V.Centre	18-50	10	6	3	1			9	6	3	
? - NIL RETURN															

SUMMARY OF RESULTS OF THE QUESTIONNAIRE ON THE 1976/77 COURSES  
AND THE DECEMBER 1977 EXAMINATION

17 returns were received from:

Birkenhead College of Technology	Lewes Technical College
Polton Technical College	Lincoln Coll. of Technology
Bradford College	Oxford College of FE
Brunel Technical College, Bristol	Richmond College of FE
Chelmer Inst. of HE, Chelmsford	Slough College of HE
Doncaster Met. Inst. HE	Somerset Coll. of Arts & Technology
Glasgow Central Coll. of Commerce	West Bridgford College of FE
Hammersmith & W London College	Wulfrun Coll. of FE, Wolverhampton
Highbury Tech. Coll., Portsmouth	

19 nil returns were received from:

Aylesbury Coll. of FE & Agric.	Norwich City College of F & HE
Cauldon Coll. of FE, Stoke-o-Trent	St Albans College
Coventry Technical College	St John's CFE, Manchester
Gwent College of HE	Stafford College of FE
Harrogate College of HE	Suffolk College of F & HE
Hugh Baird Coll. of FE, Bootle	Trowbridge Technical College
Kirkaldy Technical College	University of the West Indies
Mabel Fletcher Tech. Coll. L'pool	Walsall College of Technology
Matthew Boulton Tech. Coll. B'ham	Western Educ. & Library Bd, Omagh
Merton Technical College	

LAC TEACHING STAFF	Average	Range
	Librarians	2.0
Others	1.5	1 - 4
SYLLABUS AREAS SERVICED BY NON- LIBRARIANSHIP STAFF	<u>% Total Areas</u>	
	Office Practice	30.4
	General Studies	17.5
	Liberal Studies	13.0
	Reprographic & Office Equipment	8.7
	A/V Materials; Book-binding; )	4.4 each
	Business Studies; Computers; )	
	Display; Literary Studies; )	
Publicity Material )		
VISITS (Average number = 5 Range = 2 - 10)	<u>% Total Visits</u>	
	*Public Library - metropolitan dist.	23.1
	University Library	13.2
	National Library	8.8
	Public Library - non-met. county	8.8
	Industrial Library	6.6
	Other Special Library; College of F & HE )	5.5 each
	Library; Polytechnic library; Binder )	
	College of Education Library	3.3
	School Library; Hospital Library; )	2.2 each
	Cathedral Library; Newspaper Library )	
	Prison Library; Resource Centre; )	1.1 each
	Printer; County Record Office; Library )	
	Book Supplier )	
	*Inc. London Borough Public Libraries.	

COURSE DURATION (1975/76 intake) - (This item omitted from 1976/77 form)	Maximum duration = 5 hours x 48 weeks (240 hours) Minimum duration = 2 hours x 30 weeks (60 hours)																												
NUMBER OF STUDENTS ENROLLED	Total = 291      Average = 17      Range = 9 - 28																												
STUDENTS' AGE-RANGE	Range = 18 - 57. Average of ranges = 18 - 46 (Average age (adding maxima and minima and dividing by number of ranges given) = 31)																												
STUDENT'S QUALIFICATIONS (There is "double- counting" where students had more than one qualif- ication in the categories listed)	<table> <thead> <tr> <th></th> <th><math>\bar{x}</math></th> <th></th> <th><math>\bar{x}</math></th> </tr> </thead> <tbody> <tr> <td>1 or more 'O' levels</td> <td>59.5</td> <td>No qualifications</td> <td>2.3</td> </tr> <tr> <td>1 or more 'A' levels</td> <td>19.3</td> <td>Professional</td> <td></td> </tr> <tr> <td>1 or more CSE</td> <td>18.1</td> <td>qualifications</td> <td>1.5</td> </tr> <tr> <td>Degree</td> <td>4.2</td> <td>KSA or ULCI s/hand</td> <td>0.8</td> </tr> <tr> <td>KSA or ULCI typing</td> <td>3.1</td> <td>CGLI hairdressing</td> <td>0.4</td> </tr> <tr> <td></td> <td></td> <td>Holland finals</td> <td>0.4</td> </tr> </tbody> </table>		$\bar{x}$		$\bar{x}$	1 or more 'O' levels	59.5	No qualifications	2.3	1 or more 'A' levels	19.3	Professional		1 or more CSE	18.1	qualifications	1.5	Degree	4.2	KSA or ULCI s/hand	0.8	KSA or ULCI typing	3.1	CGLI hairdressing	0.4			Holland finals	0.4
	$\bar{x}$		$\bar{x}$																										
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TYPES OF LIBRARY IN WHICH STUDENTS EMPLOYED	<table> <thead> <tr> <th></th> <th><math>\bar{x}</math></th> </tr> </thead> <tbody> <tr> <td>Public</td> <td>58.8</td> </tr> <tr> <td>College (including Polytechnic)</td> <td>13.0</td> </tr> <tr> <td>Industrial</td> <td>7.8</td> </tr> <tr> <td>School</td> <td>6.7</td> </tr> <tr> <td>University</td> <td>5.9</td> </tr> <tr> <td>Other special</td> <td>3.2</td> </tr> <tr> <td>Not employed in library/information work</td> <td>2.7</td> </tr> <tr> <td>Other (unspecified)</td> <td>1.5</td> </tr> <tr> <td>Government</td> <td>0.4</td> </tr> </tbody> </table>		$\bar{x}$	Public	58.8	College (including Polytechnic)	13.0	Industrial	7.8	School	6.7	University	5.9	Other special	3.2	Not employed in library/information work	2.7	Other (unspecified)	1.5	Government	0.4								
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EXAMINATION RESULTS (overall)	<table> <thead> <tr> <th></th> <th><math>\bar{x}</math></th> </tr> </thead> <tbody> <tr> <td>Entrants passed</td> <td>84.8</td> </tr> <tr> <td>Entrants referred</td> <td>13.4</td> </tr> <tr> <td>Entrants failed</td> <td>0.0</td> </tr> <tr> <td>Entrants did not sit</td> <td>1.8</td> </tr> </tbody> </table>		$\bar{x}$	Entrants passed	84.8	Entrants referred	13.4	Entrants failed	0.0	Entrants did not sit	1.8																		
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EXAMINATION RESULTS (by Paper & Assessment)	<table> <thead> <tr> <th></th> <th>Paper 01</th> <th>Paper 02</th> <th>Paper 03 (Assessment)</th> </tr> <tr> <th></th> <th><math>\bar{x}</math></th> <th><math>\bar{x}</math></th> <th><math>\bar{x}</math></th> </tr> </thead> <tbody> <tr> <td>Dist.</td> <td>24.3</td> <td>17.0</td> <td>4.9</td> </tr> <tr> <td>Credit</td> <td>41.1</td> <td>54.1</td> <td>11.3</td> </tr> <tr> <td>Pass</td> <td>21.6</td> <td>22.8</td> <td>3.3</td> </tr> <tr> <td>Referred</td> <td>13.0</td> <td>6.1</td> <td>0.0</td> </tr> <tr> <td>Failed</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>		Paper 01	Paper 02	Paper 03 (Assessment)		$\bar{x}$	$\bar{x}$	$\bar{x}$	Dist.	24.3	17.0	4.9	Credit	41.1	54.1	11.3	Pass	21.6	22.8	3.3	Referred	13.0	6.1	0.0	Failed	0.0	0.0	0.0
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CITY AND GUILDS OF LONDON  
INSTITUTE  
PRE-REVISION RESEARCH QUESTIONNAIRE  
FOR COURSE 737  
1980

SECTION A BACKGROUND OF STUDENTS (enrolled for the December 1980

Examination

Q.1 How many students are enrolled on the course?

Number of Centres	
1 - 10 enrolled	4 )
11 - 20 enrolled	13 )
21 - 30 enrolled	2 ) total number of students = 329
41 - 50 enrolled	1 )
no answer	1 )
	<hr/>
	21

Q.2 In which type of library do these students work?

	Number of Students	%
Public	169	51
Industrial/Special	46	14
Academic	92	28
Other *	10	3
No answer	12	4
	<hr/>	<hr/>
	329	100%

\* i.e. prison, newspaper, medical, (?) cc libraries, army, clerical work + 1 private student.

Q.3 How many of the students attend the course in their own time?

27 students - 8% of total.

Q.4 How many of the students have their course fees paid by?

	Number of Students	%
Employer	293	89
Themselves	21	6
Other *	3	1
No answer	12	4
	<hr/>	<hr/>
	329	100%

\* i.e. New University of Ulster.

Q.5 How many of the students have received structured in-service training from their current employer?

77 students (= 23%)  
6 respondents wrote 'not known'.

SECTION B TEACHING ARRANGEMENTS

Q.6 Which department is responsible for 737?

	No. of centres
Library Department	3
Business Studies	5
General Studies	6
Other *	7

21

\* i.e. Adult Education; Professional Studies; Liberal Studies; English & Social Studies; Arts & Languages; Humanities; English & Communication.

Q.7 Are Teachers from other departments involved in teaching these students?

Yes 10

No 11

21

Q.8 How is the 737 course arranged in your college?

	No. of Centres
Day classes over one year	16
Evening classes only over one year	2
Day and evening classes over one year	3

21

Q.9 How many hours in total are spent teaching the course?

	Number of centres
82 hours	1
96 "	3
120 "	2
126 "	1
134 "	1
144 "	1
152 "	1
180 "	2
198 "	1
210 "	1
215 "	1
220 "	1
no answer	5

21

Q.10 Does the college offer other Librarianship courses?

	Number of centres
No	16
Yes	5
	<hr/>
	21

Other courses specified - Library Association Part 1 and 2  
Certificate in School Library Studies  
A.L.A. SCOTEC  
BEC National Certificate Course for Library Assistants.

SECTION C THE SYLLABUS AND EXAMINATION PATTERN

Q.11 Do you find the syllabus is wide enough to cover your students' Library experience?

Yes	16
No	5
	<hr/>
	21

\* Suggested additions to widen the syllabus:

- application of computers in library work \*\* (3)
  - staff management (3) (staff structures and job titles)
  - customer relations
  - school libraries (2)
  - include list of reference books \*\*
  - Health & Safety, care of books and packing/moving books
  - more practical work (e.g. assignments).
- \*\* this request also voiced in additional comments at Q.19.

Q.12 Do you find the syllabus is deep enough to satisfy the needs of your students and their employers?

Yes	18
No*	2
no answer	1
	<hr/>
	21

\* One tutor wanted more detail and precision in the wording to 'put some more meat on the bones'; another wanted more on the work of industrial library assistants.

Q.13 Do you think any parts of the syllabus should be deleted?

No	2
Yes	19
	<hr/>
	21

The following subjects were specified as irrelevant:  
 proof reading (16 respondents)  
 office equipment (3 respondents)  
 a number of reference books (1 respondent)  
 Section 17 (foreign material (3 respondents)  
 publicity material and display work (2 respondents)

Q.14 Would you be in favour of an examination pattern which provided one general paper and a choice of specialist option papers?

Yes	7
No	9
Undecided	4
No answer	1
	21

Reasons for no/undecided

- at this level the certificates should be of general value to assistants from all types of library. Early specialisation might hinder staff mobility
- specialisation is inappropriate at this level
- better for students at this level to get a general background
- useful for students to gain some knowledge of routines in other types of library but difficult for assistants to adapt to the different routines
- for the type and level of students using the course and in order to ensure a high all round level of knowledge the present system is best
- on the surface a good idea but time in preparation of a number of students for different options could cause problems
- numbers would be insufficient to obtain all round knowledge and experience ... many of them move about from one type of library post to another
- specialising at this stage would be educationally bad and difficult to teach.

Q.15 Do you feel there would be support for a (non-professional) advanced Library Assistant scheme?

	College support	Student support	Employer support
Yes	14	12	8
No	1	2	1
Doubtful	7	8	13
	*22	22	22

(\* a response by letter was included with the 21 questionnaire responses: also at question 17 below).

Q.16 Do you think specialist option papers would be suitable for a) the revised 737 scheme?

Yes	4
No	14
Possibly	1
no answer	2
	<hr/>
	21

b) a non-professional advanced Library Assistants scheme

Yes	19
No	1
no answer	1
	<hr/>
	21

Q.17 Would the provision of specialist options be viable in your college?

Yes	15
No	2
Unlikely (in present economic condition)	4
College would have to exercise some control	1
	<hr/>
	22

Q.19 Additional Comments

- The present scheme seems to allocate a disproportionate mark to the first compulsory question. Section 15 on reference material is vague and more detailed indication of the 'reference books in common use' would be helpful.
- The syllabus is dated and needs a thorough revision to bring it into line with current practice.
- It would be useful to have an agreed list of reference books which tutors should cover.
- Further guidance on reference books/sources of information is essential - very few students work in reference libraries.
- Some emphasis could be placed on modern practices in libraries - e.g. use of computers.
- A marvellous job is done by C & G with the LAC (current scheme) and to create competition (see Q.15) in an already troubled area (BEC National Award) would only be detrimental to C & G and then LAC.
- Provide a set list of reference books  
Allow assessment of any kind of practical work, not just narrow set list  
Clearly define which topics will appear on which paper  
Ability to write A level style essays is not needed by most assistants who should not be penalised for shortcomings here

Please lay down minimum teaching time for course to help college planning and to show employers.

- Provide list of specific reference books.
- More precision needed in most topic areas (only 7.9, 11 and 13 are satisfactory). Sections 4, 5, 8 and 15 take up most teaching time - the examination does not reflect this.
- Options should include library work with children and further education students under 18.
- Guidelines on reference material would help. Students not permitted to deal with reference enquiries find this part of the syllabus very difficult.  
More choice for non-public library assistants.

#### EMPLOYERS RESPONSES

##### Q.1 In which type of library are your library assistants employed?

Public	13
Industrial/special	5
Academic	7
Other (Prison Dept. Establishments)	1
	26

##### Q.2 What kind of further education and training do your library assistants receive?

City & Guilds	19
*In-library training	22
**Other course	7

\* 5-10 day induction; training in enquiry work; discussion, visits, short college courses; job rotation; reader relations;

\*\*BEC National; relevant ASLIB course; AAL, YLG courses (Work with children, introduction to reference work); local county library courses; SCOTEC certificate in Lib. Science.

##### Q.3 Do your library assistants have a route for career advancement?

No	11
Yes	15

26

- Senior Library Assistant/Trainee post - small branch librarians.
- Clerical II (with C & G certificate).
- Senior Library Assistant posts graded Clerical I above bar and Clerical 2.
- by merit and seniority via local government scales C1-C2, occasionally beyond.
- occasional senior clerical posts.

- (With C & G or LAC) to Senior Library Assistants.
- one tier now-hope to extend to three.
- a number of higher graded posts within each district.
- (with BEC or LAC) to Senior Library Assistant.
- Senior and Principal Library Assistant.

Q.4 Are your library assistants required to use are technology within the library (e.g. computer)?

Yes	19
No	5
Soon will be	2
	26

Technology specified

- Computerised library issue systems (e.g. Plessey)  
(11 employers)
- Computerised on-line information  
(4 employers)
- Documentary reproduction (photocopier, microform, reader/printers)  
(6 employers)
- Teletext equipment (Prestel, Ceefax)  
(2 employers)
- Computer cataloguing/microform catalogues  
(3 employers)
- Audio-visual equipment  
(4 employers)

Q.5 Do you find the syllabus is wide enough to cover your assistants library experience?

Yes	14
Additional suggested	9
No	2
No answer	1
	26

Suggested additions to widen the syllabus

- skills in serving clients (4 respondents)
- audio-visual and mechanisation-computers (5 " )
- general studies related to book and libraries (2 " )
- supervision of staff (3 " )
- the admin. side timetables, duties of SLA (2 " )
- health & safety, mobile libraries
- general basic reference work
- the education system.

Q.6 Do you find the syllabus is deep enough to satisfy your assistants' needs?

Yes	18
Additions Suggested	6
No	1
No answer	1
	<hr/>
	26

Suggested additions to deepen the syllabus

- reference material (3 respondents)
- unpublished, technical material handling
- computer techniques
- classification
- section 11 & 18
- information.

Q.7 Do you think any parts of the syllabus should be deleted?

Yes	12
No	11
No answer	3
	<hr/>
	26

The following subjects were specified as irrelevant:

- general office practices that are not specifically library techniques
- historical background, proof reading (7 respondents)
- practical work
- too much reference book detail
- over emphasis on Dewey public library bias
- handling foreign material
- sections 6 (stock records), and 7 (preparation of books) (2 respondents).

Q.8 The present syllabus is taught in one year, part time. What do you think is the minimum amount of time which could reasonably be allocated for releasing students over the year?

Answers to this question fell into five main categories:

<u>Number of hours</u>	<u>No. of employers</u>
45 hours *	1
80 - 100 hours	4
120 - 150 hours	9
200 - 150 hours	8
as at present	4
	<hr/>
	26

\* 2 respondents felt half the course should be done in the student's own time.

Q.9 Would you be in favour of an examination pattern which provided one general paper and a choice of specialist option papers?

Yes	10
No	15
No answer	1
	<hr/>
	26

Reasons for no included:

- need for a general course at this level, a 'common core'
- a basic all round qualification where holders can be assumed to be of a certain standard
- the syllabus is general - the examination should also be general
- most library assistants undertake general duties; a specialist paper would be of no particular value

Q.10 Are there specialist options which would be especially relevant to your library assistants?

Yes	10
No	15
No answer	1
	<hr/>
	26

Suggested options

- library facilities in closed institutions
- report literature, non-conventional catalogues, new technology in libraries
- ethnic minorities, service to young people, administration, special services (housebound, hospitals)
- public libraries, assistance to readers
- information techniques for business, commercial, scientific and technical areas
- types of library
- official sources, education system, information retrieval.

Q.11 Would you support a (non-professional) Advanced Library Assistants scheme?

Yes	12
No	11
No answer	3
	<hr/>
	26

Do you think specialist option papers would be suitable for a non-professional Advanced Library Assistants scheme?

Yes	9
No	3
No answer	14
	<hr/>
	26

### Additional Comments on an Advanced Scheme

- Support would depend upon course content (4 respondents)
- BEC course covers library admin. Anything else falls into professional scope (2 respondents)
- What would be relationship to BEC modules? What salary grades would be available? (2 respondents)
- If it was of an equivalent standard to BEC National and accepted by employers as equivalent
- This authority agrees with the LA recommendations on further education and has therefore opted for the BEC modules
- We need to develop towards an HNC level 'Library technician' on the U.S. pattern
- advanced scheme of little value without practical career benefit.

### Q.12 Additional Comments

- course could be covered in fewer lecturers or more time devoted to reference material (not necessarily books).
- we have not objected to the present syllabus as such but to the bias of the teachers ...
- what is wanted is an exam system flexible enough to allow course tutors to provide depth in those areas where students need it most (e.g. para. 2 of syllabus) at expense of other areas (e.g. para. 1. Perhaps more guidance to tutors is needed for a tightly controlled, modulated external examination system.
- qualification should be BEC or LAC, not both.
- we would assume that any revised scheme would have the same practical basis and relations to the assistant's actual work.
- unfortunately, university authorities do not recognise C & G for promotion or financial bonuses, which reduces student incentive.
- many staff from a smallish library tend to go to the course having already done a little of everything in libraries.  
Their general comment is 'too easy'.

### \* Home Office Response

The Deputy Chief Education Officer supplemented his questionnaire responses with a long and careful letter (Appendix C) describing the organisation and training requirements of the library service.

\* We feel we cannot include this for general circulation. J.P.

THE NALGO  
DISTANCE LEARNING  
PACKAGE FOR  
THE B/TEC DOUBLE OPTION  
MODULE IN LIBRARY  
AND INFORMATION STUDIES

Notes of a Meeting with Mr M. Wilson and Mrs Diane Thomas, members of the NALGO Education Department responsible, inter alia, for the Directed Private Study Package for the BTEC Library and Information Studies Module

1. Development of NALGO

NALGO began as a trade union in 1905 for local government staff. It now organises in the public services, having undergone a major expansion after World War II. In universities and similar institutions, (& 8 polytechnics), it aims to recruit administrative, para-professional and clerical staff rather than academic or technical.

NALGO was founded in order to fight nepotism in the public sector. If promotions were to be made, then they should be based on merit, not whim. Because of this belief in meritorious appointment and promotion, an Education Committee was an important prerequisite for the union and such a group was formed but three years after NALGO's foundation.

2. Development of distance learning at NALGO

NALGO instituted its own examination in administration in 1920.

Sanitary inspectors and similar workers looked for ways to achieve a qualification. NALGO provided one (along with a distance learning unit) up to World War II. After 1945, the trend was towards 'smaller' qualifications, particularly pre-examination courses. By the 1960s, some of the 'bigger' qualifications had 'gone public' and courses were offered in the colleges. NALGO was left with few major courses to teach, until an approach by the IPM. This led to an alternative route to a management qualification, based partly on face-to-face teaching and partly on distance learning. Strictly controlled by the IPM, the course proved a popular one.

3. Accounting Courses

CIPFA and other accounting bodies then approached NALGO with a view to providing a lower level qualification at OND level. This resulted in the Accounting Technicians' Course, ultimately developing into the BTEC (then BEC).

National Diploma for Accounting Technicians and the Association of Accounting Technicians. The course includes a residential element, now optional, formerly compulsory. In other words, there are two options, a correspondence course and a DPS scheme. The latter originally incorporated 15 days of face-to-face tuition, broken up as follows:

- (a) Introduction      (3 days)
- (b) Mid-term          (5 days)
- (c) Pre-exam          (7 days)

This has now been reduced to three days mid-term and three days pre-examination face-to-face tuition.

4. Distance learning packages - format and content (with special reference to the B/TEC Library & Information Work Option)

(a) Introductory package

Each student receives an introductory package containing the following:

- (1) Contents checklist
- (2) Welcome letter
- (3) Introductory cassette (Diane Thomas & Clive Granger) Deals with study methods)
- (4) 'Developing administrative skills'  
(An LGTB developed unit; hard and rather ambitious). The aim is to achieve a relationship between employer and student and to try to get employers involved in the project.  
(The NALGO team hoped to do a lesser version for library employers when the B/TEC course is complete. The staff recognise the importance of stressing the problems of students in far-flung libraries).
- (5) Study timetable  
(The course is based on a rolling enrolment period; the 'Phases' of enrolment are linked with the despatch periods for material and the residential courses - if run.)
- (6) Second cassette (Rapid Reading)  
(Plus book by Janice Grummett, available from the Industrial Society, P.O. Box 1BQ, Robert Hyde House, 48 Bryanstone Square, LONDON, W1A 1BQ).
- (7) Exercises to go with (6).
- (8) Study pamphlet and exercises
- (9) Description of exercises and examples.
- (10) Profile of 'Bromchester' ('Bromchester' is a notional town on which much of the study of institutions, libraries, etc. is based).
- (11) A note of NALGO's lending library (charges are levied on loans; the service is little used).
- (12) Assignments progress chart (one for each subject being done, along with one for the cross-modular sections).
- (13) Checklist of things to do when submitting assignments (NALGO maintain an overall profile of the student's progress).
- (14) Query forms (These can be used as the based for the telephone calls to tutors).
- (15) Telephone circulation list (A note on contacts, encouraging students to get in touch with each other - particularly useful where there is no residential course).
- (16) Notes on cassette recorders (Tape input is essential in these courses).

(b) The Library & Information Work Module: Content

- (1) The L.I.W. module is taught through six parcels (This is typical for most of the other B/TEC courses). In general, two units are sent out at each despatch.
- (2) The Tutorial Notes include a copy of the syllabus in objective terms, a list of the study material and reading lists. The course aims to encourage further reading. One of the main text-books for the course is Harrison, C. and Oates, R., Basics of Librarianship (L.A., 1980). Each assignment states the B/TEC

General Objectives being tested. The TNS also contains the assignment to be submitted for assessment, as part of the examining process.

- (3) There are eleven units altogether. Each contains:
  - (i) a note of what the student is to be told in objective forms
  - (ii) Readings
  - (iii) Text
  - (iv) Self-tests (these are usually very short. NALGO's authors have found it very difficult to write these for librarianship, other than for the practical exercises).
  - (v) Exercises (These centre round the student's own library and/or other library systems. The exercises may include interviews with staff/readers - e.g. how libraries affect people. Notes on what the students might have found in the exercises are supplied).

There are no developmental assignments (non assessed test papers) in the L.I.W. units. Modular assignments (i.e. a mock exam) are timed for residential courses.

(c) The Library & Information Work Module: Details

- (1) The package for the first L.I.W. module is complete; that for the second is still being written (December 1983).
- (2) A co-ordinated programme has been mounted to write the various study units. Chris Smith (East Sussex) is the co-ordinator of a number of authors.
- (3) Once the units objectives have been written, they are sent with the outline assessment programme, to the BEC moderator for comment.
- (4) As yet, only a small number of students are taking the BTEC librarianship module, though NALGO are optimistic that this should increase gradually (as was the case with the Housing Studies module).
- (5) There are two sittings for the examination (summer/winter). Students can enrol for either via the NALGO DPS scheme. Thus a student may take 10 or 20 months to prepare for the exam.
- (6) Double option modules usually require an enrolment of 15 students per college. Thus many option modules may remain unviable. Because of this, it is possible to do core modules (where students numbers are likely to make the course viable) at a college, with the options being farmed out to NALGO.
- (7) If sufficient people attended, special L.I.W. residential courses could be held. Otherwise, Library staff will have to attend the two general mid-term (three days) and pre-exams (three days) residential periods on People & Communications and New Technology. Different option classes can be held on the courses, with a maximum of 3/4 day per option.
- (8) Some employers sponsor students on the courses; others pay for themselves. Hardship cases may be considered for scholarships from NALGO.
- (9) Wherever possible, and particularly if the student is under 25 years of age, applicants are encouraged to go to college rather than undertaking the DPS scheme.
- (10) BTEC courses are not available in Scotland though, if the employers agree, Scottish students can take a course, coming to England to sit the examination.

## 5. Management of the Library & Information Work Module

- (1) NALGO was initially approached by the Library Association. NALGO was interested in para-professionals in libraries. The NALGO view on library workers is that for what they are paid, librarians are too highly qualified. The union opposed an all-graduate profession in the 1970s. As a result, NALGO was keen to develop a skill-based para-professional course, though at national rather than higher national level.
- (2) A steering group of the Examinations Committee of the LGTB meets twice a year to review the DPS scheme. Membership is three NALGO, three LGTB and an independent chairman, along with the officers of the board and the relevant NALGO servicing board. The steering group reviews statements on the scheme and makes general observations.
- (3) The DPS scheme is also considered by the NALGO Education and LGTB Examinations Committee, which meet four times per year.
- (4) BTEC moderators are there at all Steering Group Examiner's; Board officers of BTEC also attend when course re-accreditation becomes necessary.

THE CERTIFICATE OF

SECONDARY

EDUCATION

MODE III EXAMINATIONS IN LIBRARY STUDIES

## The Certificate of Secondary Education

### Mode III Examination

in

### Library Studies

David Baker, Sub-Librarian (Reader Services)  
Brynmor Jones Library,  
University of Hull.

#### Introduction

As early as 1960, the Beloe Report<sup>1</sup> suggested that a Certificate in Secondary Education 'would be appropriate for the 20% of the ability range below the top 20% who might be expected to attempt 'O' level, but that a further 20% (down to about the 60th percentile) might be offered individual subjects'.<sup>2</sup> The qualification was eventually introduced in 1965, when fourteen regional examining boards covering England, Wales and Northern Ireland (there is no equivalent qualification in Scotland) were set up. In that first year, only nine of the boards offered examinations, but by 1966 the Certificate was available in every region.

The C.S.E. is 'intended for candidates who have completed a five-year course of secondary education'<sup>3</sup>; the age of the pupils is normally fifteen or sixteen. There are five grades of award, the first of which is intended to be of the same academic standard as a G.C.E. ordinary level pass.

#### Modes of examination

The C.S.E. qualification is centred round the schools themselves rather than on a central examining body. The regional boards are controlled by councils on which teachers from schools involved in the examinations form the majority.

There are three 'modes' of examination. The first is where the syllabus and written papers are set and marked by the external examiners for the regional board (also teachers from the area). In mode II the individual school is allowed to design the syllabus but the examination papers are set and marked by members of the board. The third mode enables the individual teachers not only to design their own syllabus, but also to mark their own pupils' papers, subject to the approval and moderation of the regional board. Pupils' work during the fifth year at school may form part of the overall assessment.<sup>4</sup>

The three modes are interchangeable for particular parts of subjects. Indeed, the differences between modes are not always clear; 'current practice [is] too diverse to be readily described in formal mode terminology'.<sup>5</sup> A move to what can nevertheless be described as mode III schemes (especially in the Humanities and Social Sciences) was evident throughout the 1970's<sup>6</sup>, although Torrance's recent study found that something of a plateau has now been reached for this particular form of assessment.

In 1982, mode III examinations accounted for 'about one quarter of all C.S.E. entries, though well over half of all examination centres [offered] mode III candidates'.<sup>7</sup> Arguably the most labour intensive of the examination options, mode III gives 'an opportunity to teachers to ensure that what they teach their pupils is also what is examined ... [it] is particularly appropriate as a means of assessing work which cuts across the traditional subject boundaries'.<sup>8</sup>

The C.S.E. in Library StudiesGeneral

As part of a larger project to study non-professional qualifications in librarianship in the United Kingdom, the fourteen regional boards were contacted in April, 1983 to see what courses in Library Studies were being moderated. Positive responses were received as follows:

Board	Schools offering a C.S.E. course in Library Studies
Southern Regional Examinations Board	(1) Denbigh School, Bletchley, Milton Keynes
South-East Regional Examinations Board	(1) Bexhill High School, Bexhill-on-Sea (2) Highfield Secondary School, Chatham
Welsh Joint Education Committee	(1) Pembroke School, Pembroke
West Midlands Examinations Board	(1) Smethwick Hall Girls' School, Smethwick, Warley
Yorkshire and Humberside Regional Examinations Board	(1) Huntcliffe Comprehensive School, Gainsborough (Lincs.) (2) Newland High School, Hull (3) Risedale School, Catterick (N.Yorks.)
London Regional Examining Board	(1) North Westminster School, London W2
Associated Lancashire Schools Examining Board	(1) Bolton Metropolitan College, Bolton (2) Shena Simon College, Manchester

All the courses listed were operated under mode III arrangements. The eleven schools were contacted during May, 1983. Five schools (Denbigh, Highfield, Huntcliffe, North Westminster, Shena Simon) replied that they were either not presently offering a Library Studies course (though syllabuses were still available in one or two cases) or were unable to provide further information. An additional, seemingly defunct course was discovered at West Denton High School, Newcastle-upon-Tyne, although details of neither syllabus nor teaching methods were available.<sup>9</sup>

Lack of funds seems to have been the main reason behind the withdrawal of courses: at one school the teacher-librarian who had devised and run the scheme left and was not replaced; the former tutor at another school commented wryly that the axeing of the C.S.E. in Library Studies was 'regrettable but logical since the library [had] had only £150 to spend in the last four years'.

Survey of C.S.E. Library Studies syllabuses, examinations and students

The remaining six schools all agreed not only to supply details about their Library Studies courses (including copies of syllabuses and recent past examination papers) but also to administer a questionnaire addressed to their students.

The Schools

Before discussing the various courses and the students following them, a general description of the schools offering the mode III in Library Studies and other background information will be necessary.

Bolton Metropolitan College is not a 'school' in the strict sense of the word. The institution was formed in September 1982 and charged with the task of providing non-advanced further and adult education (age sixteen years and upwards) throughout the borough. As such, the college operates on many sites, with upwards of 17,000 students. The former Bolton Technical College, now the 'Manchester Road Site' is the biggest centre and contains the main library service (c.25,000 volumes) for the whole institution. The C.S.E. in Library Studies is taught here, as is the City & Guilds Library Assistant's Certificate. The former course was instigated some six years ago, although there was a gap of four years in the middle of this period when the option did not run. Instigated as a ROSLA link course, approximately twelve students take the mode III in Library Studies at Bolton each year.

The remaining schools vary in both size and age. Smethwick Hall Girls' School has only 700 pupils; Pembroke School has 1,780. The remaining institutions average approximately 800 students each. Newland High School, Hull was founded in 1908 and Smethwick in 1939; the remaining institutions date from either the 1950's or the 1960's. The age range of the children attending the schools varies according to area, as one might expect, although only Newland and Pembroke have sixth-form pupils. The size of the libraries on which the courses are based ranges from 5,000 (Smethwick) to 16,000 volumes (Newland).

The courses at these five schools date from 1976 or later. That at Newland High School is the newest, having been offered for the last three years only. The reasons for instigating a mode III Library Studies scheme range from 'enhancement of the school library's status' to 'extension of the scope' of the institution's English department - the section from which this particular C.S.E. normally emanates. Newland and Pembroke see the course as a useful one for non-A-level sixth-form students. Pembroke also offers the course to 'high-flying' fifth formers who have already taken English Language 'O' level in the fourth year of secondary school study. 60 to 80 students a year take the course at Pembroke, of whom about 35 are the 'high-flyers', the other 30+ being first-year sixth-formers who have usually obtained a grade 3 (or lower) C.S.E. pass in English Language in the fifth form. Library Studies classes at the other schools are much smaller, ranging from an average of 7 pupils per year at Newland to approximately 16 at Risedale.

Syllabuses and examinations

There is a marked degree of similarity between the six syllabuses, even though all are school-based schemes emanating from different regions. Two schools (Newland High School, Hull and Risedale School, Catterick) share the same syllabus. All include sections on 'the book', history and types of libraries, library practice and effective information handling.

(a) Bexhill High School

Bexhill's Library Studies mode III is linked to a three-tier badge scheme intended to train 'pupil-librarians'. The second and third stages of this plan may only be attempted after the preliminary and intermediate sections have been passed and two and three terms of service respectively have been completed. The tests associated with the badge schemes are similar to some of the simpler City & Guilds Library Assistant's Certificate (old syllabus) practical exercises.

As well as developing in the pupil 'the knowledge and skills required to (a) make a practical contribution to the organisation of the school library [and] (b) be able to retrieve and record information effectively', the C.S.E. scheme proper aims to discuss the history and organisation of libraries in this country, the factors involved in the act of reading, books and book production and the history and criticism of English Literature. The list of topics covered during the course is not only wide-ranging - from 'criteria and methods of book selection' to 'libraries in the future' or from 'how differences of sex and education affect reading habits' to 'the evolution of the book' - but also very detailed.

Assessment procedures consist of course work (including visits to libraries and practical exercises), a special study of not less than 2,000 words on a topic arising from any part of the syllabus, an annotated bibliography on a subject of the pupil's own choice, a variety of tests (including the mounting of a display, the cataloguing and classification of both books and non-book materials) both practical and oral. A two-hour written examination covering all parts of the syllabus must also be sat. The total marks awarded are divided equally between written paper, special studies, course work and practical tests/exercises.

(b) Pembroke School

Pembroke's syllabus differs little from Bexhill's in outline. There are five main headings: the book and the periodical; libraries in Britain (including 'libraries in the future'); library practice; use of books in general; outline of English Literature. The assessment schedule is more broadly-based, however: practical work and the written paper account for two-fifths of the total marks each while a single special project counts for the remaining fifth. The written paper, like that at Bexhill, lasts for two hours, has three sections and requires the candidate to answer five questions.

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Unlike the previous two schemes, which link Library Studies with English Literature, Smethwick's mode III C.S.E. emphasises local studies and office practice. The course aims to give candidates (a) 'an understanding of the contemporary life of the Midlands by teaching them how to make full use of resources in their study of the area'; (b) 'the knowledge of how to organise resources in, and how to maintain successfully a small general library'; (c) 'the techniques 'to enable candidates to engage efficiently in basic office practice according to accepted standards'; (d) 'the methods of research 'to produce an original study on a subject covered in the course or related to some aspect of it'.

The three parts of the course (local studies, library work, office practice) are taught throughout the five terms of the course. The study of the Midlands covers the geography of the region, the influence of the Industrial Revolution, the government of the region, culture, amenities and transport in the area. Class work is backed up by extensive use of maps and plans, photographs and other documentary evidence, field work, projects and other practical exercises, including the mounting of displays.

The 'library practice' elements of the course include the use of basic reference sources (especially for local studies), book selection (criteria and procedures), technical processes in libraries (including practical cataloguing and

classification), a detailed study of local libraries (including a period of work experience at the end of the formal course, if possible), a small survey of reading habits and an examination of the objectives of school libraries.

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(d)(e) Newland High School, Hull/Risedale School, Catterick

The syllabus for these two schools aims to 'measure the extent to which candidates show they are able to' (a) display knowledge of books and libraries; (b) demonstrate that they are able to use [the] library facilities that are available; (c) demonstrate judgement in reading; (d) organise books and library material. Topic (a) is worth 50%, (b) and (d) 20% each and (c) 10% of the total marks. This percentage division is reflected in both the 'school assessment' (written work, practical exercises, oral tests) and the 'regional assessment', which consists of a 1½ hour written examination and a folder of work completed during the course. The formal paper is divided into two halves: the first (worth three-fifths of the total written examination marks) is in the form of multiple-choice questions closely akin to those in section A of the City & Guilds Library Assistant's Certificate examinations. The second section asks the candidates to answer two essay-type questions.

The syllabus itself is divided into four sections: 'the book' deals with the beginnings of writing and the evolution and present state of printing; 'libraries' traces the history of book collections from ancient times to the present day as well as looking to the future; 'library practice' consists of subsections on book selection, classification schemes, administrative procedures and book exhibitions; 'use of books and periodicals' aims to show the student how to read and study reading material, and how to use and interpret basic reference works.

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The Students

These, then, are the syllabuses and examinations for the C.S.E. mode III in Library Studies as taught in six widely-differing institutions. In order to discover more about the students who took these courses, a questionnaire was distributed for completion by each of the C.S.E. groups. The survey form began with basic biographical details (age, sex, previous educational qualifications, present courses of study) followed by a section on the Library Studies course and finally a set of questions asking about the respondent's future plans and his or her interest in/opinion of librarianship. As well as the standard 'option' questions, respondents were asked to add their own comments on both the course and library work.

(a) Background

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Bexhill	-	9	students
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47% of the respondents were aged 15; 27% were 16; 19% were 17 and 5% were 18. Two students (both from Bexhill) were under 15 (3%). Bolton and Pembroke had all the eighteen-year olds, although Newland had seven seventeen-year olds (i.e. all its respondents) in the C.S.E. classes.

Two of the schools (Newland, Smethwick) were for girls only, although with the exception of Pembroke, where the sample replies were perhaps not fully representative of the class as a whole, females predominated by 2:1. 29% of the total number of respondents were male.

At three of the schools (Bolton, Newland, Pembroke) many of the students already possessed qualifications and were taking the Library Studies course as an extra qualification in the sixth form. These pupils between them possessed a total of 131 certificates, 30 at G.C.E. 'O' level, 91 at C.S.E. level and 10 relating to other examining boards (R.S.A., City & Guilds, etc.). 103 of these certificates were accounted for by only twelve subjects, of which English Language, Mathematics and History were, almost inevitably, the most popular.

The respondents were all asked the subject and level of any qualifications for which they were studying other than the C.S.E. in Library Studies. A total of 411 certificates, 5 at G.C.E. 'A' level, 194 at G.C.E. 'O' level, 177 at C.S.E. level and 35 relating to other examining boards, were listed. Mathematics was the most frequently-cited subject, followed by English Language, Biology, Domestic Science (various categories) and History. Languages other than French proved extremely unpopular, assuming that such courses were on offer.

(b) Students' attitudes to the courses

45% of the respondents found the Library Studies course 'of some interest', 25% found it 'interesting' and 20% - mostly girls who were seriously thinking of becoming librarians - thought the subject 'very interesting'. Asked how the

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studies were for their other courses, 44% said that they were 'of some relevance', 34% thought them 'relevant' and 11% thought them 'very relevant'.

A third question in this section of the questionnaire aimed to ascertain how much students enjoyed particular aspects of the courses, although since both syllabuses and teaching methods varied, no obvious general conclusions can be made from the responses given. Nevertheless, it was clear that the most practical parts of the work (visits, cataloguing and classification, displays, etc.) were more popular with the students than were the historical and literary sections.

Despite the seeming range of ability of students following the Library Studies course, only one person found the work 'very difficult'; 78% thought the subject either 'not too difficult' or 'easy'.

The pupils' own comments on the course were on the whole complimentary, although only the more interested respondents tended to add their own opinion at the end of the formal questions. Criticisms of teaching methods centred round the amount of work which had to be done throughout the year, while some pupils felt the course content had too little individuality - it had either too much bias towards English or History or was too much a mixture of several subjects. None of these comments can of course be applied with certainty to all the schemes being studied.

Many of the respondents commented on the usefulness of the course for their studies in general. Even though several of the pupils were not thinking of becoming librarians or even enjoyed librarianship, they were prepared to admit that the knowledge gained - especially of how to use libraries and reference works effectively - would help them in other studies. More than one respondent advocated that a course similar to theirs should be made available to the general public.

### (c) Students' future plans

72% of the Library Studies students definitely intended to go on to some form of further or higher education. There was no obvious choice of subject apart from nursing for some of the girls and some form of scientific career for the boys. 13% hoped to go to university, 6.5% to a polytechnic and 27.5% to a college of further or higher education.

19% of the respondents were interested in becoming librarians; all of these students were female. 56% were definitely not interested in such a career. The remaining 25% were unsure of their future plans, although judging by their answers to other questions, few of these respondents were likely to become librarians.

Those pupils who had said they hoped to become librarians were asked to give reasons for choosing such a career. 'Meeting people' was a popular reply as was the satisfaction of putting books into order either on the shelves or through the catalogue. 'Variety of duties' was also cited, as was the need (in a reference library at least) to know about a wide range of subjects. Most of this group of respondents wanted to work in a public library; a few cited particular types of library, including children's, branch, mobile and reference sections.

Those pupils who had said they did not want to work in libraries were also asked to give their reasons. A large number of respondents thought that the work would be boring; many felt they could not work in such a 'quiet' atmosphere. This would certainly be unacceptable for one particular student who said that she liked 'to be active outside and to make a lot of noise'. In some students' eyes, the boredom would largely be caused by having to sit and read books all day, while others felt that librarianship was too closely linked with 'arty' subjects for their liking. The lack of a career structure, as they saw it, was a worry to several respondents, especially when they compared librarianship with their

'chosen' careers - computing, nursing, teaching, armed forces. Low pay was another reason, and a few pupils hinted at what they felt was the lowly status of librarianship.

Curiously, some of the comments made by people about their chosen career were similar to those statements made by the pupils interested in becoming librarians. The desire to 'help people' was an obvious motivator for the intending nurses and social workers, while the need to retain interest in the work was also important. One student wanted to become a bank clerk because of the job's interest!

### Conclusions

The C.S.E. mode III Library Studies schemes have operated successfully for a number of years in a small number of schools throughout the country where a teacher/librarian is sufficiently interested in the subject to want to extend the range of courses offered. The content of many of the syllabuses varies only in detail, while there is an obvious link with some parts of the City & Guilds Library Assistant's Certificate. This is not surprising, of course, when one considers that many of the library assistants taking the latter examination will not be substantially older than the pupils on the C.S.E. courses. Although there are exceptions, as noted above, most of the Library Studies courses have their strongest internal links with English Language and Literature courses.

Because of the nature of the C.S.E. examination, except where the course is deliberately offered as an extra subject for the 'top 20%', Library Studies will not attract pupils of the highest educational attainment. It is nevertheless clear that, for a number of the class members, the subject either paves the way for a possible career in librarianship (though few of the tutors could remember any of their former pupils becoming librarians) or holds sufficient interest and/or relevance for them to enjoy the course.

It is a pity that a syllabus which can help pupils learn how to use libraries to good advantage and to study to best effect should not be more widely available. The prospects for C.S.E. mode III schemes are far from rosy, however. Writing in the Times educational supplement, a C.S.E. Board Secretary<sup>10</sup> commented that in future, schemes might be subject to a return to externally-orientated examining systems, so nullifying the advantages of school-based courses. Research has also suggested that the C.S.E. qualification is still regarded with suspicion by many employers, who relate not only this certificate, but also any other non-G.C.E. examinations to 'O' and 'A' level standards.<sup>11</sup>

To practising librarians, the most salutary lesson to be learnt from many of the pupils studying librarianship at C.S.E. level concerns their view of our profession. Despite the changes of recent years - especially since the introduction of 'new technology' - libraries are still seen by the citizens of tomorrow as boring, quiet places and librarianship as a career only for shy girls without ambition. Let us hope that their colleagues on the Library Studies courses who found the subject interesting - even exciting - and realise the value of information and its control can persuade them otherwise.

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# The Certificate of Secondary Education

## Mode III Examination

in

## Library Studies

David Baker, Sub-Librarian (Reader Services)  
Brynmor Jones Library,  
University of Hull.

### Introduction

As early as 1960, the Beloe Report<sup>1</sup> suggested that a Certificate in Secondary Education 'would be appropriate for the 20% of the ability range below the top 20% who might be expected to attempt 'O' level, but that a further 20% (down to about the 60th percentile) might be offered individual subjects'.<sup>2</sup> The qualification was eventually introduced in 1965, when fourteen regional examining boards covering England, Wales and Northern Ireland (there is no equivalent qualification in Scotland) were set up. In that first year, only nine of the boards offered examinations, but by 1966 the Certificate was available in every region.

The C.S.E. is 'intended for candidates who have completed a five-year course of secondary education'<sup>3</sup>; the age of the pupils is normally fifteen or sixteen. There are five grades of award, the first of which is intended to be of the same academic standard as a G.C.E. ordinary level pass.

### Modes of examination

The C.S.E. qualification is centred round the schools themselves rather than on a central examining body. The regional boards are controlled by councils on which teachers from schools involved in the examinations form the majority.

There are three 'modes' of examination. The first is where the syllabus and written papers are set and marked by the external examiners for the regional board (also teachers from the area). In mode II the individual school is allowed to design the syllabus but the examination papers are set and marked by members of the board. The third mode enables the individual teachers not only to design their own syllabus, but also to mark their own pupils' papers, subject to the approval and moderation of the regional board. Pupils' work during the fifth year at school may form part of the overall assessment.<sup>4</sup>

The three modes are interchangeable for particular parts of subjects. Indeed, the differences between modes are not always clear; 'current practice [is] too diverse to be readily described in formal mode terminology'.<sup>5</sup> A move to what can nevertheless be described as mode III schemes (especially in the Humanities and Social Sciences) was evident throughout the 1970's<sup>6</sup>, although Torrance's recent study found that something of a plateau has now been reached for this particular form of assessment.

In 1982, mode III examinations accounted for 'about one quarter of all C.S.E. entries, though well over half of all examination centres [offered] mode III candidates'.<sup>7</sup> Arguably the most labour intensive of the examination options, mode III gives 'an opportunity to teachers to ensure that what they teach their pupils is also what is examined ... [it] is particularly appropriate as a means of assessing work which cuts across the traditional subject boundaries'.<sup>8</sup>

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The C.S.E. in Library Studies

General

As part of a larger project to study non-professional qualifications in librarianship in the United Kingdom, the fourteen regional boards were contacted in April, 1983 to see what courses in Library Studies were being moderated. Positive responses were received as follows:

Board	Schools offering a C.S.E. course in Library Studies
Southern Regional Examinations Board	(1) Denbigh School, Bletchley, Milton Keynes
South-East Regional Examinations Board	(1) Bexhill High School, Bexhill-on-Sea (2) Highfield Secondary School, Chatham
Welsh Joint Education Committee	(1) Pembroke School, Pembroke
West Midlands Examinations Board	(1) Smethwick Hall Girls' School, Smethwick, Warley
Yorkshire and Humberside Regional Examinations Board	(1) Huntcliffe Comprehensive School, Gainsborough (Lincs.) (2) Newland High School, Hull (3) Risedale School, Catterick (N.Yorks.)
London Regional Examining Board	(1) North Westminster School, London W2
Associated Lancashire Schools Examining Board	(1) Bolton Metropolitan College, Bolton (2) Shena Simon College, Manchester

All the courses listed were operated under mode III arrangements. The eleven schools were contacted during May, 1983. Five schools (Denbigh, Highfield, Huntcliffe, North Westminster, Shena Simon) replied that they were either not presently offering a Library Studies course (though syllabuses were still available in one or two cases) or were unable to provide further information. An additional, seemingly defunct course was discovered at West Denton High School, Newcastle-upon-Tyne, although details of neither syllabus nor teaching methods were available.<sup>9</sup>

Lack of funds seems to have been the main reason behind the withdrawal of courses: at one school the teacher-librarian who had devised and run the scheme left and was not replaced; the former tutor at another school commented wryly that the axeing of the C.S.E. in Library Studies was 'regrettable but logical since the library [had] had only £150 to spend in the last four years'.

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Survey of C.S.E. Library Studies syllabuses, examinations and students

The remaining six schools all agreed not only to supply details about their Library Studies courses (including copies of syllabuses and recent past examination papers) but also to administer a questionnaire addressed to their students.

The Schools

Before discussing the various courses and the students following them, a general description of the schools offering the mode III in Library Studies and other background information will be necessary.

Bolton Metropolitan College is not a 'school' in the strict sense of the word. The institution was formed in September 1982 and charged with the task of providing non-advanced further and adult education (age sixteen years and upwards) throughout the borough. As such, the college operates on many sites, with upwards of 17,000 students. The former Bolton Technical College, now the 'Manchester Road Site' is the biggest centre and contains the main library service (c.25,000 volumes) for the whole institution. The C.S.E. in Library Studies is taught here, as is the City & Guilds Library Assistant's Certificate. The former course was instigated some six years ago, although there was a gap of four years in the middle of this period when the option did not run. Instigated as a ROSLA link course, approximately twelve students take the mode III in Library Studies at Bolton each year.

The remaining schools vary in both size and age. Smethwick Hall Girls' School has only 700 pupils; Pembroke School has 1,780. The remaining institutions average approximately 800 students each. Newland High School, Hull was founded in 1908 and Smethwick in 1939; the remaining institutions date from either the 1950's or the 1960's. The age range of the children attending the schools varies according to area, as one might expect, although only Newland and Pembroke have sixth-form pupils. The size of the libraries on which the courses are based ranges from 5,000 (Smethwick) to 16,000 volumes (Newland).

The courses at these five schools date from 1976 or later. That at Newland High School is the newest, having been offered for the last three years only. The reasons for instigating a mode III Library Studies scheme range from 'enhancement of the school library's status' to 'extension of the scope' of the institution's English department - the section from which this particular C.S.E. normally emanates. Newland and Pembroke see the course as a useful one for non-A-level sixth-form students. Pembroke also offers the course to 'high-flying' fifth formers who have already taken English Language 'O' level in the fourth year of secondary school study. 60 to 80 students a year take the course at Pembroke, of whom about 35 are the 'high-flyers', the other 30+ being first-year sixth-formers who have usually obtained a grade 3 (or lower) C.S.E. pass in English Language in the fifth form. Library Studies classes at the other schools are much smaller, ranging from an average of 7 pupils per year at Newland to approximately 16 at Risedale.

Syllabuses and examinations

There is a marked degree of similarity between the six syllabuses, even though all are school-based schemes emanating from different regions. Two schools (Newland High School, Hull and Risedale School, Catterick) share the same syllabus. All include sections on 'the book', history and types of libraries, library practice and effective information handling.

(a) Bexhill High School

Bexhill's Library Studies mode III is linked to a three-tier badge scheme intended to train 'pupil-librarians'. The second and third stages of this plan may only be attempted after the preliminary and intermediate sections have been passed and two and three terms of service respectively have been completed. The tests associated with the badge schemes are similar to some of the simpler City & Guilds Library Assistant's Certificate (old syllabus) practical exercises.

As well as developing in the pupil 'the knowledge and skills required to (a) make a practical contribution to the organisation of the school library [and] (b) be able to retrieve and record information effectively', the C.S.E. scheme proper aims to discuss the history and organisation of libraries in this country, the factors involved in the act of reading, books and book production and the history and criticism of English Literature. The list of topics covered during the course is not only wide-ranging - from 'criteria and methods of book selection' to 'libraries in the future' or from 'how differences of sex and education affect reading habits' to 'the evolution of the book' - but also very detailed.

Assessment procedures consist of course work (including visits to libraries and practical exercises), a special study of not less than 2,000 words on a topic arising from any part of the syllabus, an annotated bibliography on a subject of the pupil's own choice, a variety of tests (including the mounting of a display, the cataloguing and classification of both books and non-book materials) both practical and oral. A two-hour written examination covering all parts of the syllabus must also be sat. The total marks awarded are divided equally between written paper, special studies, course work and practical tests/exercises.

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Two of the schools (Newland, Smethwick) were for girls only, although with the exception of Pembroke, where the sample replies were perhaps not fully representative of the class as a whole, females predominated by 2:1. 29% of the total number of respondents were male.

At three of the schools (Bolton, Newland, Pembroke) many of the students already possessed qualifications and were taking the Library Studies course as an extra qualification in the sixth form. These pupils between them possessed a total of 131 certificates, 30 at G.C.E. 'O' level, 91 at C.S.E. level and 10 relating to other examining boards (R.S.A., City & Guilds, etc.). 103 of these certificates were accounted for by only twelve subjects, of which English Language, Mathematics and History were, almost inevitably, the most popular.

The respondents were all asked the subject and level of any qualifications for which they were studying other than the C.S.E. in Library Studies. A total of 411 certificates, 5 at G.C.E. 'A' level, 194 at G.C.E. 'O' level, 177 at C.S.E. level and 35 relating to other examining boards, were listed. Mathematics was the most frequently-cited subject, followed by English Language, Biology, Domestic Science (various categories) and History. Languages other than French proved extremely unpopular, assuming that such courses were on offer.

(b) Students' attitudes to the courses

45% of the respondents found the Library Studies course 'of some interest', 25% found it 'interesting' and 20% - mostly girls who were seriously thinking of becoming librarians - thought the subject 'very interesting'. Asked how the

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studies were for their other courses, 44% said that they were 'of some relevance', 34% thought them 'relevant' and 11% thought them 'very relevant'.

A third question in this section of the questionnaire aimed to ascertain how much students enjoyed particular aspects of the courses, although since both syllabuses and teaching methods varied, no obvious general conclusions can be made from the responses given. Nevertheless, it was clear that the most practical parts of the work (visits, cataloguing and classification, displays, etc.) were more popular with the students than were the historical and literary sections.

Despite the seeming range of ability of students following the Library Studies course, only one person found the work 'very difficult'; 78% thought the subject either 'not too difficult' or 'easy'.

The pupils' own comments on the course were on the whole complimentary, although only the more interested respondents tended to add their own opinion at the end of the formal questions. Criticisms of teaching methods centred round the amount of work which had to be done throughout the year, while some pupils felt the course content had too little individuality - it had either too much bias towards English or History or was too much a mixture of several subjects. None of these comments can of course be applied with certainty to all the schemes being studied.

Many of the respondents commented on the usefulness of the course for their studies in general. Even though several of the pupils were not thinking of becoming librarians or even enjoyed librarianship, they were prepared to admit that the knowledge gained - especially of how to use libraries and reference works effectively - would help them in other studies. More than one respondent advocated that a course similar to theirs should be made available to the general public.

### (c) Students' future plans

72% of the Library Studies students definitely intended to go on to some form of further or higher education. There was no obvious choice of subject apart from nursing for some of the girls and some form of scientific career for the boys. 13% hoped to go to university, 6.5% to a polytechnic and 27.5% to a college of further or higher education.

19% of the respondents were interested in becoming librarians; all of these students were female. 56% were definitely not interested in such a career. The remaining 25% were unsure of their future plans, although judging by their answers to other questions, few of these respondents were likely to become librarians.

Those pupils who had said they hoped to become librarians were asked to give reasons for choosing such a career. 'Meeting people' was a popular reply as was the satisfaction of putting books into order either on the shelves or through the catalogue. 'Variety of duties' was also cited, as was the need (in a reference library at least) to know about a wide range of subjects. Most of this group of respondents wanted to work in a public library; a few cited particular types of library, including children's, branch, mobile and reference sections.

Those pupils who had said they did not want to work in libraries were also asked to give their reasons. A large number of respondents thought that the work would be boring; many felt they could not work in such a 'quiet' atmosphere. This would certainly be unacceptable for one particular student who said that she liked 'to be active outside and to make a lot of noise'! In some students' eyes, the boredom would largely be caused by having to sit and read books all day, while others felt that librarianship was too closely linked with 'arty' subjects for their liking. The lack of a career structure, as they saw it, was a worry to several respondents, especially when they compared librarianship with their

'chosen' careers - computing, nursing, teaching, armed forces. Low pay was another reason, and a few pupils hinted at what they felt was the lowly status of librarianship.

Curiously, some of the comments made by people about their chosen career were similar to those statements made by the pupils interested in becoming librarians. The desire to 'help people' was an obvious motivator for the intending nurses and social workers, while the need to retain interest in the work was also important. One student wanted to become a bank clerk because of the job's interest!

### Conclusions

The C.S.E. mode III Library Studies schemes have operated successfully for a number of years in a small number of schools throughout the country where a teacher/librarian is sufficiently interested in the subject to want to extend the range of courses offered. The content of many of the syllabuses varies only in detail, while there is an obvious link with some parts of the City & Guilds Library Assistant's Certificate. This is not surprising, of course, when one considers that many of the library assistants taking the latter examination will not be substantially older than the pupils on the C.S.E. courses. Although there are exceptions, as noted above, most of the Library Studies courses have their strongest internal links with English Language and Literature courses.

Because of the nature of the C.S.E. examination, except where the course is deliberately offered as an extra subject for the 'top 20%', Library Studies will not attract pupils of the highest educational attainment. It is nevertheless clear that, for a number of the class members, the subject either paves the way for a possible career in librarianship (though few of the tutors could remember any of their former pupils becoming librarians) or holds sufficient interest and/or relevance for them to enjoy the course.

It is a pity that a syllabus which can help pupils learn how to use libraries to good advantage and to study to best effect should not be more widely available. The prospects for C.S.E. mode III schemes are far from rosy, however. Writing in the Times educational supplement, a C.S.E. Board Secretary<sup>10</sup> commented that in future, schemes might be subject to a return to externally-orientated examining systems, so nullifying the advantages of school-based courses. Research has also suggested that the C.S.E. qualification is still regarded with suspicion by many employers, who relate not only this certificate, but also any other non-G.C.E. examinations to 'O' and 'A' level standards.<sup>11</sup>

To practising librarians, the most salutary lesson to be learnt from many of the pupils studying librarianship at C.S.E. level concerns their view of our profession. Despite the changes of recent years - especially since the introduction of 'new technology' - libraries are still seen by the citizens of tomorrow as boring, quiet places and librarianship as a career only for shy girls without ambition. Let us hope that their colleagues on the Library Studies courses who found the subject interesting - even exciting - and realise the value of information and its control can persuade them otherwise.

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9. I am grateful to Mr. L.G. Tagg, of Newcastle City Libraries, for drawing my attention to this course.
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COPIES OF THE QUESTIONNAIRES  
TO COLLEGES TEACHING/WHICH  
HAD TAUGHT ONE OR OTHER CERTIFICATE  
IN LIBRARY WORK

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PHW/JPH

16th January 1984

Dear Colleague,

David Baker is undertaking an extensive enquiry into library training and paraprofessional education. From what I have already seen, it is going to be a very worthwhile piece of work. I hope therefore that you will feel able to spare the time to answer his queries which will go a long way to provide the results of a valid enquiry. He has my full support.

With best wishes for 1984.

Yours sincerely,

A handwritten signature in cursive script that reads "Peter Havard-Williams".

P. Havard-Williams

Librarian: P. A. Larkin, M.A., D.Lit., D.Litt., F.R.S.L.

DMB/AVS

Date as postmark

Dear

Non-professional qualifications in librarianship

Under the auspices of Loughborough University's Department of Library and Information Studies I am studying the various non-professional qualifications in librarianship in this country. As far as I am aware, this is the first major study to be undertaken in this area.

I should very much like to hear about the City & Guilds/BEC/SCOTEC course in library work which you run at your college. In particular, information on the following points will be particularly useful:

1. Length of time course taught
2. Course fee
3. When course taught (daytime, evenings, etc.)
4. Number of students currently on the course
5. Average number of students on the course each year (broken down by sex and type of library if possible)
6. Minimum educational requirements for entry to the course
7. Methods used in teaching the course (handouts, visits, tape/slide presentations, etc.)
8. Textbooks used in teaching the course
9. Number of contact hours per week
10. Your views of the syllabus, with suggestions for improvement, etc.
11. Your opinion of the standing of the certificate, not only in terms of the library profession but also in relation to other courses taught in your college.

Notes on your own interest in the course, your reasons for teaching it and opinion of non-professional qualifications will also be of considerable use to me. Would you, for instance, support a scheme where non-professional staff were awarded a 'Certificate in Library and Information Work' by the Library Association on completion of either approved in-service courses or the City & Guilds, BEC and SCOTEC qualifications, the holders of the Certificate to be designated 'Certificated Assistants'? Would your students support such a scheme?

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If you have any documentation (course reports, teaching materials, etc.) which you would be willing to send me, I should be most grateful. I am hoping to interview a number of tutors; would you be willing to meet with me to discuss your course in more detail?

Thank you for your co-operation.

I enclose a stamped addressed envelope for your reply.

Yours sincerely,

David M. Baker,  
Sub-Librarian.  
(Reader Services)

Librarian: P. A. Larkin, M.A., D.Lit., D.Litt., F.R.S.L.

DMB/AVS

Date as postmark

Dear Sir/Madam,

Non-professional qualifications in librarianship

Under the auspices of Loughborough University's Department of Library and Information Studies, I am researching into the history and development of non-professional qualifications in librarianship in Great Britain.

Naturally, the City & Guilds Library Assistants' Certificate will form an important part of the research. I understand that your college used to offer a course leading to this qualification. I should be grateful if you could give me any information about the course, such as dates when it ran/was offered, number of students, pass statistics, reasons why the course was commenced/abandoned etc. If there is any documentation available - course reports/descriptions, teaching material etc. - I should very much like to see it. Finally, I am looking for people who completed the courses in order to gain their views on the certificate. If you have any lists of past students (together with their last known addresses) which you could send me, I should be most grateful.

Thank you for your co-operation,

Yours faithfully,



David M. Baker,  
Sub-Librarian (Reader Services).

