



REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

**LIBRARY AND INFORMATION SCIENCE
LEVEL 5**



TVET CDACC
P.O BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement Kenya's development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Library and Information Science sector's growth and sustainable development.

PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING

MINISTRY OF EDUCATION

PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Library and Information Science Sector Skills Advisory Committee (SSAC) have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Library and Information Science SSAC, expert workers and all those who participated in the development of this curriculum.

PROF. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.

CHAIRMAN, TVET CDACC

ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Library and Information Science Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in Library and Information Science sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Library and Information Science Sector acquire competencies that will enable them to perform their work more efficiently.

DR. LAWRENCE GUANTAI M'ITONGA, PhD
COUNCIL SECRETARY/CEO
TVET CDACC

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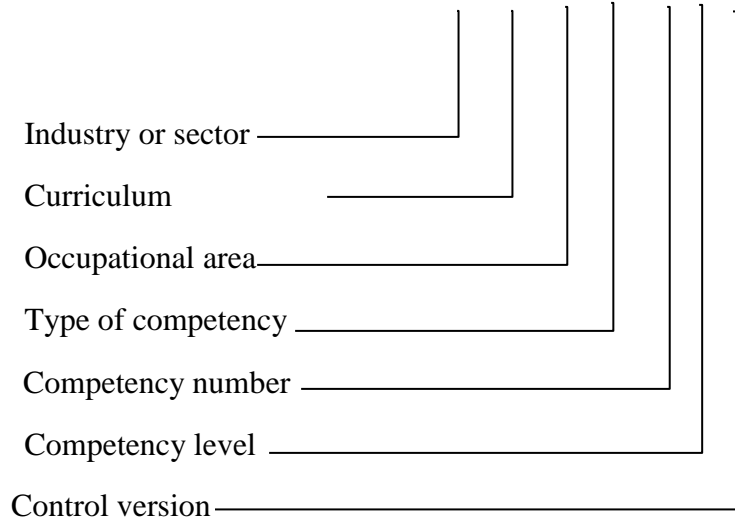
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ACRONYMNS AND ABBREVIATIONS

ICT	Information and communication Technology
SIEM	System Information and Event management
KEBS	Kenya Bureau of Standards
CIRT	Computer Incidence response team
CERT	Computer Incidence response team
OSHA	Occupational Safety and Health Act
WIBA	Work injury benefits Act
EHS	Environment, Health and Safety
CDACC	Curriculum Development, Assessment and Certification Council
IBMS	Integrated Building Management System
TVET	Technical and Vocational Education and Training
BUS	Business
CU	Curriculum
OS	Occupational Standards
LIS	Library and information science
BC	Basic Competencies
A	Control version
TVETA	Technical and Vocational Education and Training Authority
KNQA	Kenya National Qualification Authority
CBET	Competency Based Education and Training
CBETA	Competency Based Education, Training and Assessment
SSAC	Sector Skills Advisory Committee

KEY TO UNIT CODE

BUS/CU/LIS/BC/01/5 A



OVERVIEW

Description of the course

This course is designed to equip a Library and Information Science certificate holder with the competencies required to perform various duties aligned on this program.

The course consists of basic, common and core units of learning as indicated below:

Basic Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
BUS/CU/LIS/BC/01/5/A	Communication Skills	25	2.5
BUS/CU/LIS/BC/02/5/A	Numeracy Skills	40	4
BUS/CU/LIS/BC/03/5/A	Digital Literacy	45	4.5
BUS/CU/LIS/BC/04/5/A	Entrepreneurial Skills	70	7
BUS/CU/LIS/BC/05/5/A	Employability Skills	50	5
BUS/CU/LIS/BC/06/5/A	Environmental Literacy	20	2
BUS/CU/LIS/BC/07/5/A	Occupational Safety and Health Practices	20	2
Total		280	28

Common Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factors
BUS/CU/LIS/CC/06/5A	Skills in Publishing and Book Trade	200	20
Total		200	20

Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factors
BUS/CU/LIS/CR/01/6A	Cataloguing process	180	18
BUS/CU/LIS/CR/02/6A	Library information and databases	150	15
BUS/CU/LIS/CR/03/6A	Information resources	180	18

BUS/CU/LIS/CR/04/6A	Information and recordkeeping practices	170	17
BUS/CU/LIS/CR/05/6A	School libraries, media and documentation centres	150	15
	Industrial attachment	360	36
Total		1,190	119
Grand Total		1,670	167

The core units of learning are independent of each other and may be taken independently.

The total duration of the **course is 1,670 hours**.

1. Entry Requirements

An individual entering this course should have any of the following minimum requirements:

- a) Kenya Certificate of Secondary Education (K.C.S.E.) with a minimum mean grade of D (D Plain)

Or

- b) Level 4 certificate in library and information science

Or

- c) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

2. Assessment

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an internal accredited verifier while external assessment is the responsibility of TVET/CDACC.

3. Industrial attachment

An individual enrolled in this course will undergo industrial attachment for a period of 360 hours in a Library and Information centre

4. Certification

A candidate will be issued with a Certificate of Competency on demonstration of competence in a unit of competency. To attain the qualification Library and information Science Technician Level 6, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

BASIC UNITS OF COMPETENCY

COMMUNICATION SKILLS

UNIT CODE: BUS/CU/LIS/BC/01/5/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate communication skills

Duration of Unit: 25 Hours

Unit Description

This unit describes the competencies required for developing, establishing and maintaining communication pathways and strategies.

This unit covers the competencies required in meeting communication needs of clients and colleagues and developing, establishing, maintaining communication pathways and strategies. It also covers competencies for conducting interview, facilitating group discussion and representing the organization in various forums.

Summary of Learning Outcomes

1. Utilize specialized communication skills processes
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Utilize specialized communication skills processes	<ul style="list-style-type: none">• Communication process• Modes of communication• Medium of communication• Effective communication• Barriers to communication• Flow of communication• Sources of information• Organizational policies• Organization requirements for written and electronic communication methods• Report writing	<ul style="list-style-type: none">• Written• Oral

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Effective questioning techniques (clarifying and probing) • Workplace etiquette • Ethical work practices in handling communication • Active listening • Feedback • Interpretation • Flexibility in communication • Types of communication strategies • Elements of communication strategy 	
2. Develop communication strategies	<ul style="list-style-type: none"> • Dynamics of groups • Styles of group leadership • Openness and flexibility in communication • Communication skills relevant to client groups 	<ul style="list-style-type: none"> • Observation • Written
3. Establish and maintain communication pathways	<ul style="list-style-type: none"> • Types of communication pathways • Select appropriate communication pathways 	<ul style="list-style-type: none"> • Observation • Written
4. Promote use of communication strategies	<ul style="list-style-type: none"> • Application of elements of communication strategies • Effective communication techniques 	<ul style="list-style-type: none"> • Observation • Written
5. Conduct interview	<ul style="list-style-type: none"> • Types of interview • Establishing rapport • Facilitating resolution of issues • Developing action plans 	<ul style="list-style-type: none"> • Observation • Written

Learning Outcome	Content	Suggested Assessment Methods
6. Facilitate group discussion	<ul style="list-style-type: none"> • Identification of communication needs • Dynamics of groups • Styles of group leadership • Presentation of information • Encouraging group member's participation • Evaluating group communication strategies • Team building 	<ul style="list-style-type: none"> • Observation • Written
7. Represent the organization	<ul style="list-style-type: none"> • Presentation techniques • Development of a presentation • Multi-media utilization in presentation • Communication skills relevant to client groups • Public relations 	<ul style="list-style-type: none"> • Observation • Written

Suggested Delivery Methods

- Instructor led facilitation
- Role playing
- Guest speaker
- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

Recommended Resources

- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

NUMERACY SKILLS

UNIT CODE: BUS/CU/LIS/BC/02/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate digital literacy.

Duration of Unit: 40 Hours

Unit Description

This unit describes the competencies required by a worker in order to apply a wide range of mathematical calculations for work; apply ratios, rates and proportions to solve problems; estimate, measure and calculate measurement for work; use detailed maps to plan travel routes for work; Use geometry to draw and construct 2D and 3D shapes for work; collect, organize and interpret statistical data; use routine formula and algebraic expressions for work and use common functions of a scientific calculator.

Summary of Learning Outcomes

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply a wide range of mathematical calculations for work	<ul style="list-style-type: none">• Fundamentals of mathematics<ul style="list-style-type: none">- Addition, subtraction, multiplication and division of positive and negative numbers- Algebraic expressions manipulation• Forms of fractions, decimals and percentages• Expression of numbers as powers and roots	<ul style="list-style-type: none">• Written tests• Assignments• Supervised exercises

Learning Outcome	Content	Suggested Assessment Methods
2. Apply ratios, rates and proportions to solve problems	<ul style="list-style-type: none"> • Rates, ratios and proportions <ul style="list-style-type: none"> - Meaning - Conversions into percentages - Direct and inverse proportions determination - Performing calculations - Construction of graphs, charts and tables • Recording of information 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Assignments • Supervised exercises
3. Estimate, measure and calculate measurement for work	<ul style="list-style-type: none"> • Units of measurements and their symbols • Identification and selection of measuring equipment • Conversion of units of measurement • Perimeters of regular figures • Areas of regular figures • Volumes of regular figures • Carrying out measurements • Recording of information 	<ul style="list-style-type: none"> • Assignment • Supervised exercises • Written tests
4. Use detailed maps to plan travel routes for work	<ul style="list-style-type: none"> • Identification of features in routine maps and plans • Symbols and keys used in routine maps and plans • Identification and interpretation of orientation of map to North • Demonstrate understanding of direction and location • Apply simple scale to estimate length of objects, or distance to location or object • Give and receive directions using both formal and informal language • Planning of routes • Calculation of distance, speed and time 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation

Learning Outcome	Content	Suggested Assessment Methods
5. Use geometry to draw and construct 2D and 3D shapes for work	<ul style="list-style-type: none"> • Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations • Explain the use and application of shapes • Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three-dimensional shapes • Identify common angles • Estimate common angles in everyday objects • Evaluation of unknown angles • Use formal and informal mathematical language to describe and compare common angles • Symmetry and similarity • Use common geometric instruments to draw two dimensional shapes • Construct routine three dimensional objects from given nets 	<ul style="list-style-type: none"> •
6. Collect, organize and interpret statistical data	<ul style="list-style-type: none"> • Classification of data <ul style="list-style-type: none"> - Grouped data - Ungrouped data • Data collection <ul style="list-style-type: none"> - Observation - Recording • Distinguishing between sampling and census • Importance of sampling • Errors in sampling • Types of sampling and their limitations e.g. <ul style="list-style-type: none"> - Stratified random - Cluster 	<ul style="list-style-type: none"> • Assignments • Supervised exercises • Written tests

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> - Judgmental • Tabulation of data <ul style="list-style-type: none"> - Class intervals - Class boundaries - Frequency tables - Cumulative frequency • Diagrammatic and graphical presentation of data e.g. <ul style="list-style-type: none"> - Histograms - Frequency polygons - Bar charts - Pie charts - Cumulative frequency curves • Interpretation of data 	
7. Use routine formula and algebraic expressions for work	<ul style="list-style-type: none"> • Solving linear equations • Linear graphs <ul style="list-style-type: none"> - Plotting - Interpretation • Applications of linear graphs • Curves of first and second degree • Plotting • Interpretation 	<ul style="list-style-type: none"> • Assignments • Supervised exercises • Written tests
8. Use common functions of a scientific calculator	<ul style="list-style-type: none"> • Identify and use keys for common functions on a calculator • Calculate using whole numbers, money and routine decimals and percentages • Calculate with routine fractions and percentages • Apply order of operations to solve multi-step calculations • Interpret display and record result 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation

Suggested Delivery Methods

- Group discussions
- Demonstration by trainer

- Practical work by trainee
- Exercises

Recommended Resources

- Calculators
- Rulers, pencils, erasers
- Charts with presentations of data
- Graph books
- Dice
- Internet

DIGITAL LITERACY

UNIT CODE: BUS/CU/LIS/BC/03/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate digital literacy.

Duration of Unit: 45 Hours

Unit Description

This unit describes competencies required to use a computer and other digital devices for the purposes of communication, work performance and management at the workplace.

Summary of Learning Outcomes

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Methods	Assessment
1. Identify computer hardware and software	<ul style="list-style-type: none">• Concepts of ICT• Functions of ICT• History of computers• Components of computer• Classification of computers	<ul style="list-style-type: none">• Written tests• Oral presentation• Observation	
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none">• Data security and control• Security threats and control measures• Types of computer crimes• Detection and protection against computer crimes• Laws governing protection of ICT	<ul style="list-style-type: none">• Written tests• Oral presentation• Observation• Project	

Learning Outcome	Content	Suggested Methods	Assessment
3. Apply computer software in solving tasks	<ul style="list-style-type: none"> • Operating system • Word processing • Spread sheets • Data base design and manipulation • Data manipulation, storage and retrieval 	<ul style="list-style-type: none"> • Oral questioning • Observation • Project 	
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"> • Computer networks • Network configurations • Uses of internet • Electronic mail (e-mail) concept 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written report 	
5. Apply desktop publishing in official assignments	<ul style="list-style-type: none"> • Concept of desktop publishing • Opening publication window • Identifying different tools and tool bars • Determining page layout • Opening, saving and closing files • Drawing various shapes using DTP • Using colour pellets to enhance a document • Inserting text frames • Importing and exporting text • Object linking and embedding • Designing of various publications • Printing of various publications 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written report • Project 	
6. Prepare presentation packages	<ul style="list-style-type: none"> • Types of presentation packages • Procedure of creating slides • Formatting slides • Presentation of slides • Procedure for editing objects 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written report • Project 	

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

Recommended Resources

- Desktop computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

ENTREPRENEURIAL SKILLS

UNIT CODE: BUS/CU/LIS/BC/04/5/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate entrepreneurial skills.

Duration of Unit: 70 Hours

Unit Description

This unit describes the competencies critical to demonstration of entrepreneurial aptitudes. It involves, developing business innovation strategies, developing new markets, customer base, expanding employed capital and undertaking regional/county expansion while retaining motivated staff.

Summary of Learning Outcomes

1. Develop business innovation strategies
2. Develop new products/ markets
3. Expand customers and product lines
4. Motivate all staff/workers
5. Expand employed capital base
6. Undertake regional/county business expansion

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Develop business Innovation strategies	<ul style="list-style-type: none">• Innovation in business• Business innovation strategies• Creativity for business development• New technologies in entrepreneurship• Linkages with other entrepreneurs• Setting strategic directions• New ideas and approaches• Entrepreneurial skills development• Market trends• Monitoring and anticipating market trends• Products and processes in entrepreneurship• Business conventions ad exhibitions• Business growth refocus	<ul style="list-style-type: none">• Observation• Case studies• Individual/ group assignments• projects• Written• Oral

Learning Outcome	Content	Suggested Assessment Methods
2. Develop new products/ markets	<ul style="list-style-type: none"> • Feasibility study for new products • Identifying new sources of raw material and resources • New target markets/customers • Increasing products and services • Marketing improvement • Intrapreneurship and business growth 	<ul style="list-style-type: none"> • Observation • Case studies • Individual/ group assignments • projects • Written • Oral
3. Expand customers and product lines	<ul style="list-style-type: none"> • Market demand • Regulatory environment • Creating product and services competitive advantages • Creating royal client base • Identifying and maintain new customers and markets • Advance product/ service promotions • Advance market expansion • Small business records management • Book keeping and auditing for small businesses • Computer application software and programmes • ICT in customer and product diversification 	<ul style="list-style-type: none"> • Oral • Observation • Case studies • Individual / group assignments • projects • Written
4. Motivate staff / workers	<ul style="list-style-type: none"> • Motivation of workers • Communication at workplace for motivation purpose • Problem solving • Conflict resolution at place of work • Good staff/workers relation • Team building and team work • Staff development and enhancement • Culture of continuous improvement 	<ul style="list-style-type: none"> • Observation • Case studies • Individual/ group assignments • projects • Written
5. Expand employed capital base	<ul style="list-style-type: none"> • Employed capital in business • Business share holdings • Types of shares • Shares diversification 	<ul style="list-style-type: none"> • Observation • Case studies • Individual/group assignments

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Role of shareholders • Intrapreneurship • Increasing products and services 	<ul style="list-style-type: none"> • projects • Written • Oral
6. Undertake county/ regional business expansion	<ul style="list-style-type: none"> • Region/ county identification process • Regional/ county laws and regulation • Business regional/county expansion • Regional/ County business expansion • Innovation in business • Business expansion and diversification • Resources for regional/county expansion • Small business Strategic Plan • Computer software in business development • ICT and business growth 	<ul style="list-style-type: none"> • Observation • Case studies • Individual/group assignments • Projects • Written • Oral

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practice by trainee
- Role play
- Case study

Recommended Resources

- Case studies for small businesses
- Business plan templates
- Laptop/ desktop computers
- Internet
- Telephone
- Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: BUS/CU/LIS/BC/05/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate employability skills

Duration of Unit: 48 hours

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead small teams
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Demonstrate workplace ethics

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct self-management	<ul style="list-style-type: none">• Self-awareness• Formulating personal vision, mission and goals• Strategies for overcoming life challenges• Emotional intelligence• Assertiveness versus aggressiveness• Expressing personal thoughts, feelings and beliefs	<ul style="list-style-type: none">• Observation• Written• Oral interview• Third party report

	<ul style="list-style-type: none"> • Developing and maintaining high self-esteem • Developing and maintaining positive self-image • Articulating ideas and aspirations • Accountability and responsibility • Good work habits • Self-awareness • Self-development • Financial literacy • Healthy lifestyle practices 	
2. Demonstrate interpersonal communication	<ul style="list-style-type: none"> • Meaning of interpersonal communication • Listening skills • Types of audience • Writing skills • Reading skills • Meaning of empathy • Understanding customers' needs • Establishing communication networks • Sharing information 	<ul style="list-style-type: none"> • Observation • Written • Oral interview • Third party report
3. Demonstrate critical safe work habits	<ul style="list-style-type: none"> • Stress and stress management • Punctuality and time consciousness • Leisure • Integrating personal objectives into organizational objectives • Resources utilization • Setting work priorities • HIV and AIDS • Drug and substance abuse • Handling emerging issues 	<ul style="list-style-type: none"> • Observation • Written • Oral interview • Third party report
4. Lead a small team	<ul style="list-style-type: none"> • Leadership qualities • Team building • Determination of team roles and objectives • Team performance indicators • Responsibilities in a team 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report

	<ul style="list-style-type: none"> • Forms of communication • Complementing team activities • Gender and gender mainstreaming • Human rights • Maintaining relationships • Conflicts and conflict resolution 	
5. Plan and organize work	<ul style="list-style-type: none"> • Functions of management <ul style="list-style-type: none"> ✓ Planning ✓ Organizing • Time management • Decision making process • Task allocation • Evaluating work activities • Resource utilization • Problem solving • Collecting and organising information 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report
6. Maintain professional growth and development	<ul style="list-style-type: none"> • Opportunities for professional growth • Assessing training needs • Licenses and certifications for professional growth and development • Pursuing personal and organizational goals • Identifying work priorities • Recognizing career advancement 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report
7. Demonstrate workplace learning	<ul style="list-style-type: none"> • Managing own learning • Contributing to the learning community at the workplace • Cultural aspects of work • Variety of learning context • Application of learning • Safe use of technology • Identifying opportunities • Generating new ideas • Workplace innovation • Performance improvement 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report

	<ul style="list-style-type: none"> • Handling emerging issues • Future trends and concerns in learning 	
8. Demonstrate problem solving skills	<ul style="list-style-type: none"> • Problem identification • Problem solving • Application of problem solving strategies • Resolving customer concerns 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report
9. Demonstrate workplace ethics	<ul style="list-style-type: none"> • Meaning of ethics • Ethical perspectives • Principles of ethics • Values and beliefs • Ethical standards • Organization code of ethics • Common ethical dilemmas • Organization culture • Corruption, bribery and conflict of interest • Privacy and data protection • Diversity, harassment and mutual respect • Financial responsibility/accountability • Etiquette • Personal and professional integrity • Commitment to jurisdictional laws • Emerging issues in ethics 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report

Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Projects
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

ENVIRONMENTAL LITERACY

UNIT CODE : BUS/CU/LIS/BC/06/5/A

Relationship to Occupational Standards

This unit addresses the unit standard: Demonstrate environmental literacy.

Duration of Unit: 25 Hours

Unit Description

This unit describes the competencies required to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, identify environmental legislations/conventions for environmental concerns, implement specific environmental programs, monitor activities on environmental protection/programs, analyse resource use and develop resource conservation plans.

Summary of Learning Outcomes

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on environmental protection/Programs
8. Analyse resource use
9. Develop resource conservation plans

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control Environmental Hazard	<ul style="list-style-type: none"><input type="checkbox"/> Purposes and content of Environmental Management and Coordination Act 1999<input type="checkbox"/> Storage methods for environmentally hazardous materials<input type="checkbox"/> Disposal methods of hazardous wastes<input type="checkbox"/> Types and uses of PPE in line with environmental regulations	<ul style="list-style-type: none"><input type="checkbox"/> Written questions<input type="checkbox"/> Oral questions<input type="checkbox"/> Observation of work procedures

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Occupational Safety and Health Standards (OSHS)	
2. Control environmental pollution control	<input type="checkbox"/> Types of pollution <input type="checkbox"/> Environmental pollution control measures <input type="checkbox"/> Types of solid wastes <input type="checkbox"/> Procedures for solid waste management <input type="checkbox"/> Different types of noise pollution <input type="checkbox"/> Methods for minimizing noise pollution	<input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions <input type="checkbox"/> Observation of work procedures <input type="checkbox"/> Role play
3. Demonstrate sustainable resource use	<input type="checkbox"/> Types of resources <input type="checkbox"/> Techniques in measuring current usage of resources <input type="checkbox"/> Calculating current usage of resources <input type="checkbox"/> Methods for minimizing wastage <input type="checkbox"/> Waste management procedures <input type="checkbox"/> Principles of 3Rs (Reduce, Reuse, Recycle) <input type="checkbox"/> Methods for economizing or reducing resource consumption	<input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions <input type="checkbox"/> Observation of work procedures <input type="checkbox"/> Role play
4. Evaluate current practices in relation to resource usage	<input type="checkbox"/> Collection of information on environmental and resource efficiency systems and procedures, <input type="checkbox"/> Measurement and recording of current resource usage <input type="checkbox"/> Analysis and recording of current purchasing strategies. <input type="checkbox"/> Analysis of current work processes to access information and data <input type="checkbox"/> Identification of areas for improvement	<input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions <input type="checkbox"/> Observation of work procedures <input type="checkbox"/> Role play
5. Identify Environmental legislations/	<input type="checkbox"/> Environmental issues/concerns <input type="checkbox"/> Environmental legislations / conventions and local ordinances	<input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions

Learning Outcome	Content	Suggested Assessment Methods
conventions for environmental concerns	<ul style="list-style-type: none"> <input type="checkbox"/> Industrial standard / environmental practices <input type="checkbox"/> International Environmental Protocols (Montreal, Kyoto) <input type="checkbox"/> Features of an environmental strategy 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation of work procedures
6. Implement specific environmental programs	<ul style="list-style-type: none"> <input type="checkbox"/> Community needs and expectations <input type="checkbox"/> Resource availability <input type="checkbox"/> 5s of good housekeeping <input type="checkbox"/> Identification of programs/Activities <input type="checkbox"/> Setting of individual roles /responsibilities <input type="checkbox"/> Resolving problems /constraints encountered <input type="checkbox"/> Consultation with stakeholders 	<ul style="list-style-type: none"> <input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions <input type="checkbox"/> Observation of work procedures <input type="checkbox"/> Role play
7. Monitor activities on Environmental protection/Programs	<ul style="list-style-type: none"> <input type="checkbox"/> Periodic monitoring and Evaluation of activities <input type="checkbox"/> Gathering feedback from stakeholders <input type="checkbox"/> Analysing data gathered <input type="checkbox"/> Documentation of recommendations and submission <input type="checkbox"/> Setting of management support systems to sustain and enhance the program <input type="checkbox"/> Monitoring and reporting of environmental incidents to concerned /proper authorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral questions <input type="checkbox"/> Written tests <input type="checkbox"/> Practical test <input type="checkbox"/> Observation
8. Analyse resource use	<ul style="list-style-type: none"> <input type="checkbox"/> Identification of resource consuming processes <input type="checkbox"/> Determination of quantity and nature of resource consumed 	<ul style="list-style-type: none"> <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Practical test <input type="checkbox"/> Observation

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Analysis of resource flow through different parts of the process. <input type="checkbox"/> Classification of wastes for possible source of resources	
9. Develop resource Conservation plans	<input type="checkbox"/> Determination of efficiency of use/conversion of resources <input type="checkbox"/> Causes of low efficiency of use of resources <input type="checkbox"/> Plans for increasing the efficiency of resource use	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Practical test <input type="checkbox"/> Observation

Suggested Delivery Methods

- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees
- Observations and comments and corrections by trainers

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: BUS/CU/LIS/BC/07/5A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate occupational safety and health practices.

Duration of Unit: 25 Hours

Unit Description

This unit describes the competencies required to comply with regulatory and organizational requirements for occupational safety and health.

Summary of Learning Outcomes

1. Identify workplace hazards and risk
2. Identify and implement appropriate control measures to hazards and risks
3. Implement OSH programs, procedures and policies/guidelines

Learning Outcome	Content	Suggested Assessment Methods
1. Identify workplace hazards and risks	<ul style="list-style-type: none"><input type="checkbox"/> Identification of hazards in the workplace and/or the indicators of their presence<input type="checkbox"/> Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by<input type="checkbox"/> Authorized personnel or agency<input type="checkbox"/> Gathering of OHS issues and/or concerns raised	<ul style="list-style-type: none"><input type="checkbox"/> Oral questions<input type="checkbox"/> Written tests<input type="checkbox"/> Observation of trainees identify hazards and risks
2. Identify and implement appropriate control measure to hazards and risks	<ul style="list-style-type: none"><input type="checkbox"/> Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented<input type="checkbox"/> Appropriate risk controls based on result of OSH hazard evaluation is recommended	<ul style="list-style-type: none"><input type="checkbox"/> Oral questions<input type="checkbox"/> Written tests<input type="checkbox"/> Practical test<input type="checkbox"/> Observation of implementation of control measures

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures	
3. Implement OSH programs, procedures and policies/guidelines	<input type="checkbox"/> Providing information to work team about company OHS program, procedures and policies/guidelines <input type="checkbox"/> Participating in implementation of OSH procedures and policies/guidelines <input type="checkbox"/> Training of team members and advice on OSH standards and procedures <input type="checkbox"/> Implementation of procedures for maintaining OSH-related records	<input type="checkbox"/> Oral questions <input type="checkbox"/> Written <input type="checkbox"/> Practical test <input type="checkbox"/> Observation

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
 - Mask
 - Face mask/shield
 - Safety boots
 - Safety harness
 - Arm/Hand guard, gloves
 - Eye protection (goggles, shield)

- Hearing protection (ear muffs, ear plugs)
- Hair Net/cap/bonnet
- Hard hat
- Face protection (mask, shield)
- Apron/Gown/coverall/jump suit
- Anti-static suits
- High-visibility reflective vest

COMMON LEARNING

PUBLISHING AND BOOKTRADE

UNIT CODE: BUS/OS/LIS/CC/01/5A

Duration of Unit: 200 hours

Relationship to Occupational Standards

This unit covers the competencies required to demonstrate skills in publishing and book trade:

UNIT DESCRIPTION

Competencies includes: demonstrate concepts in publishing and book trade, distinguish partners in publishing and book trade, demonstrate strategies and techniques publishing and book trade, apply regulatory practices in publishing and book trade and apply emerging trends in publishing and book trade

Summary of Learning Outcomes

1. Demonstrate concepts in publishing and book trade
2. Distinguish partners in publishing and book trade
3. Demonstrate strategies and techniques publishing and book trade
4. Apply regulatory practices in publishing and book trade
5. Apply emerging trends in publishing and book trade

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Demonstrate concepts in publishing and book trade	<ul style="list-style-type: none"><input type="checkbox"/> Fundamentals of publishing and book trade<input type="checkbox"/> Meaning of terms<input type="checkbox"/> Development of publishing and book trade in Kenya<input type="checkbox"/> Role and purpose of publishing and book trade<input type="checkbox"/> Publishing production processes and tasks	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Oral questioning<input type="checkbox"/> Written questions<input type="checkbox"/> Practical tests
2. Distinguish partners in publishing and book trade understand	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Stakeholders or partners in publishing and book trade<input type="checkbox"/> Elements of publishing industry and book trade<input type="checkbox"/> Roles and functions of stakeholders in publishing and book trade<input type="checkbox"/> Publishing guidelines and regulations	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Oral questioning<input type="checkbox"/> Written tests<input type="checkbox"/> Practical tests

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Application of regulations and guidelines	
3. Demonstrate strategies and techniques publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Procedures and techniques for publishing and book trade <input type="checkbox"/> Production and classification of books <input type="checkbox"/> Tools and facilities for publishing and book trade <input type="checkbox"/> Personnel and professional practice in Publishing and book trade <input type="checkbox"/> Economics of publishing and book trade	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
4. Apply regulatory practices in publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Laws and regulations guiding publishing and book trade <input type="checkbox"/> Standards and procedures in publishing and book trade <input type="checkbox"/> Roles of professional associations in promoting publishing and book trade	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
5. Apply emerging trends in publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Emerging trends in publishing and book trade <input type="checkbox"/> Role of ICT in publishing and book trade <input type="checkbox"/> Functions of ICT in publishing and book trade <input type="checkbox"/> Potential benefits ICT in publishing and book trade <input type="checkbox"/> New products and services of publishing and book trade	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests

Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstration by trainer
- Field trips
- Practice by the trainee
- Demonstrations
- Simulation/Role play
- Group Discussion

- Presentations
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

CORE UNITS OF LEARNING

CATALOGUING PROCESS

UNIT CODE: BUS/CU/LIS/CR/01/5A

Duration of Unit: 150 hours

Relationship to Occupational Standards

This unit addresses the unit of competency: Perform cataloguing process.

Unit Description

This unit specifies competences required to perform cataloguing process. It includes; creating bibliographic descriptions, selecting cataloguing tools, searching and retrieving bibliographic records, record bibliographic information in card catalogues or database, maintaining cataloguing process and applying cataloguing standards

Summary of Learning Outcomes

1. Create bibliographic descriptions
2. Select cataloguing tools
3. Search and retrieve bibliographic records
4. Record bibliographic information
5. Maintain cataloguing process
6. Apply cataloguing standards

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Create bibliographic descriptions	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Introduce and review cataloguing process<input type="checkbox"/> Rationale of cataloguing information materials<input type="checkbox"/> Cataloguing rules and regulations<input type="checkbox"/> Cataloguing processes and activities<input type="checkbox"/> Basic components and structure of bibliographic records<input type="checkbox"/> Process and nature of cataloguing<input type="checkbox"/> Subject headings and descriptions<input type="checkbox"/> Classification number<input type="checkbox"/> Bibliographic records	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning<input type="checkbox"/> Interview<input type="checkbox"/> Portfolio<input type="checkbox"/> Third party report

Learning Outcome	Content	Suggested Assessment Methods
2. Select cataloguing tools	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Cataloguing procedures <input type="checkbox"/> Cataloguing tools <input type="checkbox"/> Process of cataloguing <input type="checkbox"/> Bibliographic records and metadata details <input type="checkbox"/> Sources of cataloguing tools <input type="checkbox"/> Functions of cataloguing tools	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
3. Retrieve bibliographic records	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Catalogues are searched <input type="checkbox"/> Internal and external catalogues <input type="checkbox"/> Use of bibliographic records	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
4. Record bibliographic information	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Role and purpose of bibliographic information <input type="checkbox"/> Nature of cataloguing process <input type="checkbox"/> Subject headings <input type="checkbox"/> Creation of Bibliographic details <input type="checkbox"/> Assigning of classification number <input type="checkbox"/> Bibliographic formats <input type="checkbox"/> Role and purpose of bibliographic records	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
5. Maintain cataloguing process	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Bibliographic formats of information materials <input type="checkbox"/> Recording bibliographic details <input type="checkbox"/> Editing and updating of bibliographic records <input type="checkbox"/> Access of information materials	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
6. Apply cataloguing standards	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Procedures and rules of cataloguing standards <input type="checkbox"/> cataloguing standard	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report

Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstration by trainer
- Field trips
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

LIBRARY INFORMATION AND DATABASES

UNIT CODE: BUS/OS/LIS/CR/02/5A

Relationship to Occupational Standards: Search library information and data bases

Duration of Unit: 150 hours

UNIT DESCRIPTION

This unit covers the competencies required to search for library information and databases. Competencies include; identifying information database, searching and accessing internet databases and presenting information search results

Summary of Learning Outcomes

1. Identify information database
2. Access internet databases
3. present information search results

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify information database	<ul style="list-style-type: none"> <input type="checkbox"/> Meaning of terms <input type="checkbox"/> Use of databases <input type="checkbox"/> Types of databases <input type="checkbox"/> Procedures of using databases <input type="checkbox"/> Internet, online, electronic and virtual databases <input type="checkbox"/> Sources of internet and online information <input type="checkbox"/> Procedures in accessing and using internet and online information 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
2. Access internet databases	<ul style="list-style-type: none"> <input type="checkbox"/> Meaning of terms <input type="checkbox"/> Internet and online searching process <input type="checkbox"/> Nature and characteristics of databases <ul style="list-style-type: none"> <input type="checkbox"/> Online searching techniques and strategies <input type="checkbox"/> Communication and social media <input type="checkbox"/> Copyright and licensing issues 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report

Learning Outcome	Content	Suggested Assessment Methods
3. Present information results	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Search internet databases <input type="checkbox"/> Information on internet databases <input type="checkbox"/> Range and types of internet databases <input type="checkbox"/> Use of databases <input type="checkbox"/> Search results are evaluated <input type="checkbox"/> Nature and characteristics of databases <input type="checkbox"/> Reference lists <input type="checkbox"/> standard referencing styles <input type="checkbox"/> Customer feedback <input type="checkbox"/> Users need assessment	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report

Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstration by trainer
- Field trips
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes

INFORMATION RESOURCES

UNIT CODE: BUS/OS/LIS/CR/03/5A

Relationship to Occupational Standards: Maintain Information Resources

Duration of Unit: 180 hours

UNIT DESCRIPTION

This unit covers the competencies required to maintain information resources. Competencies includes: analysing information needs, conserving information resources, providing information services and monitoring and evaluating information trends

Summary of Learning Outcomes

1. Analyze information needs
2. Conserve information resources
3. Provide information services
4. Monitor and evaluate information trends.

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Analyze information needs	<input type="checkbox"/> Meaning of term <input type="checkbox"/> Information resources and services <input type="checkbox"/> Concepts of information resources <input type="checkbox"/> Nature and types of information resources <input type="checkbox"/> Acquisition of information resources <input type="checkbox"/> Range and type of information resources and services <input type="checkbox"/> Procedures and policies of information resources and services	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
2. Conserve information resources	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Procedures and standards used <input type="checkbox"/> User Information needs <input type="checkbox"/> Relevant conservation methods and techniques <input type="checkbox"/> Policies of the conservation of the information material	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Procedures and standards of updating information resources <input type="checkbox"/> Types of conservation of the information material	
3. Provide information services	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Data and statistical information <input type="checkbox"/> Information resources and user needs <input type="checkbox"/> Standard procedures for information resources <input type="checkbox"/> Practices and procedures for providing information services <input type="checkbox"/> Information guidelines	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
4. Monitor and evaluate information trends	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Providing information services <input type="checkbox"/> Determine user needs <input type="checkbox"/> Information resource guidelines and regulations <input type="checkbox"/> Emerging new information products and services	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report

Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstration by trainer
- Field trips
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Case studies
- Assignments

Recommended Resources

5. Computers
6. Stationery

7. Charts
8. Video clips
9. Audio tapes
10. Radio sets
11. TV sets
12. LCD projectors

INFORMATION AND RECORDKEEPING PRACTICES

UNIT CODE: BUS/CU/LIS/CR/04/5A

Relationship to Occupational Standards: Perform information and record keeping practices

Duration of Unit: 170 hours

UNIT DESCRIPTION

This unit covers the competencies required to perform information and recordkeeping practices. The competencies include: developing recordkeeping procedures, storing information material, preserving information material, restoring information material and recognizing emerging trends and issues in recordkeeping.

Summary of Learning Outcomes

1. Develop recordkeeping procedures
2. Store information material
3. Preserve information material
4. Restore information material

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Develop recordkeeping procedures	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Introduce information and recordkeeping practices<input type="checkbox"/> Importance of information and recordkeeping practices<input type="checkbox"/> Apply strategies of recordkeeping practices<input type="checkbox"/> Rules and regulations of recordkeeping practices<input type="checkbox"/> Record keeping schedule and plans	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning<input type="checkbox"/> Interview<input type="checkbox"/> Portfolio<input type="checkbox"/> Third party report
2. Store information material	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Records and information processes<input type="checkbox"/> Recordkeeping processes and activities<input type="checkbox"/> Procedures and guidelines recordkeeping practices<input type="checkbox"/> Purpose and functions of storage	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning<input type="checkbox"/> Interview<input type="checkbox"/> Portfolio<input type="checkbox"/> Third party report

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Types of storage of the information material <input type="checkbox"/> Tools and facilities of storage	
3. Preserve information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Provide and maintain records and information <input type="checkbox"/> Rules and regulations of recordkeeping practices <input type="checkbox"/> Maintaining recordkeeping practices <input type="checkbox"/> Record keeping schedule and plan <input type="checkbox"/> Purpose and functions of preservation <input type="checkbox"/> Policies of preservation of information materials <input type="checkbox"/> Tools and facilities in preservation <input type="checkbox"/> Disaster management	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
4. Restore information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Capture and document records <input type="checkbox"/> Inventory process <input type="checkbox"/> Organize and classify records <input type="checkbox"/> Create retention and disposition schedule <input type="checkbox"/> Purpose and functions of restoration of information material <input type="checkbox"/> Principles of restoration of information materials <input type="checkbox"/> Procedures and techniques of restoration Tools	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report

Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstration by trainer
- Field trips
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- Demonstrations
- Simulation/Role play

- Group Discussion
- Presentations
- Case studies
- Assignments

Recommended Resources

13. Computers
14. Stationery
15. Charts
16. Video clips
17. TV sets
18. LCD projectors

SCHOOL LIBRARIES, MEDIA AND DOCUMENTATION CENTRES

UNIT CODE: BUS/OS/LIS/CR/05/5/A

UNIT DESCRIPTION

This unit covers the competencies required to maintain school libraries, media and documentation centres.

Duration of Unit: 150 hours

UNIT DESCRIPTION

This unit covers the competencies required to maintain school libraries, media and documentation centres. Competencies includes: acquiring information materials, cataloguing information materials, providing information access, monitoring and evaluating information services and maintaining information repositories

Summary of Learning Outcomes

1. Acquire information materials
2. Catalogue information materials
3. Provide information access
4. Monitor and Evaluate information services
5. Maintain information repositories

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Acquire information materials	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Introduction school libraries, media and documentation centres<input type="checkbox"/> Role and functions of school libraries, media and documentation centres<input type="checkbox"/> Practices of maintaining school libraries, media and documentation centres<input type="checkbox"/> Information services in school libraries, media and documentation centres<input type="checkbox"/> Methods of acquiring information materials	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning<input type="checkbox"/> Interview<input type="checkbox"/> Portfolio<input type="checkbox"/> Third party report

	<input type="checkbox"/> Basic policies and regulations of acquiring information materials <input type="checkbox"/> Procedures and standards for acquiring information materials <input type="checkbox"/> Procurement policies and activities <input type="checkbox"/> Maintaining information materials <input type="checkbox"/> Procedures and standards for procuring information materials <input type="checkbox"/> Procurement policies and activities	
2. Catalogue information materials	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Subject content of material <input type="checkbox"/> knowledge of general concepts and principles of bibliographic control <input type="checkbox"/> Headings construction <input type="checkbox"/> Nature of cataloguing process <input type="checkbox"/> Subject headings <input type="checkbox"/> Creation of Bibliographic details <input type="checkbox"/> Assigning of classification number	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
3. Provide information access	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Procedures followed in providing information services <input type="checkbox"/> Rules and guidelines for service delivery <input type="checkbox"/> Guiding to information users <input type="checkbox"/> Information dissemination	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
4. Monitor and Evaluate information services	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Information operations and functions <input type="checkbox"/> Creation of statistical reports <input type="checkbox"/> Provide management with reports <input type="checkbox"/> Annual reports and statistics on information services	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report
5. Maintain information repositories	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Types information sources and functions of digital repositories <input type="checkbox"/> Organizational procedures on digital repositories	<input type="checkbox"/> Observation <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Interview <input type="checkbox"/> Portfolio <input type="checkbox"/> Third party report

	<ul style="list-style-type: none"> <input type="checkbox"/> Fundamental principles and practices used to maintain the information centres <input type="checkbox"/> Risks associated with digital repositories <input type="checkbox"/> Accession numbers and records on collection material 	
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Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstration by trainer
- Field trips
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projector