REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

LIBRARY AND INFORMATION SCIENCE TECHNICIAN

LEVEL 6

TVET CDACC
P.O BOX 15745-00100
NAIROBI

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FOREWORD

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

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with library and information science Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for library and information science technician. These standards will be the bases for development of competency-based curriculum for library and information science technician.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

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 these Occupational Standards.

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.

My gratitude also goes to the Ministry of Industrialization which enabled the development of these Standards through the industry experts.

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
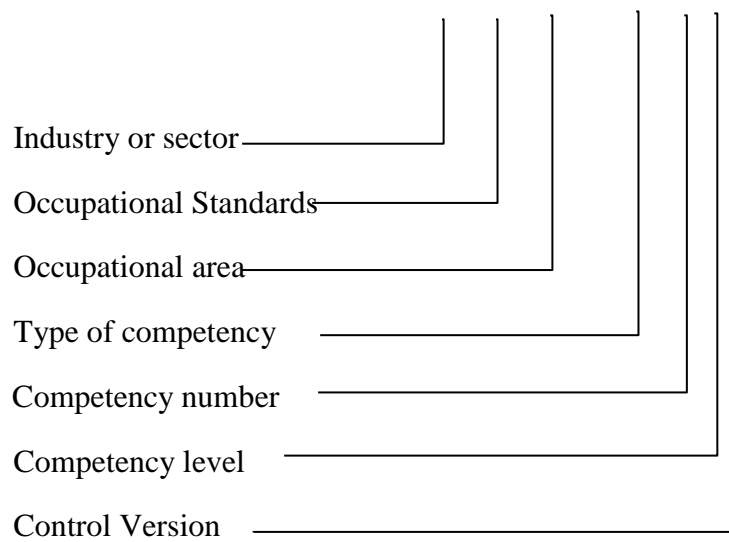
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ACRONYMS

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/01/6/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Control Version

OVERVIEW

The library and information science technician level 6 qualification consist of competencies that a person must achieve to perform cataloguing activities, maintain industry knowledge, search library and information databases, analyse information resources, provide subject access, monitor compliance with copyright and license requirements, use advanced functions of integrated library management systems (ILMS) and manage record keeping framework

BASIC COMPETENCIES

Unit of Competency Code	Unit of Competency Title
BUS/OS/LIS/BC/01/6/A	Demonstrate communication skills
BUS/OS/LIS/BC/02/6/A	Numeracy skills
BUS/OS/LIS/BC/03/6/A	Demonstrate digital literacy
BUS/OS/LIS/BC/04/6/A	Demonstrate entrepreneurial skills
BUS/OS/LIS/BC/05/6/A	Demonstrate employability skills
BUS/OS/LIS/BC/06/6/A	Demonstrate environmental literacy
BUS/OS/LIS/BC/07/6/A	Demonstrate occupational safety and health practices

COMMON COMPETENCIES

Unit of Competency Code	Unit of Competency Title
BUS/OS/LIS/CC/01/6/A	Demonstrate understanding of publishing and book trade

CORE COMPETENCIES

Unit of Competency Code	Unit of Competency Title
BUS/OS/LIS/CR/01/6/A	Perform cataloguing activities
BUS/OS/LIS/CR/02/6/A	Maintain industry knowledge
BUS/OS/LIS/CR/03/6/A	Search library and information databases
BUS/OS/LIS/CR/04/6/A	Analyze information resources
BUS/OS/LIS/CR/05/6/A	Provide subject access
BUS/OS/LIS/CR/06/6/A	Monitor compliance with copyright and license requirements
BUS/OS/LIS/CR/07/6/A	Use integrated library management systems (ILMS)
BUS/OS/LIS/CR/08/6/A	Manage Records
BUS/OS/LIS/CR/09/6/A	Conserve and preserve library materials

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

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

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make the 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. Develop communication strategies.	2.1 Strategies for effective internal and external dissemination of information are developed to meet the organization's requirements. 2.2 Special communication needs are considered in developing strategies to avoid discrimination in the workplace. 2.3 Communication *strategies* are analyzed, evaluated and revised where necessary to make sure they are effective.
3. Establish and maintain communication pathways.	3.1 Pathways of communication are established to meet requirements of organization and workforce. 3.2 Pathways are maintained and reviewed to ensure personnel are informed of relevant information.
4. Promote use of communication strategies.	4.1 Information is provided to all areas of the organization to facilitate implementation of the strategy. 4.2 Effective communication techniques are articulated and modelled to the workforce. 4.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts.
5. Conduct interview.	5.1 A range of appropriate communication strategies are

ELEMENT These describe the key outcomes which make the 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*
	employed in *interview situations.* 5.2 Records of interviews are made and maintained in accordance with organizational procedures. 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that the required message is communicated.
6. Facilitate group discussion.	6.1 Mechanisms which enhance *effective group interaction* are defined and implemented. 6.2 Strategies which encourage all group members to participate are used routinely. 6.3 Objectives and agenda for meetings and discussions are routinely set and followed. 6.4 Relevant information is provided to the group to facilitate outcomes. 6.5 Evaluation of group communication strategies is undertaken to promote participation of all parties. 6.6 Specific communication needs of individuals are identified and addressed.
7. Represent the organization.	7.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization. 7.2 Presentation is clear and sequential and delivered within a predetermined time. 7.3 Appropriate media is utilized to enhance presentation. 7.4 Differences in views are respected. 7.5 Written communication is consistent with organizational standards. 7.6 Inquiries are responded to in a manner consistent with organizational standards.

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 includes but not limited to:	• Language switch. • Comprehension check. • Repetition.

	• Asking for 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. • Deciding about appropriate words, behaviour. • Putting together a response which is culturally appropriate. • Expressing an individual perspective. • Expressing own philosophy, ideology and background and exploring its impact with relevance to communication.
Situations includes 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.
- Active listening.
- Giving/receiving feedback.
- Interpretation of information.
- Role boundaries setting.
- Negotiation.
- Establishing empathy.
- Openness and flexibility in communication.
- Communication skills required to fulfil job roles as specified by the organization.
- Writing communications strategy.
- Applying key elements of communications strategy.

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.
- Key elements of communications strategy.

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 Developed communication strategies to meet the organization requirements and applied in the workplace 1.2 Established and maintained communication pathways for effective communication in the workplace 1.3 Used communication strategies involving exchanges of complex oral information
2 Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3 Methods of Assessment	Competency in this unit may be assessed through: 3.3 Direct Observation 3.4 Demonstration with Oral Questioning 3.5 Written Examination
4 Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE NUMERACY SKILLS

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

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

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. Apply a wide range of mathematical calculations for work	1.1 Mathematical information embedded in a range of workplace tasks and texts is extracted 1.2 Mathematical information is interpreted and comprehended 1.3 A range of mathematical and problem-solving processes are select and used 1.4 Different forms of fractions, decimals and percentages are flexibly used 1.5 Calculation performed with positive and negative numbers 1.6 Numbers are expressed as powers and roots and are used in calculations 1.7 Calculations done using routine formulas 1.8 Estimation and assessment processes are used to check outcome 1.9 Mathematical language is used to discuss and explain the processes, results and implications of the task
2. Use and apply ratios, rates and proportions for work	2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts 2.2 Mathematical information related to ratios, rate and proportions is analyzed 2.3 Problem solving processes are used to undertake the task 2.4 Equivalent ratios and rates are simplified 2.5 Quantities are calculated using ratios, rates and proportions 2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions 2.7 The outcomes reviewed and checked 2.8 Information is record using mathematical language and symbols
3. Estimate, measure and calculate measurement for work	3.1 Measurement information embedded in workplace texts and tasks are extracted and interpreted 3.2 Appropriate workplace measuring equipment are identified and selected 3.3 Accurate measurements are estimate and made

	3.4 The area of 2D shapes including compound shapes are calculated
	3.5 The volume of 3D shapes is calculated using relevant formulas
	3.6 Sides of right-angle triangles are calculated using Pythagoras' theorem
	3.7 conversions are performed between units of measurement
	3.8 Problem solving processes are used to undertake the task
	3.9 The measurement outcomes are reviewed and checked
	3.10 Information is recorded using mathematical language and symbols appropriate for the task
4. Use detailed maps to plan travel routes for work	4.1 Different types of maps are identified and interpreted
	4.2 Key features of maps are identified
	4.3 Scales are identified and interpreted
	4.4 Scales are applied to calculate actual distances
	4.5 Positions or locations are determined using directional information
	4.6 Routes are planned by determining directions and calculating distances, speeds and times
	4.7 Information is gathered and identified, and relevant factors related to planning a route checked
	4.8 Relevant equipment is select and checked for accuracy and operational effectiveness
	4.9 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task
5. Use geometry to draw 2D shapes and construct 3D shapes for work	5.1 A range of 2D shapes and 3D shapes and their uses in work contexts is identified
	5.2 Features of 2D and 3D shapes are named and described
	5.3 Types of angles in 2D and 3D shapes are identified
	5.4 Angles are drawn, estimated and measured using geometric instruments
	5.5 Angle properties of 2D shapes are named and identified
	5.6 Angle properties are used to evaluate unknown angles in shapes
	5.7 Properties of perpendicular and parallel lines are applied to shapes
	5.8 Understanding and use of symmetry is demonstrated
	5.9 Understanding and use of similarity is demonstrated
	5.10 The workplace tasks and mathematical processes required are identified
	5.11 2D shapes is drawn for work
	5.12 3D shapes is constructed for work
	5.13 The outcomes are reviewed and checked
	5.14 Specialized mathematical language and symbols appropriate for the task are used

6. Collect, organize, and interpret statistical data for work	6.1 Workplace issue requiring investigation are identified 6.2 Audience / population / sample unit is determined 6.3 Data to be collected is identified 6.4 Data collection method is selected 6.5 Appropriate statistical data is collected and organized 6.6 Data is illustrated in appropriate formats 6.7 The effectiveness of different types of graphs are compared 6.8 The summary statistics for collected data is calculated 6.9 The results / findings are interpreted 6.10 Data is checked to ensure that it meets the expected results and content 6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted 6.12 Mathematical language and symbols are used to report results of investigation
7. Use routine formula and algebraic expressions for work	7.1 Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated 7.2 Simple algebraic expressions and equations are developed 7.3 Operate on algebraic expressions 7.4 Algebraic expressions are simplified 7.5 Substitution into simple routine equations is done 7.6 Routine formulas used for work tasks are identified and comprehended 7.7 Routine formulas are evaluated by substitution 7.8 Routine formulas transposed 7.9 Appropriate formulas are identified and used for work related tasks 7.10 Outcomes are checked and result of calculation used
8. Use common functions of a scientific calculator for work	8.1 Required numerical information to perform tasks is located 8.2 The order of operations and function keys necessary to solve mathematical calculation are determined 8.3 Function keys on a scientific calculator are identified and used 8.4 Estimations are referred to check reasonableness of problem-solving process 8.5 Appropriate mathematical language, symbols and conventions are used to report results

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
Geometry but not limited to:	• Scale drawing • Triangles • Simple solid

	• Round
	• Square
	• Rectangular
	• Triangle
	• Sphere
	• Cylinder
	• Cube
	• Polygons
	• Cuboids

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

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:
		1.5 Performed Calculation involving positive and negative numbers
		1.2 Used numbers expressed as powers and roots in calculations
		1.3. Simplified rates and ratios
		1.4 Constructed graphs, charts and tables to represent ratios, rates and proportions

		1.6 Calculated volume of 3D shapes using relevant formulas 1.7 Calculated sides of right-angle triangles using Pythagoras' theorem 1.8 Applied scales in calculation of actual distances 1.9 Planned routes by determining directions, distance calculation speeds and time 1.10 Identified angles in 2D and 3D shapes 1.11 Used angle properties to evaluate unknown angles 1.12 Applied properties of perpendicular and parallel lines in shapes construction 1.13 Collected and organized appropriate statistical data. 1.14 Simplified algebraic expressions 1.15 Identified and used appropriate formulas for work related tasks 1.16 Identified and used function keys of scientific calculator
2	Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3	Methods of Assessment	Competency in this unit may be assessed through: 3.6 Direct Observation 3.7 Demonstration with Oral Questioning 3.8 Written Examination
4	Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
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/02/6/A

UNIT DESCRIPTION

This unit covers the competencies required to effectively use digital devices such as smart phones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smart phones, tablets, laptops and desktop PCs for purposes of communication, work performance and management at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace functions.	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 appropriate computer software and hardware.	1.1 Concepts of ICT are determined in accordance with computer equipment. 1.2 Classifications of computers are determined in accordance with manufacturer's specification. 1.3 *Appropriate computer software* is identified according to manufacturer's specification. 1.4 *Appropriate computer hardware* **is** identified according to manufacturer's specification. 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification.
2. Apply security measures to data, hardware, and software in automated environment.	2.1 *Data security and privacy are classified* in accordance with the prevailing technology. 2.2 *Security threats* are identified, *and control measures* are applied in accordance with laws governing protection of ICT. 2.3 Computer threats and crimes are detected. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT.
3. Apply computer software in solving tasks	3.1 *Word processing concepts* are applied in resolving workplace tasks, report writing and documentation. 3.2 *Word processing utilities* are applied in accordance with workplace procedures. 3.3 Worksheet layout is prepared in accordance with work procedures. 3.4 Worksheets are built, and data manipulated in the worksheets in accordance with workplace procedures. 3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements 3.6 Database design and manipulation is undertaken in accordance with office procedures.

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace functions.	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***
	3.7 Data sorting, indexing, storage, retrieval and security is provided in some health ministry accordance with workplace procedures.
4. Apply internet and email in communication at workplace.	4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with ORGANIZATION ICT policy. 4.2 Office internet functions are defined and executed in accordance with office procedures. 4.3 *Network configuration* is determined in accordance with office operations procedures. 4.4 *Security measures* are put in place in line with the organization's ICT policy 4.5 Official World Wide Web is installed and managed according to workplace procedures.
5. Apply Desktop publishing in official assignments.	5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications. 5.2 Desktop publishing tools are developed in accordance with work requirements. 5.3 Desktop publishing tools are applied in accordance with workplace requirements. 5.4 Typeset work is enhanced in accordance with workplace standards.
6. Prepare presentation packages.	6.1 Types of presentation packages are identified in accordance with office requirements. 6.2 Slides are created and formulated in accordance with workplace procedures. 6.3 Slides are edited and run in accordance with work procedures. 6.4 Slides and handouts are printed according to work requirements.

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
Appropriate computer software includes but not limited to:	A collection of instructions or computer tools that enable the user to interact with a computer, its hardware, or perform tasks.
Appropriate computer hardware	Collection of physical parts of a computer system such as; • Computer case, monitor, keyboard, and mouse • All the parts inside the computer case, such as the hard disk drive, motherboard and video card.
Data security and privacy includes but not limited to:	• Confidentiality of data. • Cloud computing. • Authenticity • Availability • Integrity • Non-repudiation • Integrity-but-curious data surfing.
Security and control Measures includes but not limited to:	• Counter measures against cyber terrorism. • Risk reduction. • Cyber threat issues. • Risk management. • Pass-wording. • Authorization • Encryption
Security threats includes but not limited to:	• Cyber terrorism. • Hacking.
Word processing concepts includes but not limited to:	• Using a special program to create, edit and print documents.
Network configuration includes but not limited to:	• 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 arithmetic operations.
- Basic ICT skills.

Required Knowledge

The individual needs to demonstrate knowledge of:

- Functions of computer software and hardware.
- Data security and privacy.
- Computer security threats and control measures.
- Technology underlying cyber-attacks and networks.
- Cyber terrorism and computer crimes.
- Detection and protection of computer crimes.
- Laws governing protection of ICT.
- Functions and concepts of word processing.
  - Documents and tables creation and manipulations.
  - Mail merging.
  - Word processing utilities.
- Spread sheets;
- Meaning, formulae, function and charts, uses and layout.
- Data formulation, manipulation and application to cells.
- Database;
- Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
- Designing and developing desktop publishing tools.
- Manipulation of desktop publishing tools.
- Enhancement of typeset work and printing documents.
- Presentation Packages;
- Types of presentation packages.
- Creating, formulating, running, editing, printing and presenting slides and handouts.
- Networking and Internet;
- Computer networking and internet.
- Electronic mail and World Wide Web.
- Emerging trends and issues in ICT;

- Identify and integrate 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 and controlled security threats.
	1.2 Detected and protected computer crimes.
	1.3 Applied word processing in office tasks.
	1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures.
	1.5 Opened electronic mail for office communication as per workplace procedure.
	1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures.
	1.7 Integrated emerging issues in computer ICT applications.
	1.8 Applied laws governing protection of ICT.
2. Resource Implications.	2.1 Tablets.
	2.2 Laptops.
	2.3 Desktop PCs.
	2.4 Desktop computer.
	2.5 Calculator.
	2.6 Internet.
	2.7 Smart phone.
	2.8 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/03/6/A

UNIT DESCRPTION
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 innovation 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

ELEMENT	PERFORMANCE CRITERIA
	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. 5.4 Types of shares are determined according to strategic plan. 5.5 Shares diversification process is undertaken as per office procedures. 5.6 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
• Strategic directions includes but not limited to:	• Business continuity and succession • Resource access security. • Core competencies development. • New developments e.g. technological change, new products.
• Business/Corporate plan includes but not limited to:	• Action steps and responsibilities of departments and individual workers. • Resource requirements and budget. • Tactics and strategies to achieve objectives.
• Helpful mechanisms includes but not limited to:	• Wage and non-wage benefits. • Employee awards and recognition systems. • Employee rights and welfare policies. • 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.
- Ensuring quality consistency.
- Reducing lead time to product/service delivery.
- Managing operations/ production.
- Using formal problem-solving procedures, e. g., root-cause analysis, and six-sigma.
- Communication skills.
- Applying motivational principles, e. g., positive stroking, and behavior modification.
- Assessing a 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.

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.	1.1 Case problems. 1.2 Interview. 1.3 Portfolio. 1.4 Third party 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/04/6/A

UNIT DESCRIPTON

This unit covers competencies required to demonstrate employability skills. It involves competencies for exuding self-awareness and dealing with everyday life challenges; demonstrating critical safe work habits and leading a workplace team; planning and organizing work activities; applying learning, creativity and innovativeness in workplace functions; pursuing professional growth and managing time effectively in the workplace.

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 self-awareness and understanding of every day demands and challenges in the workplace.	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 Thoughts, feelings and beliefs are expressed in direct, honest and appropriate ways. 1.4 Feelings are shared with others according to personal issues for healthy relations. 1.5 Individual performance is evaluated and monitored according to the agreed targets. 1.6 Assertiveness is developed and maintained based on the requirements of the job. 1.7 Own ideas and visions that generates excitement, enthusiasm and commitment are articulated. 1.8 Accountability and responsibility for own actions are demonstrated. 1.9 Self-esteem and a positive self-image are developed and maintained.

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*
2. Demonstrate critical safe work habits for employees in the workplace.	2.1 Stress is managed at the workplace in accordance with workplace procedures. 2.2 Punctuality and time consciousness is demonstrated in line workplace policy. 2.3 Personal objectives are integrated with organization goals in accordance with organization's strategic plan. 2.4 Resources are effectively utilized in accordance with workplace policy. 2.5 Work priorities are set and met in according to workplace procedures. 2.6 Leisure time is recognized and used productively in line with organization policy. 2.7 Abstinence from drug and substance abuse is demonstrated as per workplace policy. 2.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements. 2.9 Safety consciousness is demonstrated in the workplace based on organization safety policy. 2.10 Emerging issues are dealt with in accordance with organization policy.
3. Lead a workplace team.	3.1 Role and objectives of the team are determined in accordance workplace policy. 3.2 Team parameters and relationships are identified according to set rules and regulations. 3.3 Individual responsibilities are identified in accordance with work procedures. 3.4 Effective and appropriate forms of communication in a team are established according to office policy. 3.5 Business communication is carried out as per workplace place policy and requirements of the job. 3.6 Team activities are complemented in accordance with office procedures. 3.7 Team building activities are planned for in line with organization policy. 3.8 Conflicts are resolved between team members in line with organization rules and regulations. 3.9 *Gender mainstreaming* is undertaken in accordance with set regulations. 3.10 Human rights are adhered to in accordance with existing

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*
	protocol. 3.11 Healthy relationships are developed and maintained for harmonious co-existence in line with workplace.
4. Plan and organize work.	4.1. Work schedules are developed for accomplishing given tasks within the set time lines and based on workplace policy. 4.2 Time is managed achieve workplace set goals and objectives. 4.3 Clear project goals and deliverables are established according to company set policies and regulations. 4.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables. 4.5 Work activities are monitored and evaluated in line with organization procedures. 4.6 Situations that require decision making are identified within the work place and decision made in accordance with workplace policy. 4.7 Steps required in making effective decisions are applied within the workplace. 4.8 Problems arising in the course of working are identified and solved or reported according the workplace policies and procedures. 4.9 Values required in problem solving process are demonstrated at the work place. 4.10 Situations within the workplace that require negotiation identified and negotiations done to create win-win situations. 4.11 Negotiation techniques are developed and applied at workplace to meet clientele's satisfaction and organizations' objectives.
5. Maintain professional growth and development in the workplace.	5.1 Personal training needs are assessed and identified in line with the requirements of the job. 5.2 *Training and career opportunities* are identified and availed based on job requirements. 5.3 Resources for training are mobilized and allocated based organizations skills needs. 5.4 Licensees and certifications relevant to job and career are obtained and renewed. 5.5 Personal growth is pursued towards improving the qualifications set for the profession. 5.6 Work priorities and commitments are managed based on requirement of the job and workplace policy.

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*
	5.7 Recognitions are sought as proof of career advancement in line with professional requirements.
6. Demonstrate learning, creativity and innovativeness in the workplace	6.1 Time and effort is invested in learning new skills based job requirements. 6.2 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace. 6.3 Learning opportunities are sought and allocated based on job requirement and in line with organization policy. 6.4 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job. 6.5 Application of a range of basic IT skills is demonstrated based on requirements of the job. 6.6 Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace. 6.7 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy. 6.8 New systems are developed and maintained in accordance with the requirements of the job. 6.9 Opportunities that are not obvious are identified and exploited in line with organization objectives. 6.10 Opportunities for performance improvement are identified proactively in area of work. 6.11 Awareness of personal role in workplace innovation is demonstrated.

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 May includes but not limited to:
Drug and substance abuse includes but not limited to:	Commonly abused • Alcohol. • Tobacco. • Miraa. • Over-the-counter drugs. • Cocaine. • Bhang.

Range	Variable
	May includes but not limited to:
	• Glue.
Feedback includes but not limited to:	• Verbal. • Written. • Informal. • Formal.
Clients includes but not limited to:	• New clients. • Existing clients. • Internal clients. • External clients.
Relationships includes but not limited to: :	• Man/Woman. • Trainer/trainee. • Employee/employer. • Client/service provider. • Husband/wife. • Boy/girl. • Parent/child. • Sibling relationships.
Communication methods includes but not limited to:	• Written. • Talk/presentation. • Video. • Audio. • Graphical. • Modelling.
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 includes but not limited to:	• Long term. • Short term. • Broad. • Specific.

Trainings and career Opportunities includes but not limited to:	• Participation in training programs;
	  •Technical.
	  •Supervisory.

Range	Variable
	May includes but not limited to:
	• Managerial.
	• Continuing Education.
	• Serving as Resource Persons in conferences and workshops
Resource includes but not limited to:	• Human.
	• Financial.
	• Technology;
	▪ Hardware.
	▪ Software.
Innovation includes but not limited to:	• New ideas.
	• Original ideas.
	• Different ideas.
	• Methods/procedures.
	• Processes.
	• New tools.
Emerging issues includes but not limited to:	• Terrorism.
	• Social media.
	• National cohesion.
	• Open offices.

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 Attained job targets within key result areas.
	1.2 Maintained intra- and inter-personal relationship in the course of managing oneself.
	1.3 Completed trainings and career progression opportunities in time.
	1.4 Was punctual and time conscious.
	1.5 Acquired and maintained licenses and/or certifications required for the job.
	1.6 Planned and organized resources to achieve organization goals and objectives.
	1.7 Monitored and evaluated work activities.
	1.8 Identified, analysed and solved problem arising in the course of working.
	1.9 Was conscious of health & safety while carrying out work functions.
	1.10 Maintained a mentorship and coaching program for employees.
	1.11 Innovatively made work processes and procedures more efficient.
	1.12 Mainstreamed gender issues in the workplace.
	1.13 Build a strong team of workers in the workplace.
	1.14 Sought and allocated learning opportunities and resources in the workplace.
	1.15 Demonstrated awareness of HIV and AIDS.
	1.16 Abstained from drug and substance abuse.
	1.17 Demonstrated ability to cope with emerging issues.
2. Resource Implications	The following resources should be provided:
	2.1 Workplace or assessment location
	2.2 Case studies/scenarios
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1.Oral Interview
	3.2.Observation
	3.3.Third Party Reports
	3.4.Written exam
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/05/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines, analyse resource use, develop resource conservation plans and implement selected plans.

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. Control environmental hazard.	1.1 *Storage 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 control.	2.1 Environmental pollution *control measures* are compiled 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, and Recycle). 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage.	4.1 Information on resource efficiency systems and procedures are collected and provided to the work group where appropriate. 4.2 Current resource usage is measured and recorded by members of the work group. 4.3 Current purchasing strategies are analyzed and recorded according to industry procedures. 4.4 Current work processes to access information and data is

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**
	analyzed following enterprise protocol.
5. Identify Environmental legislations/conventions for environmental concerns.	5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact 5.2 Industrial standard/environmental practices are described according to the different environmental concerns
6. Implement specific environmental programs.	6.1 Programs/Activities are identified according to organizations policies and guidelines. 6.2 Individual roles/responsibilities are determined and performed based on the activities identified. 6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines 6.4 Stakeholders are consulted based on company guidelines
7. Monitor activities on Environmental protection/Programs.	7.1 Activities are periodically monitored and Evaluated according to the objectives of the environmental program. 7.2 Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations. 7.3 Data gathered are analyzed based on Evaluation requirements. 7.4 Recommendations are submitted based on the findings 7.5 Management support systems are set/ established to sustain and enhance the program. 7.6 Environmental incidents are monitored and reported to concerned/ proper authorities.
8. Analyse resource use.	8.1. All resource consuming processes are Identified 8.2. Quantity and nature of Resource consumed is determined 8.3. Resource flow is analyzed through different parts of the process. 8.4. Waste is classified for possible source of resources.
9. Develop resource Conservation plans.	9.1. Efficiency of use/conversion of resources is determined following industry protocol. 9.2. Causes of low efficiency in use of resources are determined based on industry protocol. 9.3. Plans for increasing the efficiency of resource use are developed based on findings.

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
PPE includes but not limited to:	• Mask. • Gloves. • Goggles. • Safety hat. • Overall. • Hearing protector.
Environmental pollution Control measures includes but not limited to:	• Methods for minimizing or stopping spread and ingestion of airborne particles. • Methods for minimizing or stopping spread and ingestion of gases and fumes. • Methods for minimizing or stopping spread and ingestion of liquid wastes.
Wastes includes but not limited to:	• Unnecessary waste. • Necessary waste.
Waste management Procedures includes but not limited to:	• Sorting. • Storing of items. • Recycling of items. • Disposal of items.
Resources includes but not limited to:	• Electric. • Water. • Fuel. • Telecommunications. • Supplies. • Materials.
Workplace environmental hazards includes but not limited to:	• Biological hazards. • Chemical and dust hazards. • Physical hazards.
Organizational systems and procedures includes but not limited to:	• Supply chain, procurement and purchasing. • Quality assurance. • Making recommendations and seeking approvals.
Legislations/Conventions includes but not limited to:	• EMCA 1999. • Montreal Protocol. • Kyoto Protocol.

Variable	Range
Environmental aspects/impacts includes but not limited to:	• Air pollution. • Water pollution. • Noise pollution. • Solid waste. • Flood control. • Deforestation/Denudation. • Radiation/Nuclear /Radio Frequency/ Microwaves. • Situation. • Soil erosion (e.g. Quarrying, Mining, etc.). • Coral reef/marine life protection.
Industrial standards /Environmental practices includes but not limited to:	• ISO standards. • Company environmental management systems • (EMS)
Periodic includes but not limited to:	• Hourly. • Daily • Weekly • Monthly • Quarterly • Yearly
Programs/Activities includes but not limited to:	• Waste disposal (on-site and off-site). • Repair and maintenance of equipment. • Treatment and disposal operations. • Clean-up activities. • Laboratory and analytical test. • Monitoring and evaluation. • Environmental advocacy programs.

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.
- Practicing OSHS.
- Complying with environmental pollution control.
- Observing solid waste management.
- Complying with methods of minimizing noise Pollution.
- Complying with methods of minimizing wastage.
- Economizing resource consumption.
- Listing of resources used.
- Measuring current usage of resources.
- Identifying and reporting workplace environmental hazards.
- Conveying all environmental issues.
- Following environmental regulations.
- Identifying environmental regulations.
- Assessing procedures for assessing compliance.
- Collecting information on environmental and resource efficiency systems and procedures and providing information to the work group.
- Measuring and recording current resource usage.
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and assisting identifying areas for improvement.
- Analysing resource flow.
- Determining efficiency of use/conversion of resources.
- Determining causes of low efficiency of use.
- Developing plans for increasing the efficiency of resource use.
- Checking resource use plans.
- Complying with regulations/licensing requirements.
- Determining benefit/cost of plans.
- Ranking proposals based on benefit/cost compared to limited resources.
- Checking proposals meet regulatory requirements.
- Monitoring implementation.
- Checking new resource usage.

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 and control measures of environmental pollution.
- Types of solid wastes and solid waste management.
- Types and methods of minimizing noise pollution.
- Methods of minimizing wastage and procedures of waste management.
- Economizing of resource consumption.
- Principle of 3Rs.
- Types of resources.
- Techniques in measuring current usage of resources.
- Calculating current usage of resources.
- Types of workplace environmental hazards.
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures.
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data
- Identification of areas for improvement.
- Resource consuming processes.
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process.
- Use/conversion of resources.
- Causes of low efficiency and methods of increasing the efficiency resource use.
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources.
- Benefit/costs for different alternatives.
- Components and Criteria of ranking proposals
- Regulatory requirements.
- Proposals for improving resource efficiency.
- Implementation of resource efficiency plans.
- Procedures in monitor implementation.
- Adjustments of implementation plan.
- Inspection of new resource usage.

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 Controlled environmental hazard.
	1.2 Controlled environmental pollution.
	1.3 Demonstrated sustainable resource use.
	1.4 Evaluated current practices in relation to resource usage.
	1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.
	1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.
	1.7 Resolved problems/ constraints encountered based on management standard procedures.
	1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines.
	1.9 Recommended solutions for the improvement of the program
	1.10 Monitored and reported to proper authorities any environmental incidents.
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 (e.g. Cleaning tools, cleaning materials, trash bags)
	2.3 PPE, manuals and references
	2.4 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection
	2.5 Case studies/scenarios relating to environmental protection
3. Methods of Assessment.	Competency in this unit may be assessed through:
	• Demonstration.
	• Oral questioning.
	• Written examination.
	• Interview/Third Party Reports.
	• Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad).
	• Simulations and role-play.
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.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: BUS/OS/LIS/BC/06/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to lead the implementation of workplace safety and health program, procedures and policies/guidelines.

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. Identify workplace hazards	1.1 *Hazards* in the workplace and/or its *indicators* of its presence are identified. 1.2 *Evaluation and/or work environment* measurements of OSH hazards/risk existing in the workplace is conducted by authorized personnel or agency. 1.3 *OSH issues and/or concerns* raised by workers are gathered.
2. Identify and implement appropriate control measures	2.1 *Prevention and control measures*, including use of safety *gears / PPE (personal protective equipment)* for specific hazards identified and implemented. 2.2 Appropriate *risk controls* based on result of OSH hazard evaluation is recommended. 2.3 *Contingency measures*, including *emergency procedures* during workplace *incidents and emergencies* are recognized and established in accordance with organization procedures.
3. Implement OSH programs, procedures and policies/ guidelines	3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided. 3.2 Implementation of OSH procedures and policies/ guidelines is performed 3.3 Team members are trained and advised on OSH standards and procedures. 3.4 Procedures for maintaining *OSH-related records* are implemented.

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
Hazards may include but not limited to:	• Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation. • Biological hazards- bacteria, viruses, plants, parasites, mites, moulds, fungi, and insects. • Chemical hazards – dusts, fibres, mists, fumes, smoke, gasses, and vapours. • Egonomics; • Psychological factors – over exertion/ excessive force, • awkward/static positions, fatigue, direct pressure, • varying metabolic cycles; • Physiological factors – monotony, personal • relationship work out cycle; • Safety hazards (unsafe workplace condition) – • confined space, excavations, falling objects, gas • leaks, electrical, poor storage of materials and • waste, spillage, waste and debris; • Unsafe workers' act (Smoking in off-limited areas, Substance and alcohol abuse at work);
Indicators may include but not limited to:	• Increased of incidents of accidents, injuries; • Increased occurrence of sickness or health complaints/ symptoms; • Common complaints of workers related to OSH; • High absenteeism for work-related reasons;
Evaluation and/or work environment measurements may include but not limited to:	• Health Audit; • Safety Audit; • Work Safety and Health Evaluation; • Work Environment Measurements of Physical and Chemical • Hazards.
OSH issues and/or concerns includes but not limited to:	• Workers' experience/observance on presence of work hazards. • Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks). • Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines.

Variable	Range
Prevention and control measures includes but not limited to:	• Eliminate the hazard (i.e. get rid of the dangerous machine • Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) • Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one). • Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signage, rotation/shifting work schedule). • Use engineering controls to reduce the risk (i.e. use safety guards to machine). • Use personal protective equipment. • Safety, Health and Work Environment Evaluation. • Periodic and/or special medical examinations of workers.
Safety gears /PPE (Personal Protective Equipment) includes but not limited to:	• 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.
Appropriate risk controls includes but not limited to:	• Appropriate risk controls in order of impact are as follows: • Eliminate the hazard altogether (i.e., get rid of the dangerous machine). • Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off). • Substitute the hazard with a safer alternative (i.e. replace the machine with a safer one). • Use administrative controls to reduce the risk (i.e. train workers how to use equipment safely; train workers about the risks of harassment; issue signage). • Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users). • Use personal protective equipment (i.e. wear • gloves and goggles when using the machine)

Variable	Range
Contingency measures may include but not limited to:	• Evacuation. • Isolation. • Decontamination. • (Calling designed) emergency personnel.
Emergency procedures includes but not limited to:	• Fire drill. • Earthquake drill. • Basic life support/CPR. • First aid. • Spillage control. • Decontamination of chemical and toxic • Disaster preparedness/management • Set of fire-extinguisher.
Incidents and emergencies includes but not limited to:	• Chemical spills. • Equipment/vehicle accidents. • Explosion • Fire • Gas leak. • Injury to personnel. • Structural collapse. • Toxic and/or flammable vapours emission.
OSH-related Records may include but not limited to:	• Medical/Health records. • Incident/accident reports. • Sickness notifications/sick leave application. • OSH-related trainings obtained

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:
- Skills on preliminary identification of workplace hazards/risks
- Knowledge management.
- Critical thinking skills.
- Observation skills.
- Coordinating skills.
- Communication skills.
- Interpersonal skills.
- Troubleshooting skills.
- Presentation skills.
- Training skills.

Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles.
- Occupational hazards/risks recognition.
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM).
- National OSH regulations; company OSH policies and protocols.
- Systematic gathering of OSH issues and concerns.
- General OSH principles.
- National OSH regulations.
- Company OSH and recording protocols, procedures and policies/guidelines.
- Training and/or counselling methodologies and strategies.

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 Identifies hazards/risks in the workplace and/or its indicators.
	1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace.
	1.3 Gathers OSH issues and/or concerns raised by workers.
	1.4 Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards.
	1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered.
	1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures.
	1.7 Provides information to work team about company OSH program, procedures and policies/guidelines.
	1.8 Participates in the implementation of OSH procedures and policies/guidelines.
	1.9 Trains and advises team members on OSH standards and procedures.
	1.10 Implements procedures for maintaining OSH-related records.
2. Resource Implications.	The following resources should be provided:
	2.1 Workplace or assessment location.
	2.2 OSH personal records.
	2.3 PPE.
	2.4 Health records.
3. Methods of	Competency may be assessed through:

	Assessment.	3.1 Portfolio Assessment. 3.2 Interview. 3.3 Case Study/Situation. 3.4 Observation/Demonstration and oral questioning.
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 UNDERSTANDING OF PUBLISHING AND BOOK TRADE

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

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.

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. Trace the history of publishing and book trade	1.1 Historical development of publishing and book trade are identified 1.2 Purposes and functions of book trade are established as per the Kenya publishing association guidelines
2. Understand the concepts in publishing and book trade	2.1 Different types of publishers and publishing firms are identified 2.2 ***Departments in publishing*** and book trade are identified based on the book publishing stages 2.3 ***Partners in book publishing*** are established according to the guidelines involved in publishing

		firm.
		2.4 Language policy in book publishing is identified in line with the Kenya writers association
3.	Demonstrate understanding in the processes of publishing and book trade	3.1 Procedures and techniques of publishing and book trade are identified as per the organization
		3.2 Classification in book publishing are identified based on the firm guidelines and the nature of the books to be published
		3.3 *Stakeholders in publishing industry* are identified in line Kenya publishers association
		3.4 *Tools and facilities* in publishing are identified in adherence to the Kenya publishers association guideline
		3.5 *Publishing industry personnel* are identified according to their expertise
		3.6 Professionals roles in publishing process are identified according the Government policies
		3.7 Quality control of the publishing materials is managed in line with Kenya publishers association
		3.8 Economics of publishing is established according to the firm's guidelines
		3.9 Multimedia process in publishing and book trade is performed as per the organization guidelines
4.	Apply regulatory compliance in publishing and book trade	4.1 Sources of laws in publishing are identified in adherence to Kenya publishers association and the Government policies
		4.2 Related laws in publishing are adhered to in line with the Government polices
		4.3 Publishing laws are applied in adherence to the Kenya publishers association
5.	Identify and appreciate the role of professional associations in publishing and book trade	5.1 Types of professional associations in publishing are identified in line with their occupations and Government policies.
		5.2 Roles of different *professional associations* are identified according to their occupation and Government polices
		5.3 Code of ethics in professional association is adhered to in line with their mandate and Government policies
6.	Apply ICT in publishing and book trade	6.1 The concept of ICT in publishing and book trade is identified according the organization set up.
		6.2 Role of ICT in publishing and book trade is identified according to the organization polices

	6.3 Impact of ICT in publishing and book trade is identified based on the organization set up and guidelines
7. Recognize emerging trends in publishing and book trade	7.1 Emerging issues and trends in publishing and book trade is established in line with the industry's technological advancement. 7.2 Challenges in publishing and book trade are identified based on the technological advance 7.3 Coping methods in the emerging issues and trends of publishing and book trade are established in line with the industries current challenges

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 Incudes but not limited to:
Departments in publishing includes but not limited to:	• Editorial department • Design and production • Marketing and sales • Finance department • Human resource
Partners in book publishing includes but not limited to:	• Authors • Publishers • Writers • Printers
Tools and facilities includes but not limited to:	• Printers • Stationery • Printing rooms • Binding machines
Publishing industry personnel includes but not limited to:	• Machine operators • Binders
Professional associations includes but not limited to:	• KPA • KWA • KABSA

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- 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 advancements
- 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
- 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 Established purposes and functions of book trade as per the Kenya publishing association guidelines
	1.2 Identified different types of publishers and publishing firms.
	1.3 Established partners in book publishing according to the guidelines involved in publishing firm.
	1.4 Identified language policy in book publishing in line with the Kenya writers association

		1.5 Identified tools and facilities in publishing in adherence to the Kenya publishers association guideline
		1.6 Identified professionals roles in publishing process according to the Government policies
		1.7 Managed quality control of the publishing materials in line with Kenya publishers association
		1.8 Established economics of publishing according to the firm's guidelines
		1.9 Performed multimedia process in publishing and book trade as per the organization guidelines
		1.10 Identified sources of laws in publishing in adherence to Kenya publishers association and the Government policies
		1.11 Identified roles of different professional associations according to their occupation and Government polices
		1.12 Adhered to code of ethics in professional association in line with their mandate and Government policies
		1.13 Identified the concept of ICT in publishing and book trade according to the organization set up
		1.14 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 Stationery 2.2 Computers 2.3 Printing machines 2.4 Binding machines 2.5 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 ACTIVITIES

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

UNIT DESCRIPTION

This unit specifies 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.

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. Select cataloguing tools	1.1 Sources of cataloguing tools are accessed as per organization rules and guidelines 1.2 An understanding of basic components and structure of bibliographic records is developed 1.3 Relevance of different cataloguing tools is identified as per the organization needs 1.4 Cataloguing tools are selected as per the organization needs
2. Search and retrieve bibliographic details	2.1 Online catalogues are searched to determine availability of existing bibliographic records in local system. 2.2 Library catalogues or external databases are searched to locate suitable bibliographic records. 2.3 Suitable bibliographic records are retrieved and downloaded to local system.
3. Compile bibliographic descriptions	3.1 The need for bibliography is determined to justify its compilation. 3.2 Subject is fit into the general scheme of available bibliographical sources 3.3 Subject is stated in the title and defined in a preliminary statement

	3.4 The scope of the bibliographic is defined 3.5 The bibliography is completed within the *stated limitations* 3.6 Different format of bibliography is identified and described 3.7 Classification number is identified as per the catalogue	
4.	Record bibliographic details in card catalogues or database	4.1 Formats to be used are identified as per library procedure 4.2 Bibliographic details are stored electronically in the database or in the card catalogues 4.3 Records are made available for access in line with the library guidelines
5.	Edit bibliographic records	5.1 *Editing tools* are obtained as per bibliographic edit requirements 5.2 Updating all edited records is performed as per the provided library standard operating procedures 5.3
6.	Provide cataloguing support	6.1 Items are identified and selected as per searching methods 6.2 Items are located in the library or in other libraries as per library guidelines 6.3 The intellectual and organizational coherence of the library's collections is supported.

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
Stated limitations includes but not limited to:	• Period • Geographical area • Medium, language • Library holdings • Quality • Intended audience
Editing 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 Assessed sources of cataloguing tools are as per organization rules and guidelines
	1.2 Selected cataloguing tools as per the organization needs
	1.3 Searched online catalogues to determine availability of existing bibliographic records in local system
	1.4 Determined the need for bibliography in justifying its compilation
	1.5 Stated subject in the title and defined in a preliminary statement
	1.6 Identified and described different format of bibliography
	1.7 Sorted bibliographic details electronically in the database or in the card catalogues
	1.8 Updated all edited records as per the provided library standard operating procedures
	1.9 Supported the intellectual and organizational coherence of the library's collections
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.

MANAGE AND MAINTAIN INDUSTRY KNOWLEDGE

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

UNIT DESCRIPTION

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

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. Undertake industry research	1.1 ***Industry developments*** is researched as per the organization policy 1.2 Impact of industry development on current work practices is assessed as per organizational policies 1.3 The role and significance of cultural industries to local communities is collected. 1.4 Similarities and differences between industry organizations are established as per research information. 1.5 The roles of relevant peak professional associations and industry bodies information is consolidated
2. Source and apply information about trends	2.1 Information about key issues and trends is sourced and monitored as per organization policy 2.2 Information about key issues and trends is investigated 2.3 Impact of information about key issues and trends on the industry is assessed 2.4 Current and emerging technologies are researched and their potential application in the workplace determined. 2.5 Information about career opportunities and employment conditions sourced and monitored 2.6 Collected information is organized and stored in an easily accessible format
3. Research industry structures and	3.1 Information about different industry structures and operations are sourced

	operations	3.2 Underpinning philosophies and funding models of different industry sectors are analyzed and linked to service provision.
		3.3 Information about legislation that affects relevant industry sectors are identified and sourced
		3.4 Information on professional ethics and codes of practice for relevant industry sectors are reviewed.
4.	Disseminate research information	4.1 Copies of research information are obtained as per *organizational policy*
		4.2 Information sharing criteria is determined as per organizational policy
		4.3 Research information is discussed and shared as per organization policy.
5.	Monitor implementation of research information	5.1 Implementation process for research information is established.
		5.2 Reports on implementation of research information are obtained as per information sharing criteria.
		5.3 The reports are assessed to identify challenges as per the report.
		5.4 Recommendation on research information is given as per research gaps.

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
Industry developments includes but not limited to:	• Access to information • Retrieval and dissemination • Career development
Organization policy 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

- Sources of information on library and information services and/or cultural industry sectors of museums and galleries
- Historical development of industry sectors
- Underpinning values, principles and philosophies of the industry sectors
- Legislation and ethical practices impacting the industry sectors

- Career opportunities and career pathways in the industry sectors
- Current trends within the industry sectors and the potential impacts and opportunities they present
- Nature, role and functions of relevant major professional associations or industry bodies

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 Researched on industry developments as per the organization policy
	1.2 Collected information on the role and significance of cultural industries to local communities
	1.3 Sourced and monitored information about key issues and trends as per the organization policy
	1.4 Investigated information about key issues and trends
	1.5 Researched and determined on the current and emerging technologies and their potential application in the workplace.
	1.6 Sourced and monitored on the information about career opportunities and employment conditions
	1.7 Organized and stored collected information in an easily accessible format
	1.8 Identified and sourced information about legislation that affects relevant industry sectors
	1.9 Reviewed information on professional ethics and codes of practice for relevant industry sectors
	1.10 Obtained copies of research information as per organizational policy
	1.11 Discussed and shared research information as per organization policy.

		1.12 Established implementation process for research information.
		1.13 Obtained reports on implementation of research information as per information sharing criteria
		1.14 Gave recommendation on research information as per research gaps.
2.	Resource Implications	The following resources must be provided: 2.1 Research information 2.2 Implementation plan 2.3 Monitoring reports
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.

SEARCH LIBRARY AND INFORMATION DATABASES

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

UNIT DESCRIPTION

This unit covers the competencies required to search library and information database. Competencies include; identifying and access databases, giving access to library information and conducting orientation on use of database.

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 and access databases	1.1 Range of databases available to information service providers is assessed as per organization policy 1.2 Databases that meets specific ***information needs*** are selected as per organizational requirement 1.3 Procedures required to access databases are used as per database guidelines 1.4 Copyright and licensing conditions relevant to use of databases are complied with as per organizational policies
2. Provide access to library information	2.1 Database searches are conducted as per information needs 2.2 Features of databases used and manipulated as per access information requirement 2.3 Online manuals and database search techniques are consulted as per needs to refine or revise search strategies
3. Conduct orientation on use of database	3.1 Orientation training is conducted as in line with the functionality of the database 3.2 Search results are evaluated to identify information that meets needs 3.3 Information is organized in formats appropriate to customer needs 3.4 Reference lists is prepared according to standard referencing styles 3.5 ***User orientation*** as per organization policy
4. Conduct customer need assessment	4.1 Information from the customers is evaluated as per expected outcome 4.2 Users need assessment is conducted in line with data

	functionality
	4.3 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.

Variable	Range
Information needs includes but not limited to:	- Questionnaires - Feedback
User orientation includes but not limited to:	- Instruction room - Presentation equipment

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 Assessed range of databases available to information service providers as per organization policy
		1.2 Selected databases that meets specific information needs per organizational requirement
		1.3 Compiled copyright and licensing conditions relevant to use of databases as per organizational policies
		1.4 Conducted database searches as per information needs
		1.5 Consulted online manuals and database search tips as per needs to refine or revise search strategies
		1.6 Evaluated search results to identify information that meets needs
		1.7 Organized information as per client's needs
		1.8 Prepared reference lists according to standard referencing styles
		1.9 Evaluated information from the users as per expected outcome
		1.10 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
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
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.

ANALYZE INFORMATION RESOURCES

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

UNIT DESCRIPTION

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

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 description requirements	1.1 Scope and use of resources are identified as per organizational policy 1.2 User requirements and expectations are assessed as per organizational policy 1.3 Type and structure of descriptions is determined as per customer needs and organizational policies
2. Analyze the needed resources	2.1 Data and information analysis tools are determined per the resources to analyzed 2.2 Subject content of resources is analyzed to clearly distinguish *significant information* from minor references 2.3 General concepts and principles of description and knowledge of relevant standards, authorities and *legislations* is integrated as per organizational needs 2.4 Result on analysis of resources are examined in context of the subject field
3. Describe resources and format descriptions	3.1 Descriptions are created as per the purpose and intended use 3.2 Format of descriptions are conformed to general convention 3.3 Reference structure of descriptions is developed to display relationships to assist customers
4. Review description practices and procedures	4.1 Description practices and procedures are reviewed as per industry developments and customer needs 4.2 Action is taken within scope of individual

		responsibility to enhance description practices and procedure
		4.3 Descriptions are reviewed regularly for consistency and compliance with established structure, rules and authorities
5. Plan and make decision on analyzed information		5.1 Planning and decision making are performed based on the organization goals
		5.2 Planning and decision making are performed in line with the organization policy
		5.3 Decisions are made based on the outcome of the analyzed information
		5.4 Planning and decision making are performed according to the available resources
		5.5 Planning and decision making are performed based on the customer requirements

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
Significant information includes but not limited to:	- Availability - Currency of information - Format
Legislation includes but not limited to:	- Guideline - Procedures

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- principles of subject access to a specific resource
- types of indexes and abstracts
- application of abstracting and indexing standards and methods, including descriptions and cross-referencing of access points and descriptors
- methods for allocating major and minor descriptors to information resources
- methods for matching reference structure to suit customer needs
- methods for enhancing subject access through indexing
- evaluate monitoring and review processes for indexes and abstracts.

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 scope and use of resources as per organizational policy
	1.2 Determined type and structure of descriptions as per customer's needs and organizational policies
	1.3 Analyzed subject content of resources to clearly distinguish significant information from minor references
	1.4 Examined result on analysis of resources in context of the subject field
	1.5 Created descriptions as per the purpose and intended use
	1.6 Developed reference structure of descriptions to display relationships in assisting customers
	1.7 Reviewed description practices and procedures as per industry developments and customer needs
	1.8 Reviewed descriptions regularly for consistency and compliance with established structure, rules and authorities
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
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.

PROVIDE SUBJECT ACCESS

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

UNIT DESCRIPTION

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

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. Catalogue library material	1.1 Subject content of material is analyzed as per knowledge of general concepts and principles of bibliographic control, relevant standards and customer needs 1.2 Records are created as per organizational standards, precedents and techniques, and industry standards 1.3 Precedents are evaluated and adapted as per specified needs 1.4 *Subject headings*, cataloguing tools and standards are selected as per organizational policy 1.5 Headings are constructed to enhance access to information using standards and authorities lists.
2. Classify library material	2.1 Classification systems are used to reflect knowledge of principles of organization 2.2 Classification number is selected as per classification system 2.3 *Shelf list* or online catalogue are checked against previously assigned classification numbers for similar items
3. Maintain and develop catalogue practice	3.1 Knowledge of changes in cataloguing practices are maintained to enhance cataloguing consistency and quality 3.2 Issues regarding cataloguing system operations or procedures are assessed as per organizational needs 3.3 Records of materials and holdings are maintained according to relevant national and organizational procedures 3.4 Legislation relevant to cataloguing practices are complied with as per legislation requirements

4. Shelf catalogue material	4.1 Catalogued materials are sorted as per their call number
	4.2 Sorted materials are shelved as per their subject area
	4.3 Shelf reading is performed on the catalogued 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.

Variable	Range
Subject Headings includes but not limited to:	• Library catalogues
Shelf list includes but not limited:	• List of books in the library in the order of their location

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Purpose and function of various cataloguing tools
- Classification schemes
- Subject access and control of methods, including:
  ✓ authority control procedures
  ✓ subject headings list
  ✓ thesauruses
- authority systems and file
- common automated cataloguing modules
- ways of modifying and upgrading records to suit customer needs

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 Analyzed subject content of material as per knowledge of general concepts and principles of bibliographic control, relevant standards and customer needs
	1.2 Created records as per organizational standards, precedents, techniques, and industry standards
	1.3 Selected subject headings, cataloguing tools and standards as per organizational policy
	1.4 Selected classification number as per the classification system
	1.5 Checked shelf list or online catalogue are checked against previously assigned classification numbers for similar items
	1.6 Maintained records of materials and holdings according to relevant national and organizational procedures
	1.7 Complied with legislation relevant to cataloguing practices as per legislation requirements
	1.8 Sorted catalogued materials as per their call number
	1.9 Shelved sorted materials per their subject area
2. Resource Implications	The following resources must be provided:
	2.1 Cataloguing tools
	2.2 Schedules
	2.3 List of Subject Headings
	2.4 Computer
	2.5 Internet
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
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.

MONITOR COMPLIANCE WITH COPYRIGHT AND LICENSE REQUIRMENT

UNIT CODE: BUS/OS/LIS/CR/06/6

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.

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. Compliance with copyright laws	1.1 Information sources are researched to keep abreast of information about ***copyright law***s relevant to libraries and cultural institutions 1.2 Organizational procedures are reviewed to ensure consistency with copyright laws and organizational policy. 1.3 Gaps in procedures to be addressed are identified, and action taken according to copyright laws 1.4 Personnel are advised about legal and economic implications of copyright law infringement and other legislative obligations
2. Monitor licenses for digital rights management	2.1 Materials within organizations that require licenses are identified. 2.2 Organizational protocols are researched regarding licenses and implications for ***digital rights*** management 2.3 Information regarding license agreements between own organization and vendors of electronic resources are sourced. 2.4 Responsibilities in relation to license and digital rights management are explained to customers.
3. Assess risks associated with copyright laws	3.1 Organizational procedures for accepting donations, sponsorship and culturally sensitive material are reviewed as per organizational policy 3.2 Copyright and license risks associated with donations, sponsorship and culturally sensitive material are identified. 3.3 Advice about identified risks are provided to relevant personnel.

4. Document the copyright risks	1.1 Provide a tangible document on risks of infringement of copyright laws
	1.2 Identify opportunities and strategies for action that an organization may pursue
5. Sensitize users on copyright laws	5.1 Educate users on various copyright laws
	5.2 Educate users how to conduct plagiarism check and referencing

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
Copyright laws includes but not limited to:	• Expanding technologies i.e. video tapes and electronic databases • Information centers reprographic rights
Digital rights includes but not limited to:	• Enforcement of Numerous Restrictions • Electronic Resource Management

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Copyright and licensing laws and regulations
- Digital preservation
- Open source copyright licenses
- Organizational policies, protocols and procedures on copyright and licenses
- The rights of copyright owners, including digital rights management
- Sources of information and advice on copyright
- Protocols for handling culturally sensitive material

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 Researched on information sources to keep abreast of information about copyright laws relevant to libraries and cultural institutions 1.2 Identified and took actions on gap according to copyright laws 1.3 Identified materials within organizations that require licenses. 1.4 Researched on organizational protocols regarding licenses and implications for digital rights management 1.5 Explained to customers responsibilities in relation to license and digital rights management. 1.6 Reviewed organizational procedures for accepting donations, sponsorship and culturally sensitive material as per organizational policy 1.7 Copyright and license risks associated with donations, sponsorship and culturally sensitive material are identified. 1.8 Provided document on risks of infringement of copyright laws 1.9 Educated users on how to conduct plagiarism check and referencing
2 Resource Implications	The following resources must be provided: 2.1 Relevant licenses 2.2 Copy of the copyright laws
3. Methods of Assessment	Competency may be accessed through: 2.3 Written tests 2.4 Oral questioning 2.5 Third party reports 2.6 Case studies
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	Holistic assessment with other units relevant to the industry subsector, workplace and job roles is

| assessment | recommended. |

MANAGE INTEGRATED LIBRARY AND INFORMATION MANAGEMENT SYSTEMS

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

UNIT DESCRIPTION

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

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. Plan and manage automation process	1.1 Planning and management of automation process are performed in line with the organization policy 1.2 Automation processing system is identified based on the information functions and operations 1.3 Preparation of policies and guidelines are performed according to system's automation processes and functionalities. 1.4 Staff and customers are trained on automation functions and services as per the functionality of the system. 1.5 Financial and budgeting plan are prepared for automation process in line with the organization policy.
2. Perform automation functions	2.1 Automation functionalities and processes are documented based on the standard modules 2.2 Standards, procedures and guidelines for automation process, operations and functions are prepared in line with the information needs of the organization 2.3 Automation modules are implemented and managed in provision of information services as per the industry standards 2.4 Automation functions and operation of different modules are defined in relation to information functions and services 2.5 Software development is performed as the functionality and industry best practices 2.6 Software outsourcing is performed as per the

	organization policy
	2.7 Maintenance and support of the automation process and operations in the organization are performed according to the organization policy
3. Perform Software Automation	3.1 Automation modules and database are managed according to the automation standards
	3.2 Information databases are created, maintained and support based on the automation process and procedures
	3.3 Databases administration duties and responsibilities are performed as per the system's functionality
	3.4 Information systems security is provided as per the organization structure and policies.
	3.5 Automated information management system is used as per the organization policies and procedures.
	3.6
4. Perform computer hardware service	4.1 Maintenance of computers are conducted as per the organization ICT policy
	4.2 Organization information servers are maintained according the organization guidelines regulations
	4.3 Networking services are automated as per the systems functionality
	4.4 Computer services outsourcing process and procedures

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
Modules includes but not limited to:	• Acquisitions • Cataloguing • Circulation • OPAC
Online Catalogues includes but not limited to:	• Worldcat • Library of Congress • OPAC

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Basic operation of automated library management systems
- Basic and advanced features of automated library management systems
- Procedures for document delivery modules
- Procedures for handling money and security
- Impact of relevant legislation on provision of library and information services

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: Demonstrates; 1.1.Researched functions of online catalogues 1.2.Used advanced search features of online catalogues to locate information resources for customers 1.3. Used advanced circulation system functionality to resolve complex borrower problems and complaints 1.4.Provided information to customers regarding range of services that could have incurred 1.5. Processed and provided financial transactions to customers with information about pre-paid service transactions. 1.6. Ordered and received library resources using automated acquisitions systems and procedures as per organization policy 1.7. Created records using automated cataloguing systems and procedures 1.8. Created reports and statistical data with different modules as per organization policy 1.9.Evaluated functions of an existing ILMS in relation to customer and organizational needs 1.10. Sourced information on current industry trends in

		relation to ILMS.
2.	Resource Implications	The following resources must be provided: 1.3 Computer hardware and software 1.4 Sufficient space for working 1.5 Skilled staff
3.	Methods of Assessment	Competency may be accessed through: 5.1 Written tests 5.2 Oral questioning 5.3 Third party reports 5.4 Case studies
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.

MANAGE RECORDS AND INFORMATION

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

UNIT DESCRIPTION

This unit covers the competencies required to manage record: 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.

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. Establish regulatory and social environment	1.1 Legal and regulatory frameworks for the organization are identified and documented in accordance with industry standards 1.2 Legislation for implications for recordkeeping are analyzed and documented as per organization policy 1.3 Documentation of *organizational functions* for compliance are reviewed 1.4 Broad social context in which the organization operates is analyzed to determine community expectations about how it should conduct itself
2. Determine principal areas of risk requiring recordkeeping strategy	2.1 Organization existing risk analyses for implications are reviewed and updated in relation to redundancy of records 2.2 Regulatory requirements and legal liabilities are reviewed and documented as per their impact on recordkeeping framework 2.3 Risks and liabilities to be managed by recordkeeping are determined and documented to inform development of the framework
3. Determine record requirements for each business function	3.1 Risks, liabilities and regulatory requirements are determined and analyzed against each business function 3.2 Communicate and document determined evidence requirements for each business function identifying evidence to be captured as records 3.3 Form the specifications for records from the evidence requirements in accordance with organizational

	technologies, standards and corporate culture, and in appropriate formats
4. Establish recordkeeping framework for organization	4.1 An overview of responsibilities for recordkeeping within the organization is developed and communicated. 4.2 Responsibilities and authorities in relation to *regulatory requirements* are defined in accordance with industry standards 4.3 Recordkeeping responsibilities and rights for each business function is defined as per organization policy 4.4 Identified risks and liabilities managed by recordkeeping are integrated with the definition of responsibilities for each function. 4.5 Levels of accountability and responsibility for each level of recordkeeping are defined, assigned and documented as per organizational policy. 4.6 Documented framework (including areas of risk, regulatory requirements, records specifications and responsibilities for recordkeeping review and endorsement,) is communicated to appropriate persons 4.7 Review process is established, and appropriate persons charged with maintaining the currency of the organization recordkeeping framework

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
Organizational functions includes but not limited to:	• Circulation services • Technical services • Digital services
Regulatory requirements includes but not limited to:	• Access control • Storage and security

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
- 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 and documented legal and regulatory frameworks for the organization in accordance with industry standards 1.2 Analyzed and documented legislation for implications for recordkeeping as per the organization policy 1.3 Reviewed documentation of organizational functions for compliance 1.4 Reviewed and documented regulatory requirements and legal liabilities as per their impact on recordkeeping framework 1.5 Determined and documented risks and liabilities to be managed by recordkeeping to inform development of the framework 1.6 Determined and analyzed risks, liabilities and regulatory requirements against each business function 1.7 Developed and communicated an overview of responsibilities for recordkeeping within the organization.

		1.8 Defined responsibilities and authorities in relation to regulatory requirements in accordance with industry standards 1.9 Identified and integrated risks and liabilities managed by recordkeeping with the definition of responsibilities for each function 1.10 Defined, assigned and documented levels of accountability and responsibility for each level of recordkeeping as per organizational policy.
2.	Resource Implications – not limited to:	The following resources must be provided: 2.1 Secure storage equipment 2.2 Adequate storage space 2.3 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
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.

CONSERVE AND PRESERVE INFORMATION MATERIALS

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

UNIT DESCRIPTION:

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

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. Conserve information material	1.1 Types of conservation of the information material are determined as per the nature of the material to be conserved 1.2 ***Tools and facilities used in conservation*** of the information material are identified as per the organization policy 1.3 Policies of the conservation of the information material are determined as per the nature of the material to conserved 1.4 Information materials that may require conservation are examined as per the organization policy 1.5 Relevant ***conservation methods*** and techniques for the information materials are applied as per the organization policy
2. Determine the nature of information material	2.1 Information material is created in line with the expected data to be captured 2.2 Types and forms of information materials are identified based on the organization's establishment 2.3 Information materials are characterized according to storage platform
3. Identify deterioration of information material	3.1 Types and forms of deterioration causes and agents of deterioration are identified as per the organization policies 3.2 Causes and agents of deterioration are established according to the nature of the information material 3.3 Process of deterioration of information materials is

	determined according to the nature of the material
	3.4 Effects of deterioration of information materials are identified based on nature of the material
	3.5 Test and evaluation of deterioration of information material is performed according to the industry best practice
4. Preserve information material	4.1 Purpose and functions of preservation of information material are determined according to the organization's requirements
	4.2 Policies of preservation of information materials are identified in line with the organization requirements
	4.3 Tools and facilities in preservation of the information materials are identified according to the industry's best practice and the organization establishment.
	4.4 ***Disaster is managed in material preservation*** as per the sensitivity of the material to be preserved.
	4.5 User and staff education on different information material handling is conducted as per the organization training policy
5. Restore information material	5.1 Purpose and functions of restoration of information material are determined according to the organization's requirements
	5.2 ***Principles of restoration of information materials*** are adhered to in material restoration
	5.3 Procedures and techniques of restoration of information material are identified as per the type of the material
	5.4 Tools and facilities of restoration of the information material determined by the type of the materials
6. Perform reprography of the information material	6.1 ***Methods of material reprography*** are identified as per the organization policy
	6.2 Purpose and functions of reprography of information material are determined according to the organization's requirements
	6.3 Procedures and techniques of reprography of information material are identified as per the type of the material
	6.4 Tools and facilities of reprography of the information material determined by the type of the materials
7. Store information material	7.1 Information materials are stored under the required conditions as per the organization policy
	7.2 Purpose and functions of storage of information material are determined according to the

	organization's requirements
	7.3 Types of storage of the information material is determine by the nature and sensitivity of the material to be stored
	7.4 Tools and facilities of storage of the information material are determined by the type of the materials
8. Apply ICT in conservation of information material	8.1 ICT is applied in the conservation of the information material according to the nature of the material to be conserved
	8.2 ICT is applied in conservation of information material in line with the industry's best practice.
9. Recognize emerging trends and issues in material conservation	9.1 Emerging issues and trends in material conservation are established in line with the industry's technological advancement.
	9.2 Challenges in material conservation are identified based on the technological advancement
	9.3 Coping methods in the emerging issues and trends of material conservation are established in line with the industry's current challenges

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
	Includes but not limited to:
Tools and facilities used in conservation includes but not limited to:	• Well ventilated storage facilities • Pest control equipment • Fridge
Conservation methods includes but not limited to:	• Binding • Reprography • Digitization
Disaster is managed in material preservation includes but not limited to:	• Fire • Floods
Principles of restoration of information materials includes but not limited to:	• Be reversible • Restored in original size
Methods of material	• Photocopying

reprography includes but not limited to:	• Scanning

REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

Knowledge

- Tools and facilities in material conservation and preservation
- Material conservation and preservation
- Disaster management in information material conservation and preservation
- ICT in material conservation
- Technological advancement in material conservation and preservation
- Library building design
- Security systems
- Different types of information materials
- Challenges in conservation and preservation of information materials

SKILLS

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Analytical
- Reprography
- Different information material storage
- 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 tools and facilities used in conservation of the information material as per the organization policy 1.3 Applied relevant conservation methods and techniques for the information materials as per the organization

		policy
		1.4 Identified types and forms of information materials based on the organization's establishment
		1.5 Established causes and agents of deterioration according to the nature of the information material
		1.6 Determined process of deterioration of information materials according to the nature of the material
		1.7 Identified effects of deterioration of information materials based on nature of the material
		1.8 Determined purpose and functions of preservation of information material according to the organization's requirements
		1.9 Managed disaster in material preservation as per the sensitivity of the material that was to be preserved
		1.10 Adhered to the principles of restoration of information materials
		1.11 Identified procedures and techniques of restoration of information material as per the type of the material
		1.12 Identified material reprography as per the organization policy
		1.13 Stored information materials under the required conditions as per the organization policy
		1.14 Applied ICT in conservation of information material in line with the industry's best practice.
		1.15 Identified challenges in material conservation based on the technological advancement
2.	Resource Implications	The following resources must be provided: 2.1 Library 2.2 Stationery 2.3 Computers 2.4 Security equipment 2.5 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.