

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD03

Issue No.: 01

SECTION A: QUALIFICATION DETAILS																		
<b>QUALIFICATION DEVELOPER</b>			University of Botswana															
<b>TITLE</b>		Diploma in Library and Information Studies										<b>NCQF LEVEL</b>		6				
<b>FIELD</b>		Humanities and Social Sciences			<b>SUB-FIELD</b>		Library and Information Studies				<b>CREDIT VALUE</b>		246					
New Qualification					✓		Review of Existing Qualification											
<b>SUB-FRAMEWORK</b>		General Education					TVET					Higher Education		✓				
<b>QUALIFICATION TYPE</b>		Certificate		I		II		III		IV		V		Diploma		✓	Bachelor	
		Bachelor Honours					Post Graduate Certificate							Post Graduate Diploma				
		Masters							Doctorate/ PhD									
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>																		
<p><b>RATIONALE:</b></p> <p>The DLIS is motivated by a number of factors including: labour market needs in Botswana, the need for middle level manpower to handle information resources in information centres in the country and international trends in the education and training of information professionals, the shrinking job opportunities for the traditional library and information professionals, government of Botswana national priorities (i.e. HR Strategy for developing critical skills for the economy including information and knowledge managers needed in transforming Botswana into an information society as espoused in the National Human Resource Development Strategy 2009-2022, and the Botswana Education and Training Sector Strategic Plan 2015 – 2020, and Vision 2036), the University of Botswana's new strategy (2020-2029) on Creating a Future for the Knowledge Generation; and declining enrolments in the current LIS programmes. The diploma qualification is committed to building middle level manpower that will be able to assist in effectively keeping and maintaining the Library and Information centres</p>																		

The diploma qualification examines the enduring centrality and value of libraries in public, private, and personal contexts. It introduces the principles and practices of librarianship and develops the knowledge and skills required to provide library and information services in diverse settings to meet the information needs of different clientele and communities. It develops the ability to create and run information systems and resources and the required competencies to assist in managing, maintaining, and promoting libraries and information centres (digital, physical, and hybrid) in various settings, including public, academic, school, national, corporate, law, and special libraries, as well as government agencies, health organizations, and museums.

**PURPOSE:**

The purpose of this qualification is to produce graduates with advanced knowledge, skills and competences to:

- Promote library, information, and knowledge management in organizations in the public, private, and NGO sectors and contribute to the creation of an informed and knowledge-based society in Botswana.
- Process, organize and manage different forms of information carriers and resources.
- Use computer technologies to search for information that satisfactorily meet the needs of users.
- Manage library borrowing and interlibrary loan facilities and information networks.
- Match and provide useful information resources with the profiles of various registered users.
- Assist and train users how to search and use various information sources.

**ENTRY REQUIREMENTS (including access and inclusion)**

Minimum entry requirement for this qualification is:

- Certificate IV, NCQF Level 4 (Botswana General Certificate of Secondary Education or equivalent).
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) will be applicable or considered for access and inclusion as per relevant provider policies in line with national RPL and CAT policies.

<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>Learning Outcome 1</b></p> <p>Demonstrate advanced knowledge of ethics, values, and foundational principles of the information profession.</p>	<p>1.1 Display ethical code of conduct in relation to their job</p> <p>1.2 Demonstrate the significance of information profession vis-à-vis their responsibilities to various user groups</p> <p>1.3 Compile and profile different categories of user groups and allow users to freely express their information needs.</p>
<p><b>Learning Outcome 2.</b></p> <p>Apply concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital information items.</p>	<p>2.1 Use collection development policy in selection process</p> <p>2.2 Catalogue various information carriers using standard tools</p> <p>2.3 Digitize library materials for preservation purposes and use of clientele</p> <p>2.4 Train and transfer information literacy and lifelong learning skills to users.</p> <p>2.5 Teach users how to search and use information sources.</p>
<p><b>Learning Outcome 3.</b></p> <p>Apply advanced knowledge and understanding of the principles and standards involved in organizing information.</p>	<p>3.1 Organize, develop, and maintain a systematic collection of books cataloguing</p> <p>3.2 Use subject analysis using standard tools like LCSH, SLSH and other thesauri for information organization purposes</p> <p>3.3 Assign notation to documents using the theory of bibliographic classification.</p> <p>3.4 Catalogue and classify books using the connection between Dewey Decimal</p>

	<p>Classification and subject description and heading.</p> <p>3.5 Apply Resource Description and Access (RDA) codes correctly in cataloguing information materials.</p>
<p><b>Learning Outcome 4</b></p> <p>Use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information</p>	<p>4.1 Compile the profiles of users for SDI quality and personalized service</p> <p>4.2 Apply the social networking service technologies available to increase information use virtually.</p> <p>4.3 Use computer technologies to search for information that satisfactorily meet the needs of users.</p> <p>4.4 Utilise information literacy skills to plan for selective dissemination of information in order to meet the needs of users.</p>
<p><b>Learning Outcome 5</b></p> <p>Assist in the marketing library and information services and products</p>	<p>5.1 Promote marketing in knowledge and information management centers.</p> <p>5.2 Market library services to the public/community through various outreach programmes.</p> <p>5.3 Distribute library promotional materials to targeted clients.</p>

SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT  Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [ 5 ]	Level [ 6 ]	Level [ 7 ]	
	Communication and Study Skills 1	5			5
	Communication and Study Skills 2	5			5
	Computer and Information Skills 1	5			5
	Computer and Information Skills 2	5			5
CORE COMPONENT  Subjects/Courses / Modules/Units	Introduction to Records Management	5			5
	Introduction to Archives	5			5
	Introduction to Knowledge Management	6			6
	Knowledge Management Theory and Practice	6			6
	Introduction to Information Science	6			6
	Collection Development and Management	6			6
	Introduction to Organising Information	6			6
	Knowledge Management Systems		19		19
	Data and Information management		19		19
	Digital Libraries		19		19
	Library and Information Systems		19		19
	Practical Placement		29		29
	Organizing Information		19		19

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	Archival Arrangement and Description-12 credits		19		19
	Preservation of Information Materials		19		19
<b>ELECTIVE/ OPTIONAL COMPONENT</b> Subjects/Courses / Modules/Units	Publishing and Book Trade			8	12
	Social Networking Issues for information Professionals			8	12
	Information Literacy			8	12

<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
5	60
6	162
7	24
<b>TOTAL CREDITS</b>	246
<b>Rules of Combination:</b>	
<b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
Fundamentals Level 5 = 60 credits Core Level 6 = 162 credits Electives Level 7 = 24 Credits Learners choose 2 electives Total = 246 Credits	

## **ASSESSMENT ARRANGEMENTS**

The overall assessment weighting for this qualification will be 40 % (Formative) and 60% (Summative).

Assessment must be conducted by suitably qualified persons in the field of Library and Information Studies.

## **MODERATION ARRANGEMENTS**

There will be internal and external moderators for this qualification conducted by suitably qualified person.

## **RECOGNITION OF PRIOR LEARNING (if applicable)**

RPL and CAT will be applicable for the award of credits towards this qualification or part qualification in line with the relevant provider policies.

## **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

### **Horizontal Progression.**

- Diploma in Library and Information Studies
- Diploma in Archives and Records Management
- Diploma in Information and Knowledge Management

### **Vertical Progression.**

- Bachelor of Information and Knowledge Management
- Bachelor of Library and Information Studies (Archives and Records Management stream) and
- Bachelor the Information and Knowledge Management).

### **Employment Pathways:**

- Assistant Librarian
- Librarian Assistant
- Assistant Digital Librarian
- Assistant Metadata and data manager,
- Assistant Audio-visual Librarian,



- Assistant electronic records manager
- Data entry officer
- Cataloguers
- Assistant Information Centre managers
- Assistant Indexer
- Assistant Abstractor

### **QUALIFICATION AWARD AND CERTIFICATION**

To be awarded a Diploma in Library and Information Studies, a student must be credited with a minimum of 240 credits and satisfy the rules of combination shown.

### **REGIONAL AND INTERNATIONAL COMPARABILITY**

This qualification has been benchmarked with the following:

#### **REGIONAL**

Diploma in Library and Information Studies, Sokoine University of Agriculture, Tanzania

#### **INTERNATIONAL**

1. Victoria University Polytechnic, Australia – Diploma in Library and Information Science
2. The Open Polytechnic, New Zealand – Diploma in Library and Information Studies
3. University of Malta - Diploma in Library and Information Studies
4. School of Information Studies, McGill, Canada - Library and Information Technology Diploma

This qualification compares with all those examined above in the sense that they all stress the following:

- i) Comprehensive mastery of a body of knowledge and skills for candidates who are able to develop, organize and maintain library services, spaces, digital technologies, and collections
- ii) Expertise in solo managing of small and medium-size information systems
- iii) The qualification is the starting point for the Bachelor of Library and Information Studies
- iv) Although the qualifications examined generally follow similar structures, duration, and standards.

There are differences:

- (a) some schools require candidates to complete practicum, long essays, and written examinations in order to be awarded the qualification,
- (b) other schools require the completion core and elective course but without practicum, and

(c) module and overall credits vary from university to university, but some schools do not indicate the credit load of the qualification.

v) There is no University locally that offers this Qualification. Therefore, it was decided that comparisons would be made with some of the premier library schools regionally and internationally.

#### **REVIEW PERIOD**

This qualification, Diploma in Library and Information Studies, shall be reviewed every five years in line with the NCQF.