REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

LIBRARY AND INFORMATION SCIENCE ASSISTANT

LEVEL 5

TVET CDACC
P.O BOX 15745-00100
NAIROBI

First published 2019

Copyright © TVET CDACC

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 of Kenya's development blueprint, Vision 2030 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 of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for developing a competency-based curriculum for Library and Information Science Assistant. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the library and information science sector's growth and 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. EngTech.
CHAIRMAN, TVET CDACC

ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Library and Information Science Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

CHAIRMAN
LIBRARY AND INFORMATION SCIENCE SECTOR SKILLS ADVISORY COMMITTEE
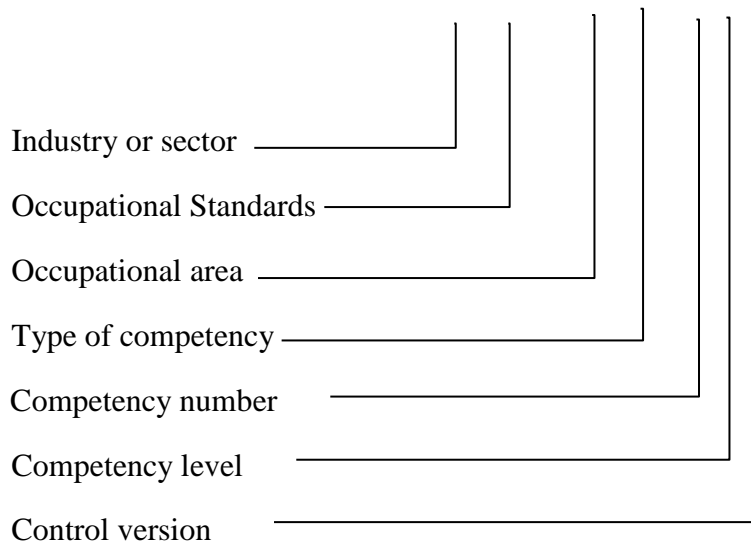
TABLE OF CONTENT

ACRONYMS

KABSA	Kenya African Booksellers and Stationers Association
KPA	Kenya Publishers Association
CDACC	Curriculum Development Assessment and Certification Council
KNLS	Kenya National Library Services
CU	Curriculum
BC	Basic Competency
CC	Core Competency
CO	Common Units
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
OSHA	Occupation Safety and Health Act
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training
SOP	Standard operating procedures
BUS	Business
OS	Occupational Standards
LIS	Library and information science
A	Control Version

KEY TO UNIT CODE

BUS/OS/LIS/BC/01/5 A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Control version

OVERVIEW

The Library and Information Science level 5 qualification consist of competencies that a person must achieve. These responsibilities comprise the units of competency of Library and Information Science level 5 which include the following basic, common and core competencies:

BASIC COMPETENCIES

Unit of Competency Code	Unit Of Competency Title
BUS/OS/LIS/BC/01/5A	Demonstrate Communication Skills
BUS/OS/LIS/BC/02/5A	Demonstrate Numeracy Skills
BUS/OS/LIS/BC/03/5A	Demonstrate Digital Literacy
BUS/OS/LIS/BC/04/5A	Demonstrate Entrepreneurial Skills
BUS/OS/LIS/BC/05/5A	Demonstrate Employability Skills
BUS/OS/LIS/BC/06/5A	Demonstrate Environmental Literacy
BUS/OS/LIS/BC/07/5A	Demonstrate Occupational Safety and Health Practices

COMMON COMPETENCIES

Unit of Competency Code	Unit of Competency Title
BUS/OS/LIS/CC/01/5A	Demonstrate skills in publishing and book trade

CORE COMPETENCIES

Unit Code	Unit title
BUS/CU/LIS/CR/01/5A	Perform cataloguing process
BUS/CU/LIS/CR/02/5A	Search library information and database
BUS/CU/LIS/CR/03/5A	Maintain information resources
BUS/CU/LIS/CR/04/5A	Perform information and recordkeeping practice
BUS/CU/LIS/CR/05/5A	Maintain school libraries, media and documentation centres

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS
UNIT CODE: BUS/OS/LIS/BC/01/5A

UNIT DESCRIPTION
This unit covers the competencies required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups and contribute to the development of communication strategies.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the Range*
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching ineffective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Participate in interviewing process	3.1 A range of appropriate communication strategies are employed in *interview situations* 3.2 Records of interviews are made and maintained in accordance to organizational procedures

	3.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated
4. Facilitate group discussions	4.1 Mechanisms which enhance effective group interaction is defined and implemented 4.2 Strategies which encourage all group members to participate are used routinely 4.3 Objectives and agenda for meetings and discussions are routinely set and followed 4.4 Relevant information is provided to group to facilitate outcomes 4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 4.6 Specific communication needs of individuals are identified and addressed
5. Represent the organization	5.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 5.2 Presentation is clear and sequential and delivered within a predetermined time 5.3 Utilize appropriate media to enhance presentation 5.4 Differences in views are respected 5.5 Written communication is consistent with organizational standards 5.6 Inquiries are responded in a manner consistent with organizational standard

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
Communication strategies include but not limited to:	• Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request • Translation

	• Restructuring
	• Approximation
	• Generalization
Effective group interaction includes but not limited to:	• Identifying and evaluating what is occurring within an interaction in a non-judgmental way
	• Using active listening
	• Making decision about appropriate words, behavior
	• Putting together response which is culturally appropriate
	• Expressing an individual perspective
	• Expressing own philosophy, ideology and background and exploring impact with relevance to communication
	• Openness and flexibility in communication
Situations include but not limited to:	• Establishing rapport
	• Eliciting facts and information
	• Facilitating resolution of issues
	• Developing action plans
	• Diffusing potentially difficult situations

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Effective communication process
- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization

Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups and different styles of group leadership

- Communication skills relevant to client groups
- Flexibility in communication
- Communication skills relevant to client groups

DEMONSTRATE NUMERACY SKILLS
UNIT CODE: BUS/OS/LIS/BC/02/5A

Unit Description

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific information in highly familiar tables, graphs and charts for work.

ELEMENTS AND PERFORMANCE CRITERIA

Element	Performance Criteria
These describe the key outcomes which make up workplace function	*These are assessable statements which specify the required level of performance for each of the elements.* ***Bold and italicized terms are elaborated in the Range***
1. Use whole numbers and money up to one hundred thousand for work	1.1 Whole numbers and money amounts up to 100,000 in highly familiar workplace documents and tasks are named and read
	1.2 Understanding of place value and the role of zero is demonstrate
	1.3 Halves are recognised and understood in workplace
	1.4 Whole numbers and money amounting up to 100,000 are organised in size order and are compared
	1.5 Counting done in number groups
	1.6 Addition and subtraction of whole numbers and money up to 100,000 done in accordance to workplace requirement
	1.7 Links between operations of addition and subtraction are clearly described
	1.8 Reasonableness of outcome with prompting and support is checked
	1.9 Numerical information is recorded and the result of the task is communicated using informal language and symbolism

Element	Performance Criteria
These describe the key outcomes which make up workplace function	*These are assessable statements which specify the required level of performance for each of the elements.* **Bold and italicized terms are elaborated in the Range**
2. Locate, compare and use highly familiar measurement for work	2.1 Measurements in highly familiar workplace documents and tasks are located 2.2 Different units of measurements and their uses are identified 2.3 The comparative relationship between the units of measurement identified 2.4 Understanding of conservation of amounts is demonstrated 2.5 Informal language is used to compare measurements 2.6 Digital time is well read and am and pm used in reference to time 2.7 Calendar used appropriately to record information 2.8 Basic measurement information is well read and recorded 2.9 Additions and subtraction of simple quantities done in workplace
3. Use highly familiar maps and diagrams for work	3.1 Familiar items or places are located in highly familiar maps and diagrams 3.2 Simple symbols and pictorial representations are identified in highly familiar maps and diagrams 3.3 Simple oral directions are given to locate objects 3.4 Simple oral directions followed to locate objects 3.5 Understanding of informal directional language is demonstrated
4. Complete relevant work-related documents	4.1 Range of forms relating to conditions of employment are completed accurately and legibly 4.2 Workplace data is recorded on standard workplace forms and documents 4.3 Basic mathematical processes are used for routine calculations 4.4 Errors in recording information on forms/ documents are identified and properly acted upon 4.5 Reporting requirements to supervisor are completed according to organizational guidelines

Element	Performance Criteria
These describe the key outcomes which make up workplace function	*These are assessable statements which specify the required level of performance for each of the elements.* ***Bold and italicized terms are elaborated in the Range***
5. Locate specific Information in highly familiar tables, graphs and charts for work	5.1 Features of simple tables identified 5.2 Specific numerical information located in highly familiar tables using grid movement (up and down columns and across rows) and key 5.3 Numerical information and data in highly familiar tables compared using appropriate informal language 5.4 Information related to relevant workplace tasks 5.5 Features of simple graphs and charts identified 5.6 Specific numerical information located in highly familiar graphs and charts 5.7 Numerical information and data compared using appropriate informal language

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range *May include but not limited to:*
1. Measuring instruments	1.1 Rulers 1.2 Watches/clocks 1.3 Scales 1.4 Thermometers 1.5 AVO meter
2. Common two - dimensional shapes	2.1 Round/circle 2.2 Square 2.3 Rectangular 2.4 Triangle

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency

Required Skills

The individual needs to demonstrate the following skills:

- Applying Fundamental operations (addition, subtraction, division, multiplication)
- Using calculator

- Using different measuring tools

Required Knowledge

The individual needs to demonstrate knowledge of:
- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables and graphs

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Measured objects or materials as per job requirements
	1.2 Used calculator to perform the four fundamental operations
	1.3 Performed calculations involving money up to one hundred thousand
	1.4 Performed conversions between hours, minutes and seconds
	1.5 Calculated area and volume of regular shapes
	1.6 Created tables and graphs to represent and interpret information
2. Resource Implications	2.1 Calculator
	2.2 Basic measuring instruments
3. Methods of Assessment	4.1 Direct Observation
	4.2 Oral interview
	4.3 Written test
4. Context of Assessment	Competency may be assessed in an off the job setting

5. Guidance Information for Assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE DIGITAL LITERACY
UNIT CODE: BUS/OS/LIS/BC/03/5A

Unit Description

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smart phones, tablets, laptops and desktop PCs for purposes of communication and performing work related tasks at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

Element *These describe the key outcomes which make up workplace function*	Performance Criteria *These are assessable statements which specify the required level of performance for each of the elements.* ***Bold and italicized terms are elaborated in the Range***
1. Identify computer software and hardware	1.1 *Computer software* are identified according to manufacturer's specification 1.2 *Appropriate computer hardware* is identified according to manufacturer's specification
2. Apply security measures to data, hardware, software	2.1 *Data security and privacy are classified* in accordance to the technological situation 2.2 *Security and control measures* are applied in accordance to laws governing protection of ICT 2.3 Computer threats and crimes are detected.
3. Apply computer software in solving tasks	3.1 Basic *word processing concepts* are applied in resolving workplace tasks 3.2 *Word processing utilities* are applied in accordance to workplace procedures 3.3 Data is manipulated on worksheet in accordance to office procedures
4. Apply internet and email in communication at workplace	4.1 Electronic mail is applied in workplace communication in accordance to office procedures 4.2 Office internet functions are defined and executed in accordance to office procedures 4.3 *Network configuration* and uses are determined in accordance to office operations procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
	May include but are not limited to:
1. Computer software	1.1 A collection of instructions that enable the user to interact with a computer, its hardware, or perform tasks. 1.2 Computer tools that will help computer users interact with the hardware in a computer.
2. Computer hardware	2.1 Collection of physical parts of a computer system. This includes the computer case, monitor, keyboard, and mouse and all the parts inside the computer case, such as the hard disk drive, motherboard, video card,
3. Data Security and Privacy	3.1 Confidentiality of data 3.2 Cloud computing 3.3 Integrity -but-curious data serving
4. Security and Control Measures	4.1 Counter measures and risk reduction 4.2 Cyber threat issues 4.3 Risk management Integrity -but-curious data serving
5. Word Processing Concepts	Using a special program to create, edit, and print documents
6. Network Configuration	Organizing and maintaining information on the components of a computer network

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit of competency.

Required Skills
The individual needs to demonstrate the following skills:
- Analytical skills
- Interpretation
- Typing
- Communication
- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Input and output devices
- Central processing Unit (CPU)
- Peripherals
- Storage Media
- Software concept
- Types of concept
- Function of computer software
- Data security and privacy
- Security threats and control measures
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
  - Functions and concepts of word processing.
  - Documents and tables creation and manipulations
  - Mail merging
  - Word processing utilities
- Spread sheet;
  - Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
- Networking and Internet;
  - Meaning, functions and uses of networking and internet.
  - Electronic mail and world wide web
- Emerging trends and issues in ICT;
  - Identify and apply emerging trends and issues in ICT
  - Challenges posed by emerging trends and issues

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Identified input, output, CPU and storage media devices of computers in accordance to computer specification
	1.2 Identified concepts, types and functions of computer software according to operation manual
	1.3 Identified and controlled security threats

		1.4 Detected and protected computer crimes
		1.5 Applied word processing in office tasks
		1.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures
		1.7 Used Electronic Mail for office communication as per workplace procedure
		1.8 Applied internet and World Wide Web for office tasks in accordance to office procedures
		1.9 Applied laws governing protection of ICT
2.	Resource Implications	2.1 Smartphones
		2.2 Tablets
		2.3 Laptops and
		2.4 Desktop PCs
		2.5 Desktop computer
		2.6 Lap top
		2.7 Calculator
		2.8 Internet
		2.9 Smart phone
		2.10 Operations Manuals
3.	Methods of Assessment	Competency may be assessed through:
		3.1 Written test
		3.2 Demonstration
		3.3 Practical assignment
		3.4 Interview/oral questioning
		3.5 Demonstration
4.	Context of Assessment	Competency may be assessed in an off and on the job setting
5.	Guidance Information for Assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE : BUS/OS/LIS/BC/04/5A
UNIT DESCRIPTION

This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Develop business Innovative strategies	1.1 Business innovation strategies are determined in accordance with the organization strategies 1.2 Business innovative strategies are implemented for the purpose of business growth 1.3 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting ***strategic directions***. 1.4 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions 1.5 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information 1.6 ***Business/corporate plan*** is developed that sets out tactics, resource implications, timeframes, production and sales target
2. Develop new products/ markets	2.1 Alternative product/service offerings are canvassed and studied for feasibility 2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed. 2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.

3.	Expand customers and product lines	3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment. 3.2 Competitive advantage of existing products and services is maintained/enhanced through responsive advocacies and strategies. 3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.
4.	Motivate staff/workers	4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise 4.2 Flow of communications in both directions is encouraged 4.3 Helpful mechanisms and benefits are implemented 4.4 Issues/problems are proactively resolved through win-win solutions wherever practicable
5.	Expand employed capital base	5.1 Capital employed in business is continuously reviewed as per the strategic plan 5.2 Business share holdings are reviewed in accordance with the type of business 5.3 Capital employed is expanded according to organization procedures 5.3 Types of shares are determined according to strategic plan 5.4 Shares diversification process is undertaken as per office procedures 5.5 Role of shareholders is determined and implemented in accordance organization procedures
6.	Undertake county/ regional business expansion	6.1 Regions for expansion are continuously reviewed in accordance with strategic plan and company's expansion plan 6.2 County business regulations are reviewed and adhered to in accordance with set procedures 6.3 Regional laws and regulations are adhered to in accordance with set procedures 6.4 County/regional business expansion is undertaken in accordance with organization's growth/ expansion plan

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Strategic directions include but not limited to:	1.1 Business continuity and succession 1.2 Resource access security

	1.3 Core competencies development 1.4 New developments e.g. technological change, new products
2. Business/Corporate plan include but not limited to:	2.1 Action steps and responsibilities of departments and individual workers 2.2 Resource requirements and budget 2.3 Tactics and strategies to achieve objectives
3. Helpful mechanisms include but not limited to:	3.1 Wage and non-wage benefits 3.2 Employee awards and recognition systems 3.3 Employee rights and welfare policies 3.4 Full-disclosure/transparency policies

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit of competency.

Required Skills
The individual needs to demonstrate the following skills:
- Assessing a range of alternative products and strategies
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Identifying changing consumer preferences and demographics
- Thinking "outside the box"
- Ensuring quality consistency
- Reducing lead time to product/service delivery
- Managing operations/ production
- Using formal problem-solving procedures, e. g., root-cause analysis, six sigma
- Communication skills
- Applying motivational principles, e. g., positive stroking, behavior modification
- Assessing range of alternatives rather than choosing the easiest option
- Achieving ownership and credibility for the enterprise vision
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Developing solutions and practical strategies which are "outside the box"

Required Knowledge
The individual needs to demonstrate knowledge of:
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution

- Health, safety and environment (HSE) principles and requirements
- Public-relations strategies
- Basic cost-benefit analysis
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Employee assistance
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Mechanisms in the enterprise
- Market and feasibility studies
- Local and global supply chains Business models and strategies
- Government and regulatory processes
- Local and international business environment
- Concepts of change management
- Relevant developments in other industries
- Capital employed
- Regional/ County business expansion
- Innovation in business

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business 1.4 Demonstrated basic marketing skills
2. Resource Implications	The following resources should be provided: 2.1 Interview guide for entrepreneurs 2.2 Enterprise workers and third parties 2.3 Materials and location relevant to the proposed activity and tasks

3. Methods of Assessment	3.1 Case problems 3.2 Interview 3.3 Portfolio 3.4 Third part reports
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE EMPLOYABILITY SKILLS

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

UNIT DESCRIPTON

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are managed as per workplace requirements 1.3 Individual performance is evaluated and monitored according to the agreed targets. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for own actions are demonstrated. 1.6 Self-esteem and a positive self-image are developed and maintained. 1.7 Time management, attendance and punctuality are observed as per the organization policy. 1.8 Goals are managed as per the organization's objective 1.9 Self-strengths and weaknesses are identified as per ***personal objectives*** 1.10 Critics are managed as per personal objectives
2. Demonstrate interpersonal communication	2.1 Listening and understanding is demonstrated as per communication policy

		2.2 Writing to the needs of the audience is demonstrated as per communication policy
		2.3 Speaking, reading and writing is demonstrated as per communication policy
		2.4 Empathising is demonstrated as per the communication policy
		2.5 Internal and external customers' needs are identified and interpreted as per the communication policy
		2.6 Persuasion is demonstrated as per the communication policy
		2.7 Communication networks are established as per the SOPs
		2.8 Information is shared as per communication structure
3.	Demonstrate critical safe work habits	3.1 Stress is managed in accordance with workplace procedures.
		3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.
		3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.
		3.4 Work priorities are set in accordance to workplace procedures.
		3.5 Leisure time is recognized in line with organization policy.
		3.6 Abstinence from *drug and substance abuse* is observed as per workplace policy.
		3.7 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.
		3.8 Safety consciousness is demonstrated in the workplace based on organization safety policy.
		3.9 *Emerging issues* are dealt with in accordance with organization policy.
4.	Lead small teams	4.1 Performance expectations for the *team* are set as per the organization objectives
		4.2 Tasks are assigned in accordance with the organization policy.
		4.3 Team performance indicators are identified according to set rules and regulations.
		4.4 *Forms of communication* in a team are established according to office policy.

		4.5 Communication is carried out as per workplace place policy and requirements of the job.
		4.6 *Feedback* on performance is collected and analyzed based on established team learning process
		4.7 *Gender mainstreaming* is undertaken in accordance with set regulations.
5.	Plan and organize work	5.1 Task requirements are identified as per the workplace objectives
		5.2 Task is interpreted in accordance with safety (OHS), environmental requirements and quality requirements
		5.3 Work activity is organized with other involved personnel as per the SOPs
		5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.
		5.5 Work activities are monitored and evaluated in line with organization procedures.
		5.6 Job planning is documented in accordance with workplace requirements.
		5.7 Time is managed achieve workplace set goals and objectives.
6.	Maintain professional growth and development	6.1 Personal training needs are identified and assessed in line with the requirements of the job.
		6.2 *Training and career opportunities* are identified and availed based on job requirements.
		6.3 Licensees and certifications relevant to job and career are obtained and renewed.
		6.4 *Personal growth* is pursued towards improving the qualifications set for the profession.
		6.5 Work priorities are identified based on requirement of the job and workplace policy.
		6.6 Recognitions are sought as proof of career advancement in line with professional requirements.
7.	Demonstrate workplace learning	7.1 Own learning is managed as per workplace policy.
		7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.
		7.3 Contribution to the learning community at the workplace is carried out.
		7.4 *Range of media for learning* are identified as per the training need

		7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job 7.6 Enthusiasm for ongoing learning is demonstrated 7.7 Time and effort is invested in learning new skills-based job requirements 7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace. 7.9 Opportunities for performance improvement are identified proactively in area of work. 7.10 Awareness of personal role in workplace *innovation* is demonstrated.
8.	Demonstrate problem solving skills	8.1 Problems are identified as per the context of data and circumstances 8.2 Problem solutions are sought based on the problem 8.3 Independence and initiative in identifying and solving problems is demonstrated. 8.4 Team problems are solved as per the workplace guidelines 8.5 Problem solving strategies are applied as per the workplace guidelines
9.	Demonstrate workplace ethics	9.1 Policies and guidelines are observed as per the workplace requirements 9.2 Self-worth and profession is exercised in line with personal goals and organizational policies 9.3 Code of conduct is observed as per the workplace requirements 9.4 Personal and professional integrity is demonstrated as per the personal goals 9.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Range	Variable

Drug and substance abuse includes but not limited to:	Commonly abused • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
Feedback includes but not limited to:	• Verbal • Written • Informal • Formal
Relationships includes but not limited to:	• Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships
Forms of communication include but not limited to:	• Written • Visual • Verbal • Non verbal • Formal and informal
Team includes but not limited to:	• Small work group • Staff in a section/department • Inter-agency group
Personal growth includes but not limited to:	• Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance
Personal objectives include but not limited to:	• Long term • Short term • Broad • Specific

Trainings and career opportunities includes but not limited to	• Participation in training programs
	  o Technical
	  o Supervisory
	  o Managerial
	  o Continuing Education
	• Serving as Resource Persons in conferences and workshops

Resource include but not limited to:	• Human
	• Financial
	• Technology
	  o Hardware
	  o Software

Innovation include but not limited to:	• New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
Emerging issues include but not limited to:	• Terrorism • Social media • National cohesion • Open offices
Range of media for learning include but not limited to:	• Mentoring • peer support and networking • IT and courses

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit of competency.

Required Skills
The individual needs to demonstrate the following skills:
• Personal hygiene practices
• Intra and Interpersonal skills
• Communication skills
• Knowledge management
• Interpersonal skills
• Critical thinking skills
• Observation skills

- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills
- Resource mobilization skills

Required Knowledge

The individual needs to demonstrate knowledge of:
- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Negotiation
- Assertiveness
- Team work
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development

- Technology in the workplace
- Learning
- Creativity
- Innovation
- Emerging issues
    - Social media
    - Terrorism
    - National cohesion

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Led small teams 1.5 Planned and organized work 1.6 Maintained professional growth and development 1.7 Demonstrated workplace learning 1.8 Demonstrated problem solving skills 1.9 Demonstrated workplace ethics
2. Resource Implications	The following resources should be provided: 2.1 Case studies/scenarios
3. Methods of Assessment	Competency in this unit may be assessed through: • Oral Interview • Observation • Third Party Reports • Written
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENVIRONMENTAL LITERACY
UNIT CODE : BUS/OS/LIS/BC/06/5/A

Unit Description

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control and comply with workplace sustainable resource use.

ELEMENTS AND PERFORMANCE CRITERIA

Element *These describe the key outcomes which make up workplace function.*	Performance Criteria *These are assessable statements which specify the required level of performance for each of the elements.* **Bold and italicized terms are elaborated in the Range**
1. Control environmental hazard	1.1 *Storage and handling methods* for environmentally *hazardous* materials are strictly followed according to environmental regulations and OSHS. 1.2 *Disposal methods* of hazardous wastes are followed at all times according to environmental regulations and OSHS. 1.3 *PPE* is used according to OSHS.
2. Control environmental pollution	2.1 *Environmental pollution control measures* are complied with following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing *noise pollution* complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 *Waste management procedures* are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing *resource* consumption are practiced.

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range

	May include but are not limited to:
1. PPE	1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector
2. Environmental pollution control measures	2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.3 Methods for minimizing or stopping spread and ingestion of liquid wastes
3. Waste management procedures	3.1 Sorting 3.2 Storing of items Recycling of items 3.3 Disposal of items
4. Resources	4.1 Electric 4.2 Water 4.3 Fuel 4.4 Telecommunications 4.5 Supplies 4.6 Materials
5. Workplace Environmental Hazards	1.1 Biological hazards 1.2 Chemical and dust hazards 1.3 Physical hazards

EVIDENCE GUIDE

This section describes the skills and knowledge required for this unit of competency.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use
2. Resource Implications	The following resources should be provided: 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPE

		2.4 Manuals and references
3.	Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
4.	Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:
- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption

Required Knowledge

The individual needs to demonstrate knowledge of:
- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES
UNIT CODE: BUS/OS/LIS/BC/07/5A

Unit Description
This unit specifies the competencies required to practice and promote safety and health at work.

ELEMENTS AND PERFORMANCE CRITERIA

Element	Performance Criteria
These describe the key outcomes which make up workplace function.	*These are assessable statements which specify the required level of performance for each of the elements.* **Bold and italicized terms are elaborated in the Range**
1. Prepare to practice safety and health at work	1.1 Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations are emphasized 1.2 Benefits of implementing an occupational safety and health program are identified 1.3 *Safety requirements/ regulations* of own work and of other workers are familiarized 1.4 Workplace standards and procedures for incidents and Emergencies are determined 1.5 *Prevention and control measures*, including use of *safety gears/PPE* (Personal Protective Equipment) to avoid accident, injuries and sickness are identified
2. Comply and promote compliance of workers to organization's occupational safety and health instructions and requirements	2.1 Safety instructions and safety signs are followed and disseminated to co-workers 2.2 Safe handling of tools, equipment and materials is learned and shared with co-workers 2.3 Execution of own work and of co-workers is monitored in according to safe work procedures 2.4 Use of safe guards and safety devices is monitored 2.5 Hazards, incidents, injuries and sickness in the workplace are reported properly following standards and procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
	May include but are not limited to:
1. Safety requirements/ regulations	1.1 Building code 1.2 Permit to Operate 1.3 Occupational Safety and Health Standards
2. Incidents and emergencies	2.1 Chemical spills 2.2 Equipment/vehicle accidents 2.3 Explosion 2.4 Fire 2.5 Gas leak 2.6 Injury to personnel 2.7 Structural collapse 2.8 Toxic and/or flammable vapours emission
3. Prevention and control measures	3.1 Eliminate the hazard (i.e., get rid of the dangerous machine 3.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signage's, rotation/shifting work schedule) 3.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.6 Use personal protective equipment 3.7 Safety, health and work environment evaluation 3.8 Periodic and/or special medical examinations of workers
4. Safety devices/ PPEs (Personal Protective Equipment)	4.1 Arm/Hand guard, gloves 4.2 Eye protection (goggles, shield) 4.3 Hearing protection (ear muffs, ear plugs) 4.4 Hair Net/cap/bonnet 4.5 Hard hat 4.6 Face protection (mask, shield) 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits 4.9 High-visibility reflective vest

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- Knowledge management
- Interpersonal skills
- Troubleshooting skills
- Critical thinking skills
- Observation skills
- Monitoring skills
- Reporting skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Elements of an effective occupational safety and health program
- Benefits of implementing an occupational safety and health program
- Safety requirements of own work and of other workers
- Standard emergency plan and procedures in the workplace
- Different OSH control measures
- General OSH principles
- Work standards and procedures
- Safe handling procedures of tools, equipment and materials
- Standard emergency plan and procedures in the workplace
- Different OSH control measures
- Standard accident and illness reporting procedures in the workplace
- Monitoring system on compliance to work safety and health

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Emphasizes awareness of OSH legislations 1.2 Identifies benefits of implementing OSH program 1.3 Identifies safety requirements of own work and of co-workers

		1.4 Identifies and shares with co-workers OSH control measures and emergency plan in the workplace
		1.5 Identifies and shares with co-workers the **control measures** to prevent accident, injuries and sickness
		1.6 Follows and disseminate to co-workers the safety instructions and safety signs at work
		1.7 Learns and shares with co-workers the learnings on safe handling of tools, equipment and materials
		1.8 Monitors safe execution of own work and of co-workers
		1.9 Monitors compliance to safety measures
		1.10 Reports hazards, incidents, injuries and sickness following workplace procedures
2.	Resource Implications	The following resources should be provided: 2.1 Facilities, materials tools and equipment necessary for the activity
3.	Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation/Demonstration with oral questioning 3.2 Third party report
4.	Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5.	Guidance Information for Assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

COMMON UNITS OF COMPETENCY

DEMONSTRATE SKILLS IN PUBLISHING AND BOOK TRADE

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

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

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the **key outcomes** which make up **workplace function**.	PERFORMANCE CRITERIA These are **assessable** statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the range.*
1. Demonstrate concepts in publishing and book trade	1.1 Concepts of publishing and book trade industry are identified as per the organizational standards. 1.2 Purposes and functions of book trade are established as per the Kenya publishing association guidelines 1.3 Procedures and techniques of publishing and book trade are identified as per the organization 1.4 Language policy in book publishing are identified in line with the Kenya writer's association
2. Distinguish partners in publishing and book trade understand	2.1 *Stakeholders in publishing industry* and book trade are identified in line with Kenya publisher's association 2.2 Functions of publishing and book trade stakeholders are identified in accordance to government policies 2.3 Roles of *professional associations* are identified according to their occupation and Government polices 2.4 Guidelines and regulations in publishing and book trade are identified in line with organizational and government policies
3. Demonstrate strategies and techniques	3.1 Procedures and techniques guiding publishing and book trade are identified as per the organization. 3.2 Production and classification of books are identified based on the firm's guidelines.

publishing and book trade	3.3 Tools and facilities used in publishing and book trade are identified in line with the required standards and guidelines
	3.4 Personnel and professional practices used in publishing and book trade in accordance to the government policies.
	3.5 Economics of publishing and book trade are identified in accordance to government rules and regulations
4. Apply regulatory practices in publishing and book trade	4.1 Laws and regulations guiding publishing and book trade are identified in line with government policies.
	4.2 Standards and procedures in publishing and book trade are adhered to in line with the government polices
	4.3 Laws and regulations for publishing and book trade are applied in adherence to the Kenya publisher's association
	4.4 Roles and functions of professional associations in promoting publishing and book trade are identified in accordance to government policies.
5. Apply emerging trends in publishing and book trade	5.1 Role of ICT in publishing and book trade are explained in accordance to government policies.
	5.2 Functions of ICT in publishing and book trade are explained in line with organizational policies and procedures.
	5.3 Benefits of ICT in publishing and book trade are highlighted based on the technological advancement and trends

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Stakeholders in publishing industry includes but not limited to:	• Authors • Publishers • Writers • Printers

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Publishing and book trade industry
- Types of publishers
- Different publishing styles
- Relevant professional associations

- Government policies on publishing and book trade
- Operation of publishing machines
- Tools and facilities in the publishing industry
- Trends in publishing technology
- Challenges affecting publishing industry
- Publishing languages

SKILLS

The individual needs to demonstrate the following skills:

- Book promotion, marketing and distribution
- Book binding techniques
- Printing techniques
- Printing material handling
- ICT proficiency
- Communication
- Analysis
- Decision making and planning
- Management
- Leadership

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1.	Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified concepts of publishing and book trade industry as per the organizational standards. 1.2 Established purposes and functions of book trade as per the Kenya publishing association guidelines 1.3 Identified partners in book publishing according to the guidelines involved in publishing firm. 1.4 Established Functions of publishing and book trade stakeholders are identified in accordance to government policies 1.5 Identified roles of professional associations are identified according to their occupation and Government polices 1.6 Established economics of publishing according to the firm's guidelines 1.7 Identified production and classification of books based on the firm's guidelines. 1.8 Identified sources of laws in publishing in adherence to Kenya publisher's association and the Government policies 1.9 Identified the concept of ICT in publishing and book trade according to the organization set up 1.10 Identified role of ICT in publishing and book trade according to the organization polices
2.	Resource Implications	The following resources must be provided: 2.1 Printing machines 2.2 Binding machines 2.3 Secure storage equipment • Adequate storage space • Skilled staff
3.	Methods of Assessment	Competency may be accessed through: 3.1 Written tests 3.2 Oral questioning 3.3 Third party reports 3.4 Case studies 3.5 Practical tests
4.	Context of Assessment	Competency may be assessed: • On the job • Off the job • In work placement (attachment)

		Off the job assessment must be undertaken in a closely simulated workplace environment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.

CORE UNITS OF COMPETENCY

PERFORM CATALOGUING PROCESS

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

UNIT DESCRIPTION
This unit specifies the competencies required to perform cataloguing process.

Competencies includes; create bibliographic descriptions, select cataloguing tools, retrieve bibliographic records, record bibliographic information in card catalogues or database, maintain cataloguing process and apply cataloguing standards

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the **key outcomes** which make up **workplace function**.	PERFORMANCE CRITERIA These are **assessable** statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the range.***
1. Create bibliographic descriptions	1.1 Basic components and structure of bibliographic records are identified as per the cataloguing rules 1.2 Process and nature of cataloguing is determined as per the organizational policies and cataloguing rules. 1.3 Subject headings and descriptions are captured as per the cataloguing rules. 1.4 Bibliographic details are identified, captured and described as per the organizational procedures. 1.5 Classification number are identified and assigned in the catalogue as per the organizational procedures. 1.6 Bibliographic records detail of information materials are created as per cataloguing rules.
2. Select cataloguing tools	2.1 Sources of cataloguing tools are accessed as per organization rules and guidelines 2.2 Cataloguing tools are selected as per the organization needs 2.3 Functions of cataloguing tools are identified in accordance to organizational policies. 2.4 ***Cataloguing tools*** are used in adherence to the rules and regulations of the organization.
3. Retrieve bibliographic records	3.1 Catalogues are searched to identify the availability of the resources as per the organization policies.

	3.2 Internal and external catalogue databases are identified according to the organizational procedures and guidelines.
	3.3 Online catalogues are searched to determine availability of existing bibliographic records in local system as per user needs
	3.4 Bibliographic records are retrieved and adopted according to the organizational guidelines.
4. Record bibliographic information	4.1 Bibliographic formats in card catalogues or database are identified in line with organization procedures.
	4.2 Role and purpose of bibliographic information materials are outlined as per the cataloguing process.
	1.7 Bibliographic details are recorded manually (card catalogue) and electronically (database) as per the organizational procedures.
	4.3 Bibliographic records of information centers are edited as per the operating standard procedures
	4.4 Information materials are accessed in line with the rules and regulations of the organization.
5. Maintain cataloguing process	5.1 Bibliographic details are updated as per the rules and regulations of the organization.
	5.2 Cataloguing rules and regulations used to organize information are identified in accordance to organizational rules.
	5.3 Cataloguing materials identified and selected as per searching methods
	5.4 Library catalogues are identified as per library guidelines
	5.5 Intellectual and organizational catalogues of the library's collections are supported as per organizational policies
6. Apply cataloguing standards	6.1 Procedures and rules of cataloguing standards are identified in line with organizational policies
	6.2 Bibliographic records downloaded are checked for accuracy according to cataloguing standard

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

VARIABLE	RANGE
Cataloguing tools includes but not limited to:	• Constant data • Text strings • Authority Control

REQUIRED KNOWLEDGE AND UNDERSTANDING
The individual needs to demonstrate knowledge of:
Knowledge
- standard systems of classification
- cataloging
- subject headings

SKILLS
The individual needs to demonstrate the following skills:
- ICT proficiency
- Communication
- Analysis
- Synthesis and evaluation
- Decision making
- Management
- Leadership

EVIDENCE GUIDE
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified basic components and structure of bibliographic records as per the cataloguing rules 1.2 Identified and assigned classification numbers in the catalogue as per the organizational procedures. 1.3 Applied cataloguing tools are as per organizational rules and guidelines 1.4 Selected cataloguing tools as per the organizational needs 1.5 Searched catalogues to determine availability of existing bibliographic records in the organization. 1.6 Determined the role and purpose of bibliographic details in justifying its compilation.

		1.7 Identified, captured and described bibliographic details as per the organizational procedures.
		1.8 Recorded bibliographic details manually (card catalogue) and electronically (database).
		1.9 Edited bibliographic records as the operating standard procedures used in the library or information organization.
		1.10 Maintained and supported updating of bibliographic details as per the rules and regulations
		1.11 Identified procedures and rules of cataloguing standards as per organizational policies
2.	Resource Implications	The following resources must be provided: 2.1 Library 2.2 Stationery 2.3 Necessary hardware and software
3.	Methods of Assessment	Competency may be accessed through: 3.1 Written tests 3.2 Oral questioning 3.3 Third party reports 3.4 Case studies 3.5 Practical tests
4.	Context of Assessment	Competency may be assessed: • On the job • Off the job • In work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.

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

UNIT DESCRIPTION

This unit covers the competencies required to search library information and databases. Competencies include; identify information database, search and access internet databases and present information search results

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the **key outcomes** which make up **workplace function**.	PERFORMANCE CRITERIA These are **assessable** statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the range.*
1. Identify information database	1.1 Appropriate information databases are selected to meet specific information as per the user need. 1.2 Internet, online, electronic and virtual databases used are explained as per organization information policy. 1.3 Library and information sources in institution are established in accordance with the organizational policies and guidelines. 1.4 Internet and online information database are identified as per user needs
2. Access internet databases	2.1 Internet search skills are applied as per the information needs of the user. 2.2 Procedures used in accessing library and online information sources are established as per the organization information retrieval policy. 2.3 Internet searches are conducted in adherence to the organizational information policies and procedures. 2.4 Database availability are outlined as per the organizational information policy. 2.5 Range of databases selected are identified as per the organizational information policy. 2.6 Copyright and licensing issues that guide use of databases are determined as per organizational information policy 2.7 Customer feedback are facilitated in relation to use of internet databases according to the organizational policies.

	2.8 Feedback communication to the users are provided through use of social media platform according to organization policy.
3. Present information results	3.1 Search results are evaluated as per the user needs
	3.2 Nature and characteristics of databases are organized as per the organizational policies.
	3.3 Reference lists are prepared according to standard referencing styles
	3.4 Information from the customers is evaluated as per expected outcome
	3.5 Users need assessment is conducted in line with data functionality
	3.6 User need assessment is conducted as per the requirements of the user.

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Role of databases in context of the information services industry
- Scope and type of databases available to information services providers
- Features of commonly used databases, including:
  - ✓ bibliographic information
  - ✓ downloadable records
  - ✓ in-print status
  - ✓ current prices
- differences between database and internet searching
- relevant copyright, moral rights and intellectual property issues and legislation relevant to the use of information from databases

SKILLS

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Analysis
- Synthesis and evaluation
- Decision making

- Management
- Leadership

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Identified internet and online information as per user needs
	1.2 Established range of databases available as per organization policy
	1.3 Established procedures followed when using databases as per the organizational policies and regulations.
	1.4 Determined copyright and licensing issues that guide use of databases as per the organizational policy
	1.5 Conducted and searched internet databases as per the information needs of the organization.
	1.6 Provided complete information on the available internet databases subscribed by the organization.
	1.7 Provided range of internet databases available in the organization.
	1.8 Identified and applied internet search skills as per the information needs of the user.
	1.9 Conducted internet searches in adherence to the organizational policies and procedures.
	1.10 Facilitated customer feedback in relation to use of internet databases
	1.11 Provided feedback communication with the users through use of social media platforms.
	1.12 Organized databases as per the organizational policies.
	1.13 Prepared reference list according to standard referencing styles
	1.14 Conducted users need assessment in line with data functionality
2. Resource Implications	The following resources must be provided:
	2.1 necessary hardware and software
	2.2 Skilled personnel
	2.3 Computer lab
6. Methods of Assessment	Competency may be accessed through:
	6.1 Written tests

		6.2 Oral questioning 6.3 Third party reports 6.4 Case studies 6.5 Practical tests
7.	Context of Assessment	Competency may be assessed: • On the job • Off the job • In work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
8.	Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.

MAINTAIN INFORMATION RESOURCES

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

UNIT DESCRIPTION

This unit covers the competencies required to maintain information resources.

Competencies includes: analyze information needs, conserve information resources, provide information services and monitor and evaluate information trends

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the **key outcomes** which make up **workplace function**.	PERFORMANCE CRITERIA These are **assessable** statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the range.***
1. Analyze information needs	1.1 Adequate data and statistics to support information needs are provided as per the organizational policies. 1.2 Information resources are identified according to ***organizational policies.*** 1.3 Standard procedures for supporting information resources are identified in line with the rules and regulations of the organization. 1.4 Information resources are analyzed in accordance to organizational policies.
2. Conserve information resources	2.1 Relevant conservation methods and techniques are applied as per the organization policy 2.2 Policies of the conservation of the information material are determined as per the nature of the material to conserved 2.3 Procedures and standards of updating information resources are identified in accordance to the rules and regulations of the organization. 2.4 Information materials that may require conservation are examined as per the organization policy 2.5 Types of information conservation material are determined as per the nature of the material to be conserved

3. Provide information services	3.1 Practices and procedures for providing information services are identified as per organizational policies
	3.2 Information services are provided in line with the needs of the users as defined in the organizational policies.
	3.3 Information guidelines are indicated as per organizational policies.
	3.4 Information products and services are provided in line with the needs and desires of the users.
4. Monitor and evaluate information trends	4.1 Information about key issues and trends are monitored as per organization policy
	4.2 Impact of information about key issues and trends on the industry are assessed as per the industry trends
	4.3 Current and emerging technologies are researched and their potential application in the workplace determined

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
Organization policies include but not limited to:	• Ethics and Values in the Information Professions • Collection development • Control of information

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Nature and range of information resources
- Provision of information services
- Procedures and policies for maintaining information resources
- Information needs and desires
- New information product and services
- Emerging trends of information resources.

SKILLS

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Analysis

- Synthesis and evaluation
- Decision making
- Management
- Leadership

EVIDENCE GUIDE
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Determined types of conservation of the information material as per the nature of the material that was be conserved
	1.2 Identified standard procedures for supporting information resources in line with the rules and regulations of the organization.
	1.3 Applied relevant conservation methods and techniques for the information materials as per the organization policy
	1.4 Identified procedures and standards of updating information resources in accordance to the rules and regulations of the organization.
	1.5 Assessed impact of information about key issues and trends on the industry as per the industry trends
	1.6 Applied Current and emerging technologies and their potential application in the workplace determined.
	1.7 Organized and stored information in an easily accessible format as per the organization standards
2. Resource Implications	The following resources must be provided: 2.1 Define a user's information needs 2.2 Fact and figures
3. Methods of Assessment	Competency may be accessed through: 3.1 Written tests 3.2 Oral questioning 3.3 Third party reports 3.4 Case studies 3.5 Practical tests
4. Context of Assessment	Competency may be assessed: • On the job • Off the job

		• In work placement (attachment)
		Off the job assessment must be undertaken in a closely simulated workplace environment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.

PERFORM INFORMATION AND RECORDKEEPING PRACTICES

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

UNIT DESCRIPTION
This unit covers the competencies required to perform information and recordkeeping practices. Competencies includes: develop recordkeeping procedures, store information material, preserve information material and restore information material

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the **key outcomes** which make up **workplace function**.	PERFORMANCE CRITERIA These are **assessable** statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the range.*
1. Develop recordkeeping procedures	1.1 Rules and regulations guiding recordkeeping practices are documented as per organizational policies 1.2 Recordkeeping practices are maintained as per organizational rules and regulations. 1.3 Record keeping schedule and plans are developed as per the organizational policies.
2. Store information material	2.1 Information materials are stored under the required conditions as per the organization policy 2.2 Purpose of storage information material are determined according to the organization's requirements 2.3 Types of information material storage is determined as per the organizational policies 2.4 Storage tools of information material are determined as per material standards types
3. Preserve information material	3.1 Purpose of information material preservation are determined as per the organization's requirements 3.2 Policies of information materials preservation are identified in line with the organization requirements 3.3 Information preservation tools are identified according to the industry's practice 3.4 Disaster is managed in preservation as per the sensitivity of the material to be preserved.
4. Restore information material	4.1 Purpose of information restoration are determined according to the organization's requirements

	4.2 Principles of restoration are adhered to in material restoration
	4.3 Procedures and techniques of restoration are identified as per the type of the material
	4.4 Tools and facilities of restoration are determined by the type of the materials

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Provisions of standards relevant to recordkeeping
- Recordkeeping implications arising from the legislative and regulatory context
- General principles and processes of records management and records management systems:
- Outline key recordkeeping policies, strategies, functions and structures

SKILLS

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Analysis
- Synthesis and evaluation
- Decision making
- Leadership

EVIDENCE GUIDE

- This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	4.1 Applied strategies used in recordkeeping practices in line with organizational regulations.

	4.2 Determined rules and regulations that manage recordkeeping practices in accordance to organizational policies
	4.3 Applied the recordkeeping processes and activities in accordance to the organizational policies.
	4.4 Documented records and information in line with organizational procedures and guidelines.
	4.5 Provided and maintained records and information in accordance to the organizational policies.
	4.6 Captured and documented record in accordance to the rules and regulations of the organization.
	4.7 Prepared inventory of recordkeeping and documents as per organizational policies
	4.8 Organized and classified records in accordance to the rules and regulations of the organization
	4.9 Stored records in in accordance to the rules and regulations of the organization.
	4.10 Created retention and disposition schedule in accordance to government and organizational policies.
	4.11 Provided adequate methods of storing records in accordance to the organizational standards and procedures.
	4.12 Provided for protection of records and information in line with organizational policies.
	4.13 Updated and documented records and information as per the organizational policies and procedures.
	4.14 Identified risks that might affect recordkeeping practices in the organization and provide adequate solutions.
	4.15 Improved recordkeeping practices in accordance to the organizational policies
2. Resource Implications – not limited to:	The following resources must be provided: 4.1 Secure storage equipment 4.2 Adequate storage space 4.3 Skilled staff
1. Methods of Assessment	Competency may be accessed through: 1.1 Written tests

		1.2 Oral questioning
		1.3 Third party reports
		1.4 Case studies
		1.5 Practical tests
2.	Context of Assessment	Competency may be assessed: • On the job • Off the job • In work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
3.	Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.

MAINTAIN SCHOOL LIBRARIES, MEDIA AND DOCUMENTATION CENTRES

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

UNIT DESCRIPTION

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

Competencies includes: acquire information materials, catalogue information materials, provide information access, monitor and evaluate information services and maintain information repositories

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the **key outcomes** which make up **workplace function**.	PERFORMANCE CRITERIA These are **assessable** statements which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the range.*
1. Acquire information materials	1.1 Policies and regulations are highlighted as per organizational need and desires. 1.2 Procedures and standards for procuring information materials are established as per organizational policies 1.3 Procurement policies used are determined as per organizational regulations 1.4 Information materials procured and outsourced are maintained as per organizational policies.
2. Catalogue information materials	2.1 Records are created as per organizational standards, precedents and techniques, and industry standards 2.2 Precedents are evaluated and adapted as per specified needs 2.3 Subject headings are constructed to enhance access to information as per standards and authority's policies 2.4 Authority files for new headings devised are maintained according industry practice
3.Provide information access	3.1 Procedures in providing information services are highlighted as per the organizational policies. 3.2 Rules and guidelines for service delivery are established as per organizational policies. 3.3 Guidance to the information users are provided as per the organizational policies.

	3.4 Information dissemination services are provided as per organizational policies.
4.Monitor and Evaluate information services	4.1 Information management, operations and functions are reviewed as per organizational policies.
	4.2 Reports and statistics to support information processes and activities in the centers are prepared as per organizational policies.
	4.3 Reports on provision of information services are analyzed and maintained as per the organizational policies.
	4.4 Annual reports and statistical information are prepared as per organizational policies.
5.Maintain information repositories	5.1 Types information sources and functions of digital repositories are determined as per the organizational policies.
	5.2 Organizational procedures on digital repositories are reviewed in line with organizational policies
	5.3 Fundamental principles used to maintain information centers are highlighted as per organizational policies
	5.4 Risks associated with digital repositories are assessed as per the organizational policies.
	5.5 Accession numbers on collection material are allocated according to organizational guidelines

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Sources of information on school libraries, media and documentation centers

- Historical development of school libraries, media and documentation centers
- Underpinning values, principles and philosophies of school libraries, media and documentation centers
- Rules and regulations of school libraries, media and documentation centers
- Career opportunities and career pathways school libraries, media and documentation centers
- Current trends school libraries, media and documentation centers
- Nature, role and functions of relevant major professional associations of school libraries, media and documentation centers

SKILLS

The individual needs to demonstrate the following skills:
- ICT proficiency
- Communication
- Analysis
- Synthesis and evaluation
- Decision making
- Management
- Leadership
- innovation

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1.Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Established procedures and standards for procuring information materials as per organizational policies
	1.2 Determined procurement policies and activities used as per organizational regulations
	1.3 Procured and outsourced information materials are maintained as per organizational policies.
	1.4 Analyzed Subject content of material as per knowledge of general concepts and principles of bibliographic control, relevant standards and customer needs
	1.5 Constructed headings to enhance access to information using standards and authorities lists.
	1.6 Established practices applied in maintaining schools, media and documentation centers in line with organizational regulations.

	1.7 Established processes and rules used in providing services in school libraries, media and documentation centers in accordance to organizational policies 1.8 Highlighted fundamental principles and practices used to maintain the information centers as per organizational policies 1.9 Established procedures and policies of maintaining information services as per the rules and regulations of the organization. 1.10 Established rules and guidelines for service delivery are identified as provided for by organizational policies. 1.11 Provided guidance to the information users as per the organizational policies. 1.12 Prepare reports and statistics to support information processes and activities in the centers as per the organizational policies. 1.13 Reports on provision of information services are analyzed and maintained as per the goals in the organization.
2.Resource Implications	The following resources must be provided: 4.4 Research information 4.5 Implementation plan 4.6 Monitoring reports
3.Methods of Assessment	Competency may be accessed through: 3.5 Written tests 3.6 Oral questioning 3.7 Third party reports 3.8 Case studies 3.9 Practical tests
4.Context of Assessment	Competency may be assessed: • On the job • Off the job • In work placement (attachment) Off the job assessment must be undertaken in a closely simulated workplace environment
5.Guidance information for assessment	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.