



REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

LIBRARY AND INFORMATION SCIENCE LEVEL 6



TVET CDACC
P.O BOX 15745-00100
NAIROBI

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Council Secretary/CEO

TVET Curriculum Development, Assessment and Certification Council

P.O. Box 15745–00100 Nairobi, Kenya

Email: cdacc.tvet@gmail.com

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. 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 Information 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 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. Eng. Tech. 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

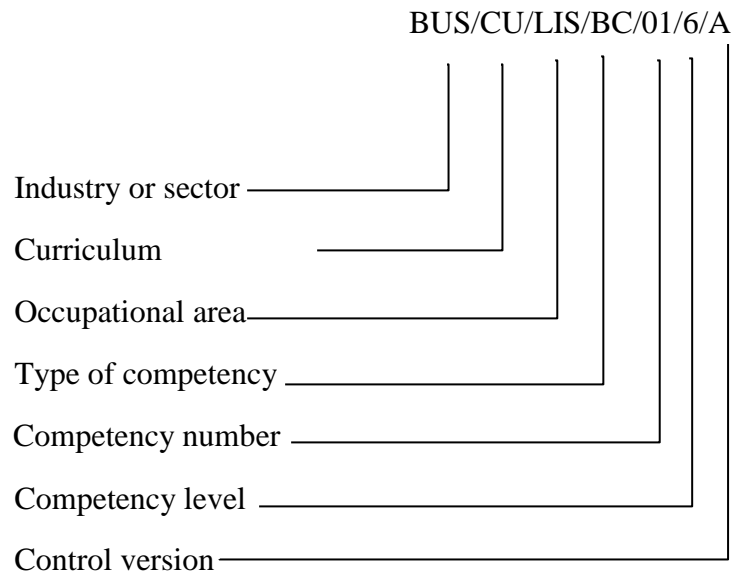
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ACRONYMNS AND ABBREVIATIONS

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
LIS	Library and information science
BC	Basic Competencies
A	Control version

KEY TO UNIT CODE



OVERVIEW

Description of the course

This course is designed to equip a Library and information science technician 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 Factors
BUS/CU/LIS/BC/01/6/A	Communication skills	40	4
BUS/CU/LIS/BC/02/6/A	Numeracy skills	60	6
BUS/CU/LIS/BC/03/6/A	Entrepreneurial skills	100	10
BUS/CU/LIS/BC/04/6/A	Employability skills	80	8
BUS/CU/LIS/BC/05/6/A	Environmental literacy	40	4
BUS/CU/LIS/BC/06/6/A	Occupational safety and health practices	40	4
BUS/CU/LIS/BC/07/6/A	Digital Literacy	60	6
Total		420	42

Common Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factors
BUS/CU/LIS/BC/07/6/A	Publishing and Book trade	140	14
Total		140	14

Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factors
BUS/CU/LIS/BC/01/6/A	Cataloguing	220	22
BUS/CU/LIS/BC/02/6/A	Management of industry knowledge	130	13
BUS/CU/LIS/BC/03/6/A	Search of Library and information database	150	15
BUS/CU/LIS/BC/04/6/A	Analysis of information resource	130	13
BUS/CU/LIS/BC/05/6/A	Subject heading	200	20
BUS/CU/LIS/BC/06/6/A	Copyright compliance and license requirement	110	11
BUS/CU/LIS/BC/07/6/A	Conservation and preservation of information materials	150	15
BUS/CU/LIS/BC/08/6/A	Library and information management system	170	170
BUS/CU/LIS/BC/09/6/A	Records and information management	170	170
	Industrial Attachment	480	48
Total		1,910	191
Grand Total		2,470	249

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

The total duration of the **course is 2,470 hours** (83 weeks at 30 hours per week) inclusive of industrial attachment.

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 C- (C minus)

Or

- b) Level 5 certificate in a related course with **one** year of continuous work experience

Or

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

2. Industrial attachment

An individual enrolled in this course will be required to undergo an industrial attachment in a Cyber security firm for a period of at least 480 hours. Attachment will be undertaken upon completion of the course or the unit of learning.

3. 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.

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 LEARNING

COMMUNICATION SKILLS

UNIT CODE: BUS/CU/LIS/BC/01/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate communication skills

Duration of Unit: 40 hours

Unit Description

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. Meet communication needs of clients and colleagues
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. Meet communication needs of clients and colleagues	<input type="checkbox"/> Communication process <input type="checkbox"/> Modes of communication <input type="checkbox"/> Medium of communication <input type="checkbox"/> Effective communication <input type="checkbox"/> Barriers to communication <input type="checkbox"/> Flow of communication <input type="checkbox"/> Sources of information <input type="checkbox"/> Organizational policies <input type="checkbox"/> Organization requirements for written and electronic communication methods <input type="checkbox"/> Report writing	<input type="checkbox"/> Interview <input type="checkbox"/> Written

	<input type="checkbox"/> Effective questioning techniques (clarifying and probing) <input type="checkbox"/> Workplace etiquette <input type="checkbox"/> Ethical work practices in handling communication <input type="checkbox"/> Active listening <input type="checkbox"/> Feedback <input type="checkbox"/> Interpretation <input type="checkbox"/> Flexibility in communication <input type="checkbox"/> Types of communication strategies <input type="checkbox"/> Elements of communication strategy	
2. Develop communication strategies	<input type="checkbox"/> Dynamics of groups <input type="checkbox"/> Styles of group leadership <input type="checkbox"/> Openness and flexibility in communication <input type="checkbox"/> Communication skills relevant to client groups	<input type="checkbox"/> Interview <input type="checkbox"/> Written
3. Establish and maintain communication pathways	<input type="checkbox"/> Types of communication pathways	<input type="checkbox"/> Interview <input type="checkbox"/> Written
4. Promote use of communication strategies	<input type="checkbox"/> Application of elements of communication strategies <input type="checkbox"/> Effective communication techniques	<input type="checkbox"/> Interview <input type="checkbox"/> Written
5. Conduct interview	<input type="checkbox"/> Types of interview <input type="checkbox"/> Establishing rapport <input type="checkbox"/> Facilitating resolution of issues <input type="checkbox"/> Developing action plans	<input type="checkbox"/> Interview <input type="checkbox"/> Written
6. Facilitate group discussion	<input type="checkbox"/> Identification of communication needs <input type="checkbox"/> Dynamics of groups <input type="checkbox"/> Styles of group leadership <input type="checkbox"/> Presentation of information <input type="checkbox"/> Encouraging group members participation <input type="checkbox"/> Evaluating group communication strategies	<input type="checkbox"/> Interview <input type="checkbox"/> Written
7. Represent the organization	<input type="checkbox"/> Presentation techniques <input type="checkbox"/> Development of a presentation	<input type="checkbox"/> Interview <input type="checkbox"/> Written

	<input type="checkbox"/> Multi-media utilization in presentation <input type="checkbox"/> Communication skills relevant to client groups	
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Suggested Delivery Methods

- Discussion
- Role playing
- Simulation
- Direct instruction
- Practice by trainee

Recommended Resources

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

NUMERACY SKILLS

UNIT CODE: BUS/CU/LIS/BC/02/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate numeracy skills

Duration of Unit: 60 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	<input type="checkbox"/> Fundamentals of mathematics <ul style="list-style-type: none">• Addition, subtraction, multiplication and division of positive and negative numbers• Algebraic expressions manipulation <input type="checkbox"/> Forms of fractions, decimals and percentages <input type="checkbox"/> Expression of numbers as powers and roots	<input type="checkbox"/> Written tests <input type="checkbox"/> Assignments <input type="checkbox"/> Supervised exercises
2. Apply ratios, rates	<input type="checkbox"/> Rates, ratios and proportions	<input type="checkbox"/> Written tests

and proportions to solve problems	<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"> <input type="checkbox"/> Oral questioning <input type="checkbox"/> Assignments <input type="checkbox"/> 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"> <input type="checkbox"/> Assignments <input type="checkbox"/> Supervised exercises <input type="checkbox"/> 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"> <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Practical test <input type="checkbox"/> Observation
5. Use geometry to draw and construct 2D and 3D shapes for	<ul style="list-style-type: none"> ▪ Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations 	

work	<ul style="list-style-type: none"> ▪ 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 	
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 • Judgmental • Tabulation of data <ul style="list-style-type: none"> • Class intervals • Class boundaries • Frequency tables • Cumulative frequency 	<ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Supervised exercises <input type="checkbox"/> Written tests

	<ul style="list-style-type: none"> • Diagrammatic and graphical presentation of data e.g. <ul style="list-style-type: none"> • Histograms • Frequency polygons • Bar charts • Pie charts • Cumulative frequency curves <input type="checkbox"/> 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 <input type="checkbox"/> Curves of first and second degree <ul style="list-style-type: none"> • Plotting • Interpretation 	<ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Supervised exercises <input type="checkbox"/> 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"> <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Practical test <input type="checkbox"/> 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

DIGITAL LITERACY

UNIT CODE:BUS/CU/LIS/BC/03/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate digital literacy

Duration of Unit: 60 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 Assessment Methods
1. Identify computer hardware and software	<input type="checkbox"/> Concepts of ICT <input type="checkbox"/> Functions of ICT <input type="checkbox"/> History of computers <input type="checkbox"/> Components of a computer <input type="checkbox"/> Classification of computers	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral presentation <input type="checkbox"/> Observation
2. Apply security measures to data, hardware and software	<input type="checkbox"/> Data security and control <input type="checkbox"/> Security threats and control measures <input type="checkbox"/> Types of computer crimes <input type="checkbox"/> Detection and protection against computer crimes <input type="checkbox"/> Laws governing protection of ICT	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral presentation <input type="checkbox"/> Observation <input type="checkbox"/> Project
3. Apply computer software in solving tasks	<input type="checkbox"/> Operating system <input type="checkbox"/> Word processing <input type="checkbox"/> Spread sheets	<input type="checkbox"/> Oral questioning <input type="checkbox"/> Observation <input type="checkbox"/> Project

	<input type="checkbox"/> Data base design and manipulation <input type="checkbox"/> Data manipulation, storage and retrieval	
4. Apply internet and email in communication at workplace	<input type="checkbox"/> Computer networks <input type="checkbox"/> Network configurations <input type="checkbox"/> Uses of internet <input type="checkbox"/> Electronic mail (e-mail) concept	<input type="checkbox"/> Oral questioning <input type="checkbox"/> Observation <input type="checkbox"/> Oral presentation <input type="checkbox"/> Written report
5. Apply desktop publishing in official assignments	<input type="checkbox"/> Concept of desktop publishing <input type="checkbox"/> Opening publication window <input type="checkbox"/> Identifying different tools and tool bars <input type="checkbox"/> Determining page layout <input type="checkbox"/> Opening, saving and closing files <input type="checkbox"/> Drawing various shapes using DTP <input type="checkbox"/> Using colour pellets to enhance a document <input type="checkbox"/> Inserting text frames <input type="checkbox"/> Importing and exporting text <input type="checkbox"/> Object linking and embedding <input type="checkbox"/> Designing of various publications <input type="checkbox"/> Printing of various publications	<input type="checkbox"/> Oral questioning <input type="checkbox"/> Observation <input type="checkbox"/> Oral presentation <input type="checkbox"/> Written report <input type="checkbox"/> Project
6. Prepare presentation packages	<input type="checkbox"/> Types of presentation packages <input type="checkbox"/> Procedure of creating slides <input type="checkbox"/> Formatting slides <input type="checkbox"/> Presentation of slides <input type="checkbox"/> Procedure for editing objects	<input type="checkbox"/> Oral questioning <input type="checkbox"/> Observation <input type="checkbox"/> Oral presentation <input type="checkbox"/> Written report <input type="checkbox"/> 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

- Desk top computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices

- Internet access
- Computer software

ENTREPRENEURSHIP EDUCATION

UNIT CODE: BUS/CU/LIS/BC/04/6/A

Relationship to occupational standards

This unit addresses the unit of competency: Demonstrate understanding of entrepreneurship

Duration of unit: 100 hours

Unit Description

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

Summary of Learning Outcomes

1. Demonstrate understanding of who an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop business innovative strategies
7. Develop Business plan

Learning Outcome	Content	Suggested Assessment Methods
1. Demonstrate knowledge of entrepreneurship and self-employment	<ul style="list-style-type: none"><input type="checkbox"/> Importance of self-employment<input type="checkbox"/> Requirements for entry into self-employment<input type="checkbox"/> Role of an Entrepreneur in business<input type="checkbox"/> Contributions of Entrepreneurs to National development	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Case studies<input type="checkbox"/> Individual/group assignments<input type="checkbox"/> Projects<input type="checkbox"/> Written tests

<p>2. Identify entrepreneurship opportunities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Business ideas and opportunities <input type="checkbox"/> Sources of business ideas <input type="checkbox"/> Business life cycle <input type="checkbox"/> Legal aspects of business <input type="checkbox"/> Assessment of product demand <input type="checkbox"/> Business environment <input type="checkbox"/> Factors to consider when evaluating business environment <input type="checkbox"/> Technology in business 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Case studies <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Projects <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report <input type="checkbox"/> Interviews
<p>3. Create entrepreneurial awareness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Forms of businesses <input type="checkbox"/> Sources of business finance <input type="checkbox"/> Factors in selecting source of business finance <input type="checkbox"/> Governing policies on Small Scale Enterprises (SSEs) <input type="checkbox"/> Problems of starting and operating SSEs 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Case studies <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Projects <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report <input type="checkbox"/> Interviews
<p>4. Apply entrepreneurial motivation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Internal and external motivation <input type="checkbox"/> Motivational theories <input type="checkbox"/> Self-assessment <input type="checkbox"/> Entrepreneurial orientation <input type="checkbox"/> Effective communications in entrepreneurship <input type="checkbox"/> Principles of communication <input type="checkbox"/> Entrepreneurial motivation 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Case studies <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Projects <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report <input type="checkbox"/> Interviews

5. Develop business innovative strategies	<input type="checkbox"/> Innovation in business <input type="checkbox"/> Small business Strategic Plan <input type="checkbox"/> Creativity in business development <input type="checkbox"/> Linkages with other entrepreneurs <input type="checkbox"/> ICT in business growth and development	<input type="checkbox"/> Observation <input type="checkbox"/> Case studies <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Projects <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report <input type="checkbox"/> Interviews
6. Develop Business Plan	<input type="checkbox"/> Business description <input type="checkbox"/> Marketing plan <input type="checkbox"/> Organizational/Management plan <input type="checkbox"/> Production/operation plan <input type="checkbox"/> Financial plan <input type="checkbox"/> Executive summary <input type="checkbox"/> Presentation of Business Plan	<input type="checkbox"/> Observation <input type="checkbox"/> Case studies <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Projects <input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Third party report <input type="checkbox"/> Interviews

Suggested Methods of instruction:

1. Direct instruction
2. Project
3. Case studies
4. Field trips
5. Discussions
6. Demonstration
7. Question and answer
8. Problem solving
9. Experiential
10. Internship
11. Team training
12. Guest speakers

Recommended Resources

1. Case studies
2. Business plan templates
3. Computers
4. Overhead projectors
5. Internet
6. Mobile phone

7. Video clips
8. Films
9. Newspapers and Handouts
10. Business Journals
11. Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: BUS/CU/LIS/BC/05/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate employability skills

Duration of Unit: 80 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 a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

Learning Outcomes, Content and Suggested Assessment Methods

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

	<p>self-esteem</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing and maintaining positive self-image <input type="checkbox"/> Setting performance targets <input type="checkbox"/> Monitoring and evaluating performance <input type="checkbox"/> Articulating ideas and aspirations <input type="checkbox"/> Accountability and responsibility <input type="checkbox"/> Good work habits <input type="checkbox"/> Self-awareness <input type="checkbox"/> Values and beliefs <input type="checkbox"/> Self-development <input type="checkbox"/> Financial literacy <input type="checkbox"/> Healthy lifestyle practices <input type="checkbox"/> Adopting safety practices 	
2. Demonstrate interpersonal communication	<ul style="list-style-type: none"> <input type="checkbox"/> Meaning of interpersonal communication <input type="checkbox"/> Listening skills <input type="checkbox"/> Types of audience <input type="checkbox"/> Public speaking <input type="checkbox"/> Writing skills <input type="checkbox"/> Negotiation skills <input type="checkbox"/> Reading skills <input type="checkbox"/> Meaning of empathy <input type="checkbox"/> Understanding customers' needs <input type="checkbox"/> Establishing communication networks <input type="checkbox"/> Assertiveness <input type="checkbox"/> Sharing information 	<input type="checkbox"/>
3. Demonstrate critical safe work habits	<ul style="list-style-type: none"> <input type="checkbox"/> Stress and stress management <input type="checkbox"/> Time concept <input type="checkbox"/> Punctuality and time consciousness <input type="checkbox"/> Leisure <input type="checkbox"/> Integrating personal objectives into organizational objectives <input type="checkbox"/> Resources mobilization <input type="checkbox"/> Resources utilization <input type="checkbox"/> Setting work priorities <input type="checkbox"/> Developing healthy relationships <input type="checkbox"/> HIV and AIDS 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Written <input type="checkbox"/> Oral interview <input type="checkbox"/> Third party report

	<input type="checkbox"/> Drug and substance abuse <input type="checkbox"/> Managing emerging issues	
4. Lead a workplace team	<input type="checkbox"/> Leadership qualities <input type="checkbox"/> Power and authority <input type="checkbox"/> Team building <input type="checkbox"/> Determination of team roles and objectives <input type="checkbox"/> Team parameters and relationships <input type="checkbox"/> Individual responsibilities in a team <input type="checkbox"/> Forms of communication <input type="checkbox"/> Complementing team activities <input type="checkbox"/> Gender and gender mainstreaming <input type="checkbox"/> Human rights <input type="checkbox"/> Developing healthy relationships <input type="checkbox"/> Maintaining relationships <input type="checkbox"/> Conflicts and conflict resolution <input type="checkbox"/> Coaching and mentoring skills	<input type="checkbox"/> Observation <input type="checkbox"/> Oral interview <input type="checkbox"/> Written <input type="checkbox"/> Third party report
5. Plan and organize work	<input type="checkbox"/> Functions of management ✓ Planning ✓ Organizing <input type="checkbox"/> Time management <input type="checkbox"/> Decision making concept <input type="checkbox"/> Task allocation <input type="checkbox"/> Developing work plans <input type="checkbox"/> Developing work goals/objectives and deliverables <input type="checkbox"/> Monitoring work activities <input type="checkbox"/> Evaluating work activities <input type="checkbox"/> Resource mobilization <input type="checkbox"/> Resource allocation <input type="checkbox"/> Resource utilization <input type="checkbox"/> Proactive planning <input type="checkbox"/> Risk evaluation <input type="checkbox"/> Problem solving <input type="checkbox"/> Collecting, analysing and organising information <input type="checkbox"/> Negotiation	<input type="checkbox"/> Observation <input type="checkbox"/> Oral interview <input type="checkbox"/> Written <input type="checkbox"/> Third party report
6. Maintain professional growth and development	<input type="checkbox"/> Avenues for professional growth <input type="checkbox"/> Training and career opportunities <input type="checkbox"/> Assessing training needs	<input type="checkbox"/> Observation <input type="checkbox"/> Oral interview <input type="checkbox"/> Written

	<input type="checkbox"/> Mobilizing training resources <input type="checkbox"/> Licenses and certifications for professional growth and development <input type="checkbox"/> Pursuing personal and organizational goals <input type="checkbox"/> Managing work priorities and commitments <input type="checkbox"/> Recognizing career advancement	<input type="checkbox"/> Third party report
7. Demonstrate workplace learning	<input type="checkbox"/> Managing own learning <input type="checkbox"/> Mentoring <input type="checkbox"/> Coaching <input type="checkbox"/> Contributing to the learning community at the workplace <input type="checkbox"/> Cultural aspects of work <input type="checkbox"/> Networking <input type="checkbox"/> Variety of learning context <input type="checkbox"/> Application of learning <input type="checkbox"/> Safe use of technology <input type="checkbox"/> Taking initiative/proactivity <input type="checkbox"/> Flexibility <input type="checkbox"/> Identifying opportunities <input type="checkbox"/> Generating new ideas <input type="checkbox"/> Workplace innovation <input type="checkbox"/> Performance improvement <input type="checkbox"/> Managing emerging issues <input type="checkbox"/> Future trends and concerns in learning	<input type="checkbox"/> Observation <input type="checkbox"/> Oral interview <input type="checkbox"/> Written <input type="checkbox"/> Third party report
8. Demonstrate problem solving skills	<input type="checkbox"/> Critical thinking process <input type="checkbox"/> Data analysis tools <input type="checkbox"/> Decision making <input type="checkbox"/> Creative thinking <input type="checkbox"/> Development of creative, innovative and practical solutions <input type="checkbox"/> Independence in identifying and solving problems <input type="checkbox"/> Solving problems in teams <input type="checkbox"/> Application of problem-solving strategies <input type="checkbox"/> Testing assumptions	<input type="checkbox"/> Observation <input type="checkbox"/> Oral interview <input type="checkbox"/> Written <input type="checkbox"/> Third party report

	<input type="checkbox"/> Resolving customer concerns	
9. Manage ethical performance	<input type="checkbox"/> Meaning of ethics <input type="checkbox"/> Ethical perspectives <input type="checkbox"/> Principles of ethics <input type="checkbox"/> Ethical standards <input type="checkbox"/> Organization code of ethics <input type="checkbox"/> Common ethical dilemmas <input type="checkbox"/> Organization culture <input type="checkbox"/> Corruption, bribery and conflict of interest <input type="checkbox"/> Privacy and data protection <input type="checkbox"/> Diversity, harassment and mutual respect <input type="checkbox"/> Financial responsibility/accountability <input type="checkbox"/> Etiquette <input type="checkbox"/> Personal and professional integrity <input type="checkbox"/> Commitment to jurisdictional laws <input type="checkbox"/> Emerging issues in ethics	<input type="checkbox"/> Observation <input type="checkbox"/> Oral interview <input type="checkbox"/> Written <input type="checkbox"/> 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/06/6/A

Relationship to Occupational Standards:

This unit addresses the unit standard: **Demonstrate environmental literacy**

Duration of Unit: 40 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, analyze 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. Analyze resource use
9. Develop resource conservation plans

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control environmental hazard	<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 <input type="checkbox"/> Occupational Safety and Health Standards (OSHS)	<input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions <input type="checkbox"/> Observation of work procedures

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/conventions for environmental concerns	<input type="checkbox"/> Environmental issues/concerns <input type="checkbox"/> Environmental legislations /conventions and local ordinances <input type="checkbox"/> Industrial standard /environmental practices <input type="checkbox"/> International Environmental Protocols (Montreal, Kyoto) <input type="checkbox"/> Features of an environmental strategy	<input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions <input type="checkbox"/> Observation of work procedures
6. Implement specific environmental programs	<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	<input type="checkbox"/> Written questions <input type="checkbox"/> Oral questions <input type="checkbox"/> Observation of work procedures <input type="checkbox"/> Role play

	/responsibilities <input type="checkbox"/> Resolving problems /constraints encountered <input type="checkbox"/> Consultation with stakeholders	
7. Monitor activities on Environmental protection/Programs	<input type="checkbox"/> Periodic monitoring and Evaluation of activities <input type="checkbox"/> Gathering feedback from stakeholders <input type="checkbox"/> Analyzing 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	<input type="checkbox"/> Oral questions <input type="checkbox"/> Written tests <input type="checkbox"/> Practical test <input type="checkbox"/> Observation
8. Analyze resource use	<input type="checkbox"/> Identification of resource consuming processes <input type="checkbox"/> Determination of quantity and nature of resource consumed <input type="checkbox"/> Analysis of resource flow through different parts of the process. <input type="checkbox"/> Classification of wastes for possible source of resources.	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral questions <input type="checkbox"/> Practical test <input type="checkbox"/> Observation
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/07/6/A

Relationship to Occupational Standards

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

Duration of Unit: 40 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 Outcomes, Content and Suggested Assessment Methods

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<input type="checkbox"/> Gathering of OSH issues and/or concerns	<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 e.g. use of PPE<input type="checkbox"/> Contingency measures	<ul style="list-style-type: none"><input type="checkbox"/> Oral questions<input type="checkbox"/> Written tests<input type="checkbox"/> Practical tests<input type="checkbox"/> Observation of implementation of control measures
3. Implement OSH programs, procedures and policies/guidelines	<ul style="list-style-type: none"><input type="checkbox"/> Company OSH program, procedures and policies/guidelines<input type="checkbox"/> Implementation of OSH procedures and policies/ guidelines	<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

	<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	
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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 UNITS OF LEARNING

PUBLISHING AND BOOK TRADE MANAGEMENT

UNIT CODE: BUS/CU/LIS/CC/01/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate understanding of publishing and Book trade

Duration of Unit: 140 hours

Unit Description

This unit covers the competencies required to demonstrate understanding of publishing and book trade. Competencies includes: tracing the history of publishing and book trade, understanding the concepts in publishing and book trade, demonstrating understanding in the processes of publishing and book trade, applying regulatory compliance in publishing and book trade, identifying and appreciating the role of professional associations in publishing and book trade, applying ICT in publishing and book trade and recognizing emerging trends in publishing and book trade.

Summary of Learning Outcomes

1. Trace the history of publishing and book trade
2. Understand the concepts in publishing and book trade
3. Demonstrate understanding in the processes of publishing and book trade
4. Apply regulatory compliance in publishing and book trade
5. Identify and appreciate the role of professional associations in publishing and book trade
6. Apply ICT in publishing and book trade

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Trace the history of publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Historical development of publishing and book trade <input type="checkbox"/> Publishing and book trade in Kenya <input type="checkbox"/> Purpose and functions of book trade	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written questions <input type="checkbox"/> Practical tests
2. Understand the concepts in publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Nature and types of publishing firms <input type="checkbox"/> Publishing process <input type="checkbox"/> Departments in publishing <input type="checkbox"/> Partners in book publishing <input type="checkbox"/> Role of language and language policy in publishing	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests <input type="checkbox"/> Practical tests
3. Demonstrate	<input type="checkbox"/> Meaning of terms	<input type="checkbox"/> Observation

Learning Outcome	Content	Suggested Assessment Methods
understanding in the processes of publishing and book trade	<input type="checkbox"/> Procedures and techniques of publishing and book trade <input type="checkbox"/> Classification of book publishing <input type="checkbox"/> Policies and guidelines in book publishing <input type="checkbox"/> Stakeholders in publishing industry <input type="checkbox"/> Tools and facilities used in the publishing industry <input type="checkbox"/> Personnel in the publishing industry <input type="checkbox"/> Professional roles in publishing <input type="checkbox"/> Quality control practices <input type="checkbox"/> Economics of publishing <input type="checkbox"/> Multimedia process in publishing and book trade	<input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
4. Apply regulatory compliance in publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Laws in the publishing industry <input type="checkbox"/> Government policies in publishing <input type="checkbox"/> Application of publishing laws <input type="checkbox"/> Compliance and control	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
5. Identify and appreciate the role of professional associations in publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Professional associations in publishing <input type="checkbox"/> Nature and types of professional associations <input type="checkbox"/> Roles of professional associations <input type="checkbox"/> Codes of ethics in professional associations	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
6. Apply ICT in publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> ICT in publishing and book trade <input type="checkbox"/> Application of ICT in publishing and book trade <input type="checkbox"/> Role of ICT in publishing and book trade <input type="checkbox"/> Impact of ICT in publishing	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
7. Recognize emerging trends in publishing and book trade	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Emerging issues and trends in publishing and book trade <input type="checkbox"/> Digital and online publishing <input type="checkbox"/> Challenges in publishing and book trade <input type="checkbox"/> Coping methods in emerging issues and trends	<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
- Projects
- Case studies
- Assignments

Recommended Resources

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

CORE UNITS OF LEARNING

CATALOGUING

UNIT CODE: BUS/CU/LIS/CR/01/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Perform cataloguing activities

Duration of Unit: 220 hours

Unit Description

This unit covers the competencies required to perform cataloguing activities. Competencies includes; selecting cataloguing tools, searching and retrieving bibliographic details, constructing bibliographic descriptions, recording bibliographic details in card catalogues or database and editing bibliographic records.

Summary of Learning Outcomes

1. Select cataloguing tools
2. Search and retrieve bibliographic details
3. Construct bibliographic descriptions
4. Record bibliographic details in card catalogues or database
5. Edit bibliographic records
6. Provide cataloguing support

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Select cataloguing tools	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Nature and purpose of cataloguing<input type="checkbox"/> Process and activities of cataloguing<input type="checkbox"/> Sources of cataloguing tools<input type="checkbox"/> Basic components and structure of metadata bibliographic records	<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
2. Search and retrieve bibliographic details	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Information and bibliographic searching<ul style="list-style-type: none">• Online and manual searching<input type="checkbox"/> Information access tools<input type="checkbox"/> Library catalogues<ul style="list-style-type: none">• Internal database• External database<input type="checkbox"/> Retrieval and dissemination of bibliographic records	<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
3. Compile bibliographic descriptions	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Subject headings <input type="checkbox"/> Compiling bibliographic details <input type="checkbox"/> Reasons for compiling bibliographic details <input type="checkbox"/> Classification schemes <ul style="list-style-type: none"> • DDC and LC <input type="checkbox"/> Types of bibliographic records <input type="checkbox"/> Different formats of bibliographic records <input type="checkbox"/> Assigning the classification number	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests <input type="checkbox"/> Practical tests
4. Record bibliographic details in card catalogues or database	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Uses of bibliographic records <input type="checkbox"/> Library procedures and guidelines <input type="checkbox"/> Management of bibliographic records <ul style="list-style-type: none"> • Online and manual <input type="checkbox"/> Library rules and regulations	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests <input type="checkbox"/> Practical tests
5. Edit bibliographic records	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Editing of bibliographic details <input type="checkbox"/> Updating of bibliographic records <input type="checkbox"/> Organization and arrangement of bibliographic records	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests <input type="checkbox"/> Practical tests
6. Provide cataloguing support	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Catalogue searching <input type="checkbox"/> Location of materials in the library or other library <input type="checkbox"/> Organization and management of library's collections <input type="checkbox"/> Cataloguing support services	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests <input type="checkbox"/> Practical tests

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
- Projects
- Case studies
- Assignments

Recommended Resources

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

MANAGEMENT OF INDUSTRY KNOWLEDGE

UNIT CODE: BUS/CU/LIS/CR/02/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Manage and maintain industry knowledge

Duration of Unit: 130 hours

Unit Description

This unit covers the competencies required to manage and maintain industry knowledge. Competencies include: undertaking industry research, sourcing and applying information about trends, researching industry structures and operations, disseminating research information and monitoring implementation of research information.

Summary of Learning Outcomes

1. Undertake industry research
2. Source and apply information about trends
3. Research industry structures and operations
4. Disseminate research information
5. Monitor implementation of research information

Learning Outcomes, Content and Suggested Assessment Methods:

Learning Outcome	Content	Suggested Assessment Methods
1. Undertake industry research	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Industry development and research<input type="checkbox"/> Impact of industry development and research<input type="checkbox"/> Role and significance of cultural industries and local communities<input type="checkbox"/> Industry knowledge organizations<input type="checkbox"/> Professional associations<input type="checkbox"/> Industry associations	<ul style="list-style-type: none"><input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning<input type="checkbox"/> Practical tests<input type="checkbox"/> Observation
2. Source and apply information about trends	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Information and information policy<input type="checkbox"/> Impact of information<input type="checkbox"/> Information emerging issues and trends<input type="checkbox"/> Emerging technologies and applications<input type="checkbox"/> Employment and career	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Oral questioning<input type="checkbox"/> Practical tests<input type="checkbox"/> Written tests

	<p>opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organization, communication and presentation of information 	
3. Research industry structures and operations	<ul style="list-style-type: none"> <input type="checkbox"/> Meaning of Terms <input type="checkbox"/> Information of different industry structures and operations <input type="checkbox"/> Philosophies and principles of different industries <input type="checkbox"/> Sustainability and funding models <input type="checkbox"/> Information registration in different industry sectors <input type="checkbox"/> Professional ethics and integrity 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
4. Disseminate research information	<ul style="list-style-type: none"> <input type="checkbox"/> Meaning of teams <input type="checkbox"/> Research information <input type="checkbox"/> Organization policies and library <input type="checkbox"/> Sharing and dissemination of information <input type="checkbox"/> Management of research information 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
5. Monitor implementation of research information	<ul style="list-style-type: none"> <input type="checkbox"/> Meaning of terms <input type="checkbox"/> Implementation process <input type="checkbox"/> Reports and documentation of research information <ul style="list-style-type: none"> • Reports assessment <input type="checkbox"/> Presentation of research information <input type="checkbox"/> Monitoring and evaluation of research information 	<ul style="list-style-type: none"> <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
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- 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

SEARCH OF LIBRARY AND INFORMATION DATABASES

UNIT CODE: BUS/CU/LIS/CR/03/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Search Library and information databases

Duration of Unit: 150 hours

Unit Description

This unit covers the competencies to search library and information databases. Competencies include; identifying and accessing databases, providing access to library information, conducting orientation on use of databases and conducting user need assessment.

Summary of Learning Outcomes

1. Identify and access databases
2. Provide access to library information
3. Conduct orientation on use of database
4. Conduct user need assessment

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify and access databases	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Information databases<ul style="list-style-type: none">Nature and types of databases<input type="checkbox"/> Assessment of information databases<input type="checkbox"/> Selection of databases<input type="checkbox"/> Procedures for access and use of databases<input type="checkbox"/> Copyright and licensing laws	<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
2. Provide access to library information	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Database searching and retrieval<input type="checkbox"/> Features of information databases<input type="checkbox"/> Searching strategies<ul style="list-style-type: none">• Searching techniques for online and manual	<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
3. Conduct orientation on use of database	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Orientation training<input type="checkbox"/> Evaluation of information needs<input type="checkbox"/> Information formats and customer needs<input type="checkbox"/> Referencing and bibliographic styles<input type="checkbox"/> Database analysis	<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
4. Conduct user need assessment	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Customer needs assessment <input type="checkbox"/> Needs assessment and databases <input type="checkbox"/> Factors to consider in conducting needs assessment	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests <input type="checkbox"/> Practical tests

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
- Projects
- Case studies
- Assignments

Recommended Resources

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

ANALYSIS OF INFORMATION RESOURCES

UNIT CODE: BUS/CU/LIS/CR/04/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Analyse information resources

Duration of Unit: 130 hours

Unit Description

This unit covers the competencies required to analyse information resources. Competencies includes identifying description requirements, analysing the needed resources, describing resources and format descriptions and reviewing description practices and procedures

Summary of Learning Outcomes

1. Identify description requirements
2. Analyze the needed resources
3. Describe resources and format descriptions
4. Review description practices and procedures
5. Plan and make decision on analysed information

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify description requirements	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of term<input type="checkbox"/> Information resources and services<ul style="list-style-type: none">Nature and use<input type="checkbox"/> Nature and types of information sources and services<input type="checkbox"/> Information needs<input type="checkbox"/> Information services<input type="checkbox"/> Assessment of customer requirements<input type="checkbox"/> Customer satisfaction<input type="checkbox"/> Policies and regulation<ul style="list-style-type: none">• Customer and organization	<ul style="list-style-type: none"><input type="checkbox"/> Written tests<input type="checkbox"/> Observation<input type="checkbox"/> Oral questioning<input type="checkbox"/> Practical tests
2. Analyze the needed resources	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Subject content of information resources<input type="checkbox"/> Reference information sources<input type="checkbox"/> Principles of information resource description<input type="checkbox"/> Standards and legislation in analysis of	<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
	resources <input type="checkbox"/> Results on information analysis <input type="checkbox"/> Data and information analysis tools	
3. Describe resources and format descriptions	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Classification of information resources and <input type="checkbox"/> Formats of information resources <input type="checkbox"/> Description formats <input type="checkbox"/> Reference structure <ul style="list-style-type: none"> • Information sources and customer needs 	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
4. Review description practices and procedures	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Practices and procedures of managing resources <input type="checkbox"/> Management of customer needs <input type="checkbox"/> Resources description process <input type="checkbox"/> Control, compliance and standards	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests
5. Plan and make decision on analysed information	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Planning <input type="checkbox"/> Organization's goals and objectives <input type="checkbox"/> Factors to be considered in planning and decision making on information analysis results <ul style="list-style-type: none"> • Customers' requirements • Organization goals • Resource availability • Information analysis outcome 	<input type="checkbox"/> Written tests <input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests

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
- Projects
- Case studies
- Assignments

Recommended Resources

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

SUBJECT HEADING

UNIT CODE: BUS/CU/LIS/CR/05/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Provide subject heading

Duration of Unit: 200 hours

Unit Description

This unit covers the competencies required to provide subject heading. Competencies includes; cataloguing library material, classifying library material and maintaining and developing catalogue practice.

Summary of Learning Outcomes

1. Catalogue library material
2. Classify library material
3. Maintain and develop catalogue practice
4. Shelf catalogue material

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Catalogue library material	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of Terms<input type="checkbox"/> Cataloguing process<input type="checkbox"/> Concepts and principles of bibliographic control<input type="checkbox"/> Cataloguing standards, procedures and authority reference materials<input type="checkbox"/> Provide subject heading<input type="checkbox"/> Cataloguing tools and resources	<ul style="list-style-type: none"><input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning<input type="checkbox"/> Practical tests
2. Classify library material	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Classification process<input type="checkbox"/> Classification tools and resources<input type="checkbox"/> Classification schemes<ul style="list-style-type: none">• Categories• Types<input type="checkbox"/> Assignment of call number<input type="checkbox"/> Online cataloguing and shelf-list	<ul style="list-style-type: none"><input type="checkbox"/> Oral questioning<input type="checkbox"/> Written tests<input type="checkbox"/> Practical tests
3. Maintain and develop catalogue practice	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Modern cataloguing practices<input type="checkbox"/> Cataloguing system operation and procedures	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Procedures in management of materials and holdings <ul style="list-style-type: none"> • National • County • Organizational <input type="checkbox"/> Cataloguing practices legislations and regulations	
4. Shelf catalogue material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Organization catalogue materials <input type="checkbox"/> Call number <input type="checkbox"/> Shelving procedure <input type="checkbox"/> Shelf reading and location of materials	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests

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
- Projects
- Case studies
- Assignments

Recommended Resources

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

COPYRIGHT COMPLIANCE AND LICENSE REQUIREMENT

UNIT CODE: BUS/CU/LI/CR/06/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Monitor compliance with copyright and license requirement

Duration of Unit: 110 hours

Unit Description

This unit specifies the competencies required to monitor compliance with copyright and license requirement. It includes: ensuring compliance with copyright legislation, monitoring licenses for digital rights management, assessing risks associated with copyright, documenting the copyright risks and sensitizing users on copyright laws.

Summary of Learning Outcomes

1. Comply with copyright laws
2. Monitor licenses for digital rights management
3. Assess risks associated with copyright laws
4. Document the copyright risks
5. Sensitize users on copyright laws

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Comply with copyright laws	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Copyright laws<input type="checkbox"/> Purpose and application of copyright laws<input type="checkbox"/> Copyright laws relevant to libraries, information centres and cultural institutions<input type="checkbox"/> Procedures, policies and guidelines in copyright laws<input type="checkbox"/> Copyright law infringement and other legislative obligations<input type="checkbox"/> Legal and economic implications	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Oral questioning<input type="checkbox"/> Practical tests<input type="checkbox"/> Written tests
2. Monitor licenses for digital rights management	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Information materials and licensing<input type="checkbox"/> Organizational protocol regarding licenses<input type="checkbox"/> Digital rights management and implications<input type="checkbox"/> Licensing agreements and outsourcing of electronic resources	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Oral questioning<input type="checkbox"/> Practical tests<input type="checkbox"/> Written tests

Learning Outcome	Content	Suggested Assessment Methods
	<input type="checkbox"/> Responsibilities in licensing and digital rights management <input type="checkbox"/> Orientation of customers	
3. Assess risks associated with copyright laws	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Organizational procedures and policies for accepting donations, sponsorship and culturally sensitive materials <input type="checkbox"/> Copyright and licenses associated with donations, sponsorship and culturally sensitive materials <input type="checkbox"/> Orientation of personnel	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
4. Document the copyright risks	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Policy on copyright risks <input type="checkbox"/> Policy on risks of infringement of copyright laws <input type="checkbox"/> Opportunities and strategies <input type="checkbox"/> Documentation on risks of infringement of copyright laws	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
5. Sensitize users on copyright laws	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Orientation of customers on copyright laws <input type="checkbox"/> Orientation of customers on plagiarism check and referencing	<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
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- 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

INTEGRATED LIBRARY AND INFORMATION MANAGEMENT SYSTEM

UNIT CODE: BUS/CU/LIS/CR/07/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Manage library and information management system

Duration of Unit: 170 hours

Unit Description

This unit covers the competencies required to manage library and information management system. Competencies include: Plan and manage automation process, perform automation functions, perform software automation and perform computer hardware services

Summary of Learning Outcomes

1. Plan and manage automation process
2. Perform automation functions
3. Perform Software Automation
4. Perform computer hardware service

Learning Outcomes, Content and Suggested Assessment Methods:

Learning Outcome	Content	Suggested Assessment Methods
2. Plan and manage automation process	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Planning and management of automation process<input type="checkbox"/> Automation information functions and operations<input type="checkbox"/> Automation policies and guidelines<input type="checkbox"/> Training on automation process<input type="checkbox"/> Preparation of financial and budgeting plans	<ul style="list-style-type: none"><input type="checkbox"/> Written tests<input type="checkbox"/> Oral questioning<input type="checkbox"/> Observation<input type="checkbox"/> Practical tests
3. Perform automation functions	<ul style="list-style-type: none"><input type="checkbox"/> Meaning of terms<input type="checkbox"/> Automation process and functionalities<input type="checkbox"/> Standards and procedures of automation process<input type="checkbox"/> Automation modules of the information system<input type="checkbox"/> Provision of information services	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Oral questioning<input type="checkbox"/> Practical tests<input type="checkbox"/> Written tests

	<input type="checkbox"/> Maintenance and support of automation process and operations	
4. Perform Software Automation	<input type="checkbox"/> Provision of automated information services <input type="checkbox"/> Management of automation modules and databases <input type="checkbox"/> Creation, maintenance and support of databases <input type="checkbox"/> Database administration <input type="checkbox"/> Software development and outsourcing <input type="checkbox"/> Information security procedures <input type="checkbox"/> Implementation backup strategy <input type="checkbox"/> Data loss prevention measures <input type="checkbox"/> Contingency plans communication strategy	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Observation <input type="checkbox"/> Practical tests
5. Perform computer hardware service	<input type="checkbox"/> Computer maintenance <input type="checkbox"/> Maintenance computer servers <input type="checkbox"/> Automation of computer networking <input type="checkbox"/> Process and procedures of outsourcing computer services	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning <input type="checkbox"/> Observation <input type="checkbox"/> Practical tests
6. Evaluate functionality of ILMS	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Risk calculation <input type="checkbox"/> Implementation of security operation centres for threat monitoring <input type="checkbox"/> SOC operators training <input type="checkbox"/> Risk profile update	<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
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- 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

RECORDS AND INFORMATION MANAGEMENT

UNIT CODE: BUS/CU/LIS/CR/08/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Manage records and information

Duration of Unit: 170 hours

Unit Description

This unit covers the competencies required to manage records and information. Competencies includes: Competencies includes: establishing regulatory and social environment, determining principal areas of risk requiring recordkeeping strategy, determining record requirements for each business function and establishing recordkeeping framework for organization.

Summary of Learning Outcomes

1. Establish regulatory and social environment
2. Determine principal areas of risk requiring recordkeeping strategy
3. Determine record requirements for each business function
4. Establish recordkeeping framework for organization

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Establish regulatory and social environment	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Principles of records and information management <input type="checkbox"/> Legal and regulatory frameworks <input type="checkbox"/> Implications of legislation <input type="checkbox"/> Recordkeeping operations and services <input type="checkbox"/> Documentation of organizational functions <input type="checkbox"/> Social context in the organization	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
2. Determine principal areas of risk requiring recordkeeping strategy	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Recordkeeping strategies and practices <input type="checkbox"/> Needs assessment and analysis <input type="checkbox"/> Documentation of regulatory requirements and legal liabilities <input type="checkbox"/> Risks and liabilities in recordkeeping <input type="checkbox"/> Development frameworks and policies	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
3. Determine record	<input type="checkbox"/> Meaning of terms	<input type="checkbox"/> Observation

Learning Outcome	Content	Suggested Assessment Methods
requirements for each business function	<input type="checkbox"/> Risk management analysis <input type="checkbox"/> Process of records and information management <input type="checkbox"/> Compliance, procedures and standards <input type="checkbox"/> Formats of records and information	<input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
4. Establish recordkeeping framework for organization	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Roles and responsibilities of a records personnel <input type="checkbox"/> Regulatory requirements and industry standards <input type="checkbox"/> Policies and procedures in recordkeeping <input type="checkbox"/> Integration of recordkeeping practices <input type="checkbox"/> Professional ethics and integrity <input type="checkbox"/> Documentation of frameworks <input type="checkbox"/> Personnel in records and information management	<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
- Charts and Audio-visual presentations
- On-job-training
- Practice by the trainee
- 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

CONSERVATION AND PRESERVATION OF INFORMATION MATERIALS

UNIT CODE: BUS/CU/LIS/CR/09/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Conservation and preservation of information materials

Duration of Unit: 150 hours

Unit Description

This unit covers the competencies required to conserve and preserve information materials. Competencies include; determining the nature of the information, identifying deterioration of information material, Conserving information material, Preserving information material, restoring information material, performing reprography of information material, storing information material, applying ICT in conservation and preservation of information material and recognizing emerging trends and issues in material conservation and preservation.

Summary of Learning Outcomes

1. Determine the nature of information material
2. Identify deterioration of information material
3. Conserve information material
4. Preserve information material
5. Restore information material
6. Store information material
7. Perform reprography of the information material
8. Apply ICT in conservation and preservation of information material
9. Recognize emerging trends and issues in material conservation and preservation

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Determine the nature of information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Creation of information materials <input type="checkbox"/> Types and forms of information materials <input type="checkbox"/> Features of information materials	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Written tests

3. Identify deterioration of information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Process of deterioration of information material <input type="checkbox"/> Types and forms of deterioration <input type="checkbox"/> Causes and agents of deterioration <input type="checkbox"/> Effects of deterioration of information materials <input type="checkbox"/> Test and evaluation procedures	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
2. Conserve information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Conservation of information material <input type="checkbox"/> Nature and purpose and of conservation <input type="checkbox"/> Conservation methods and techniques <input type="checkbox"/> Principles of conservation <input type="checkbox"/> Conservation process; <ul style="list-style-type: none"> • Conservation tools and facilities • Policies 	<input type="checkbox"/> Written tests <input type="checkbox"/> Oral questioning
4. Preserve information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Preservation process <input type="checkbox"/> Purpose and functions of preservation of information materials <input type="checkbox"/> Policies and guideline <input type="checkbox"/> Preservation tools and facilities <input type="checkbox"/> Disaster management and preservation <input type="checkbox"/> User education different information materials	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
5. Restore information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Restoration process <input type="checkbox"/> Purpose and function of restoration of information materials <input type="checkbox"/> Principles of restoration of information materials <input type="checkbox"/> Procedures and techniques <input type="checkbox"/> Restoration tools and facilities <input type="checkbox"/> Restoration of different information materials	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
6. Perform reprography of the information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Process of reproducing information materials <input type="checkbox"/> Methods of reprography <input type="checkbox"/> Purpose and functions reprography <input type="checkbox"/> Principles of reprography <input type="checkbox"/> Procedures and techniques of reprography	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests

	process <input type="checkbox"/> Tools and facilities of reprography	
7. Store information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Purpose and functions of storage of information materials <input type="checkbox"/> Types of storage of information materials <input type="checkbox"/> Methods of storage of information materials <input type="checkbox"/> Principles of storage of information materials <input type="checkbox"/> Tools and facilities	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
8. Apply ICT in conservation and preservation of information material	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Purpose of ICT in preservation of information materials <input type="checkbox"/> Application of ICT in conservation of information materials <input type="checkbox"/> Green conservation and preservation of information materials <input type="checkbox"/> ICT principles and practices in material conservation and preservation	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests
9. Recognize emerging trends and issues in material conservation and preservation	<input type="checkbox"/> Meaning of terms <input type="checkbox"/> Emerging issues and trends in information material conservation and preservation <input type="checkbox"/> Innovation and creativity <input type="checkbox"/> Challenges and solution <input type="checkbox"/> Coping with trend in material conservation and preservation	<input type="checkbox"/> Observation <input type="checkbox"/> Oral questioning <input type="checkbox"/> Practical tests <input type="checkbox"/> Written tests <input type="checkbox"/>

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
- Projects
- Case studies

- Assignments

Recommended Resources

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