****

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**INFORMATION STUDIES**

**KNQF LEVEL 5**

**PROGRAMME ISCED CODE: 0322 454A**

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First Edition

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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. These reforms resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012). 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.

The reforms also demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses the skills gap. It is against this background that this Competency-Based Education and Training (CBET) Library and information assistant level 5

It is my conviction that this curriculum will play a great role towards development of competent human resource for the library and information Management sector’s growth and sustainable development**.**

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

TVET Act, CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development 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 the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

CHAIRPERSON

# ACKNOWLEDGEMENT

The successful development of the Library and Information Management level 6 Curriculum was a result of collaborative efforts and invaluable contributions from various stakeholders.

A special thank you goes to the industry experts who dedicated their time and expertise to ensure this curriculum meets the demands of the Library and Information Management field. Their guidance has been instrumental in creating a program that is both practical and aligned with industry standards.

I also wish to acknowledge the subject matter experts for their commitment to ensuring the curriculum is academically robust and competency-based. Their efforts have been pivotal in bridging the gap between theoretical knowledge and practical application.

Finally, I express my sincere appreciation to the TVET Authority (TVETA) for their guidance, oversight, and dedication throughout the development process. Their commitment to upholding quality and relevance in TVET education has been a cornerstone of this initiative.

To all who contributed in one way or another, your efforts have ensured that this curriculum will serve as a benchmark for excellence in training and a pathway for producing highly skilled professionals in the Library and Information Management sector.

**COUNCIL SECRETARY/CEO**

# ACRONYMS AND ABBREVIATIONS

TVET: Technical and Vocational Education and Training

OS: Occupational Standards

SSAC: Sector Skill Advisory Committee

PPEs: Personal Protective Equipment

ICT: Information Communication Technology

SDGs: Sustainable Development Goals

M&E: Monitoring and Evaluation

MOU: Memorandum of Understanding

IPPD: Integrated personnel payroll data

CV: Curriculum vitae

ISMS: Information security management system

CCTVS: Closed circuit television

OPAC: Online public access catalogue

UDC: Universal Decimal Classification

DDC: Dewey decimal classification.

PDF: Portable Document Format.

RIS: Research and Information System

FAQs: Frequently Asked Questions



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# COURSE OVERVIEW

This course is designed to equip individuals with the competencies required to practice as a Library and Information assistant. It reflects the employers’ demands for qualified personnel, that would enable them to compete in an environment where the technology is constantly evolving, and the expectations of what a Library and Information assistant can do are becoming ever more demanding and dynamic in nature.

The course consists of three modules as indicated below:

**Summary Of Units Of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| **MODULE I** | | | |
| 0322 451 06A | Information Collection Development | 100 | 10 |
| 0322 451 07A | Information Material Processing. | 200 | 20 |
| 0322 451 09A | Records Organization | 180 | 18 |
| **MODULE II** | | | |
| 0611 441 04A | Information Entrepreneurship | 40 | 4 |
| 0322 451 10A | Information Material Restoration | 200 | 20 |
| 0322 451 08A | Library Circulation Services | 200 | 20 |
| **MODULE III** | | | |
| 0322 551 08A | Library Cataloguing | 180 | 18 |
| 0322551 05A | Knowledge Management | 130 | 13 |
| 0322551 06A | System Analysis and Design | 190 | 19 |
| 0611 551 01A | Digital Skills | 40 | 4 |
| **Sub Total** | | **1,460** | **146** |
| **Industry Training** | | **480** | **48** |
| **GRAND TOTAL** | | **1,940** | **194** |

The total duration of the course is 1,940 hours inclusive of industrial attachment.

**Entry Requirements**

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

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

**Or**

1. An equivalent qualification of KNQF

**Or**

1. KCE division III

**Or**

1. KACE 1 Principal and 1 subsidiary

**Trainer qualification**

A trainer for any of the units of competency in this course must:

1. Have a higher qualification than this level (Level 6)
2. Be registered by TVETA.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in information studies sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.
3. During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
4. Theoretical and practical weighting for each unit of learning shall be as follows:
   1. 30:70 for units in module I, module II and module III.
5. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

1. Obtained at least 40% in theory assessment in formative and summative assessments.
2. Obtained at least 60% in practical assessment in formative and summative assessment where applicable.
3. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
4. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the Kenya National TVET Certificate in Information Studies Level 5 the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates shall be issued by QAI

# MODULE I

## INFORMATION COLLECTION DEVELOPMENT

**UNIT CODE: 0322 451 06A**

**Duration of Unit: 100 hours**

**Relationship to Occupational Standards**

This unit addresses the unit of Competency: Perform Information Collection Development

**Unit Description**

This unit covers the competencies required to perform information collection development. It entails: Compiling New Inventory, Conducting weeding of Information materials and Compiling Information disposal lists.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Compile new inventory | **35** |
| 2. | Conduct weeding of information material | **35** |
| 3. | Compile information disposal list | **30** |
| **Total** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| * 1. Compile new inventory | * 1. Introduction to collection development   2. Definition of terms   3. Purpose of collection development   4. Assessment of User needs * Observation * Questionnaires * Interviews   1. Compilation of Information materials * Policy * Procedure   1. Documentation of Inventory lists * Policy * Procedure * Categories of inventory lists * Purpose of documentation * Advantages / Disadvantages of inventory lists | * Practical * Project * Portfolio of evidence * Third party report * Written Assessment * Group discussions |
| * 1. Conduct weeding information material | 1. Definition of terms   2.1 Identification of information materials   * Survey * User needs   2.2 Retrieval of information materials   * Policy * Procedure * Retrieval tools   2.2.1Nature of information materials   * Print * Non print   2.2.2 Weeding of information materials   * Policy * Procedure * Purpose of weeding   2.3 Packaging of information materials (weeded)   * List of items * Materials to be used for packaging * Methods of packaging | * Practical * Project * Portfolio of evidence * Third party report * Written Assessments * Group discussions |
| * 1. Compile information disposal lists | 3.1 types of information disposal lists  3.2 Sorting of Information materials to be disposed   * Nature of information materials   3.2.1Generate disposal list   * Policy * Nature of information materials * Methods of disposal   1. Packaging of information materials for disposal * Methods of packaging * Resources available for packaging   3.4 Labelling of information materials   * Specification on the disposal list. | * Practical assessment * Project * Portfolio of evidence * Third party report * Written assessments |

**Suggested Methods of Delivery**

* Demonstration by trainer
* Practice
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments

**Recommended Resources for 25 trainees**

* 13 Computers
* 25 Set of stationeries
* 2 Charts
* 1 Video clips
* 5 Audio tapes
* 1 Theory classroom
* 1 Computer lab
* 1 Copyright law manual
* Internet
* 1 White board
* Assorted tools and equipment

## INFORMATION MATERIALS PROCESSING

**UNIT CODE: 0322 451 07A**

**Relationship to Occupational Standards:**

This unit addresses the unit of Competency: Information materials processing

**Duration of Unit: 200 hours**

**UNIT DESCRIPTION**

This unit covers the competencies required to Process Information materials. It entails: Verifying information materials, branding information materials, recording information material details.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Verification of Information materials | **60** |
| 2. | Branding Information materials | **80** |
| 3. | Recording information material details | **60** |
| **Total** | | **200** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| * + - 1. Verify Information Materials | 1.0 Definition of terms   * Branding information materials. * Bibliographic details. * Accession register.   1.1 Introduction to Information materials processing   * Types of information materials * Importance of processing information materials   1.2 cross-check to confirm the quality and quantity of the materials  1.3 Conducting Physical examination   * Spine checking * Loose/blank pages * Book design * Illustrations | * Practical * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |
| * + - 1. Brand Information Materials | 2.1 Purpose of branding information materials  2.2 Methods of branding information materials   * Assign institutional stamp * Assign label * Assign security stamp * Affix magnetic strip * Assign identification marks | * Practical * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |
| * + - 1. Record information material details | 3.1 Assigning Records accession number   * Policy * Procedure   3.2 Bibliographic details   * Accession number * Title * Publisher * Edition * Year of publication * Cost   3.3 Assigning call number to the information materials  3.4. Accession register   * Meaning of an accession register * Components of an accession register * Format of an accession register | * Practical * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |

**Suggested Methods of Delivery**

* Instructor lead facilitation of theory
* Demonstration
* Charts and Audio-visual presentations
* Practical
* Simulation/Role play
* Group Discussion
* Assignments

**Recommended Resources for 25 trainees**

* 13 Computers
* 25 Set of stationeries
* 2 Charts
* 1 Video clips
* 5 Audio tapes
* 1
* 1 Theory classroom
* 1 Computer lab
* 1 Copyright law manual
* Internet
* 1 White board
* Assorted tools and equipment

## RECORDS ORGANIZATION

**UNIT CODE:** **0322 451 09A**

**Duration of Unit: 180 hours**

**Relationship to Occupational Standards**

This unit addresses the unit of Competency: Organization of Records

**Unit Description**

This unit covers the competences required to Maintain Organization Records. It entails; Compiling Organizational Records, Circulating Records for Action, Updating Records Keeping System.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Plan and organize workplace activities | **45** |
| 2. | Compile Organizational Records | **50** |
| 3. | Circulate Records for Action | **45** |
| 4. | Update Record Keeping System | **40** |
| **Total** | | **180** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan and organize workplace activities | * Functions of management * Planning * Organizing * Time management * Decision making concept * Task allocation * Developing work plans * Developing work goals/objectives and deliverables * Monitoring work activities * Evaluating work activities * Resource mobilization * Resource allocation * Resource utilization * Proactive planning * Risk evaluation * Problem solving * Collecting, analysing and organizing information * Negotiation | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 2.Compile organizational records | 2.0 Introduction to Organization of Records  2.1.1Importance of organizing records   * Principles of organization of records * Policies   2.1.2Definition of terms   * Record * Movement register * Record retrieval * Document * Disposal list * Appraisal * Survey   2.1 Documentation of Records   * Methods of records documentation * Alphanumeric * Benefits of effective records documentation * Procedure of records documentation * Challenges in records documentation * Document records using (MS word or Excel)   2.2 Updating Movement register   * Examples of movement registers * Features of movement registers * Advantages of movement registers   2.2.1 Types of information resources   * Journals * Books * Internet * Catalogues * Minutes * Memos * Notices   2.3 Categorization of Records   * Non-essential * Useful * Important * Vital   2.3.2 Factors to consider in record categorization   * Classification systems * Metadata   2.3.3 Challenges in records categorization | * Group Discussions * Written assessments * Project * Third party report * Portfolio of Evidence * Practical |
| 3.Circulate records for action | 3.1 Conducting File location   * Key Elements of file Follow-Up * Methods for Conducting file Follow-Up   + Letter   + Email * Benefits of Effective file Follow-Up * Challenges in Conducting file Follow-Up   3.2 Retrieve requested records   * Policy * Procedure * Retrieval Tools   3.2.1 Identification of Records action officer  3.2.2 Functions of records action officer  3.2.3 Methods for identifying records action officers   * Job Descriptions * Access control   3.2.4 Benefits of identifying records action officers  3.2.5 Challenges in identifying records action officers  3.3 Transfer retrieved records to the action officer   * + - Policy     - Skilled personnel     - Factors to consider     - Method of transfer (perpetual, periodic)   2.4 Record action(Manual/Automated)documentation | * Group Discussions * Written assessments * Project * Third party report * Portfolio of Evidence * Practical |
| 4.Update record keeping system | 4.1 File new records  4.1.1 Procedure of filing records  4.1.2 Policy of filing records  4.1.3 Methods of filing records  4.1.4 Equipment used to file records   * Box file * Cabinets * Registers * Folders * Date stamp   4.2 Assign labels   * Procedure of assigning labels * Importance of assigning labels * Criteria of assigning labels   4.3 Compile a disposal list   * + Policy   + Procedure   + Methods of disposal   + Survey   + Records Appraisal   4.3.1 Updating record keeping system   * Records Appraisal * Content analysis * User feedback and surveys   4.3.2 Meaning of record keeping system  4.3.3 Criteria for selecting record keeping system   * Cost * Type of records * Security * Integration capabilities * Personnel * Compliance   3.3.4 Types of recording keeping systems   * Electronic Document Management System * Content Management System * Enterprise Resource Planning System   4.3.5 Setting up record keeping system   * Configure record keeping system hardware * Install record keeping system software   4.4 Updating Record keeping system   * Risk management * Technological updates * Legal and regulatory changes * Organizational changes   4.4.1 Record keeping system security  4.4.2 Categories of hazards   * Natural * Human * Environmental * Biological * Technological   4.4.3 Methods of record security   * Access controls * Encryption * Physical security * Patches and updates * Regular reviews and audits | * Group Discussions * Written assessments * Project * Third party report * Portfolio of Evidence * Practical |

**Suggested Delivery Methods**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources for 25 trainees**

* 13 computers
* Internet connectivity
* Text books and journals
* 1 Electronic database
* 2 scanners
* 2 photocopiers

# MODULE II

## INFORMATION ENTREPRENEURSHIP

**UNIT CODE: 0611 441 04A**

UNIT DURATION: 40 hours

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Entrepreneurial Skills

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

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Understanding of an information entrepreneur | **5** |
| 2. | Knowledge of entrepreneurship and self-employment | **10** |
| 3. | Information entrepreneurship opportunities | **10** |
| 4. | Entrepreneurial motivation | **5** |
| 5. | Innovative and creative strategies | **5** |
| 6. | Business plan | **5** |
| **Total** | | **40** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply understanding of an information entrepreneur | * Meaning of information entrepreneurship * Types of entrepreneurs * Business persons * Ways of becoming an information entrepreneur * Characteristics of entrepreneur * Factors affecting information entrepreneurship development * Factors of business failure | * Individual/group assignments * Projects * Written tests * Third party report |
| 1. Apply knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Third party report * Practical * Group discussions |
| 1. Identify information entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Group discussions |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Observation * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop innovative and creative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Observation * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Observation * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

1. Direct instruction
2. Project
3. Discussions
4. Problem solving
5. Team training
6. Guest speakers

**Recommended Resources for 25 trainees**

1. 10 Case studies
2. 10 Business plan templates
3. 25 Computers
4. 1 Overhead projectors
5. Internet Connection
6. Video Clips
7. Films
8. 10 Newspaper Handouts
9. 10 Business Journals
10. Writing Materials

## INFORMATION MATERIALS RESTORATION

**UNIT CODE: 0322 451 10A**

**Relationship to Occupational Standards:**

This unit addresses the unit of Competency: Information MaterialsRestoration.

**Duration of Unit: 180 HOURS**

**UNIT DESCRIPTION**

This unit covers the competencies required to Perform Restoration of Information Materials. It entails: Identifying Information materials, binding information materials and Performing Reprographic services.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Identify Information materials | **70** |
| 2. | Bind Information materials | **70** |
| 3. | Perform Reprographic services | **60** |
| **Total** | | **200** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + 1. Identify information materials | 1.0 Introduction to restoration of information materials  1.0.1 Definition of terms   * Reprography * Restoration * Binding   1.0.2 Principles of restoration  1.1 Collection of list of information materials to be restored   * 1. Counter checking the list against the information materials.   1.2.1 Available resources  1.3 Physically examine the extent of damage of information materials. | * Practical * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |
| * + 1. Bind information materials | 2.1 Sorting Information materials for restoration   * Extent of damage   2.2 Confirmation of pagination   * Page numbers * Loose pages   2.3 Binding information materials  2.3.1 Types of binding   * Spiral * Case * Wire   2.3.2 Methods of binding   * Comb Binding * Wire Binding * Saddle Stitching * Perfect Binding   2.3.3 Materials used   * Paper Punch * Adhesive book covers * Guillotine * Spiral coils * Embossed papers | * Practical tests * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |
| * + 1. Perform reprographic services. | * 1. Information materials acquisition * Verify   3.2 Sorting information materials   * Sensitivity * Urgency   3.2.1 Methods of reprography   * Scanning * Photocopying * Lamination * Microfilming * Digital Imaging * Printing   3.2.2 Generating list of information materials   * Number of information materials reproduced | * Practical * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |

**Suggested Methods of Delivery**

* Instructor lead facilitation of theory
* Demonstration
* Charts and Audio-visual presentations
* Practical
* Simulation/Role play
* Group Discussion
* Assignments

**Recommended Resources for 25 trainees**

* 13 Computers
* 25 set of stationeries
* 2 Charts
* 1 LCD projector
* 1 Theory classroom
* 1 computer lab
* 1 sample of acquisition policy
* Assorted Information materials to be repaired
* Guillotine machine
* 1 photocopying machine
* Assorted materials to be used
* Assorted tools and equipment

## INFORMATION CIRCULATION SERVICES.

**UNIT CODE: 0322 451 08A**

**Relationship to Occupational Standards:**

This unit addresses the unit of Competency: Information Circulation Services.

**Duration of Unit:** 160 hours

**UNIT DESCRIPTION**

This unit covers the competencies required to Perform circulation services. It entails registering new users, performing charging and discharging of information materials and Recording circulation data.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Register new users | **70** |
| 2. | Perform Charging and Discharging of Information Materials | **70** |
| 3. | Record Circulation Data | **60** |
| **Total** | | **200** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Register new patrons. | 1.0 Introduction to circulation duties  1.1.1 General overview of duties performed in the  1.1.2 Definition of terms   * Charging of information materials * Discharging of information materials * Circulation Policy * Data * Computer * Patron   1.1 Issue registration forms to new patrons   * Physical forms * Online forms   1.2 Verification of user details   * Counter check details   1.3 Documentation of new patrons   * Manually * Electronically | * Practical tests * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |
| 1. Perform charging and discharging of information materials | 2.1 information materials issuance  2.1.1Rules and regulations  Procedure  2.1.2 Categories of charging system   * Browne * Newark   2.1.3 Inter loaning  2.2 Check-in information materials (Procedure)   * Bring the materials to the circulation desk * Present your card * Check for overdue fines * Inspect the materials * Receive a receipt or confirmation   2.3 Sorting of information materials   * Subject * Author * Title * Location (Fiction, non-fiction and reference) * Call numbers   2.3.1Shelving of information materials   * Policies * Nature * Location (Fiction, non-fiction and reference) * Call numbers   2.4 Provision of circulation services   * User registration * Charging * Discharging * User notification * Book reservation | * Practical * Projects * Portfolio of evidence * Third party report * Written assessment * Group discussion |
| 1. Record circulation data. | 3.1Recording the number of users   * Manually * Electronically   3.2 Statistics recording of subject areas   * Circulation history * User demands * Purpose   3.3 Compilation of circulation data   * Purpose of compiling users circulation data * Procedure of compiling users circulation data * Tools of compiling users circulation data | * Practical * Projects * Portfolio of evidence * Written assessment * Group discussion |

**Suggested Methods of Delivery**

* Instructor lead facilitation of theory
* Demonstration
* Charts and Audio-visual presentations
* Practical
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments

**Recommended Resources for 25 trainees**

* 13 Computers
* 1 Theory classroom
  + 25 manilla papers
  + 1 LCD projectors
* 2 Dictionaries
* 2 Almanacs
* 2 Encyclopaedias
* 2 Directories
* 2 Gazetteers
* 1 White board
* Assorted textbooks

# MODULE III

LIBRARY CATALOGUING

**UNIT CODE:** **0322551 08A**

**Duration of Unit: 180 hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Library Cataloguing.

**Unit Description**

This unit covers the competences required to Perform Library Cataloguing. It entails; creating catalogue entries, creating library catalogue and preparing library finding aids.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Create catalogue entries | **60** |
| 2. | Create library catalogue | **60** |
| 3. | Prepare library finding aids | **60** |
| **Total** | | **180** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create catalogue entries | 1.0 Introduction to library cataloguing  1.0.1 Meaning of terms   * Cataloging * Bibliography   1.1 Bibliographic description tools   * International Standard Bibliographic Description * Resource Description and Access * Machine-Readable Cataloging   1.0.2 Review of cataloging process  1.2 Catalogue entries   * Title * Publisher * Author * Edition   Cataloging rules and regulations   * Anglo American cataloging rules   + 1. Cataloging processes and activities     2. Basic components and structure of bibliographic records     3. Process and nature of cataloging     4. Subject headings and descriptions     5. Classification number   1.3 Bibliographic documentation | * Portfolio of evidence * Third-party report * Written tests * Group discussions * Project * Practical |
| 1. Create Library Catalogue | * 1. Identify forms of library catalogue * Manual * Electronic/Computerized   + 1. Types of library Catalogue * Author * Subject * Title * Dictionary * Classified * Divided   1. Information Materials for cataloguing   2. Information Materials for cataloguing      1. Identification of Cataloguing tools * Classification scheme * Cataloguing rules * Authority files * List of subject heading * Resource description access (RDA)   1. Creation of Manual Library catalogue * Measurements * Cutting * Perforation * Bibliographic details   + 1. Creation of Electronic Library catalogue. * Procedure * Policy | * Portfolio of evidence * Third-party report * Written tests * Group discussions * Project * Practical |
| 3 Prepare Library Finding Aids | 1. Definition of term  * Finding Aids   1. Identifying Library target audience * Researchers * Trainees/Trainers * Scholars * Community members * Special needs users   1. Selection of Library finding aid formats * Card Catalogue * Online Public Access Catalogue (OPAC) * Printed Bibliographies * Library Guides * Indexes * Shelf Lists * Electronic Resource Management Systems (ERMS) * Cataloging Systems (e.g., MARC, Dublin Core)   1. Manual (card catalogue, Printed Bibliographies, Library Guides, Indexes, and Shelf Lists) finding aids are prepared. * Measurements * Cutting * Perforation * Bibliographic details   + 1. Electronic (OPAC, ERMS, Cataloguing systems) * Policy * Procedure | * Portfolio of evidence * Third-party report * Written tests * Group discussions * Project * Practical |

**Suggested Delivery Methods**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Direct instructions
* Exercises

**Recommended Resources for 25 trainees**

* 13 Computers
* Internet connectivity
* 25 textbooks and journals
* 25 Hand-outs
* 1 Whiteboard
* 1 Projector
* 25 manilla papers
* DDC Schedules
* LLC Schedules
* UDC Schedules

## KNOWLEDGE MANAGEMENT

**UNIT CODE:** **0322 441 05A**

**Duration of Unit: 120 hours**

**Relationship to Occupational Standards**

This unit addresses the unit of Competency: Apply Knowledge Management.

**Unit Description**

This unit covers the competences required to apply Knowledge Management. It entails: Performing knowledge management Sharing Practices, Documenting the variety of Knowledge Management Sources and Promoting Knowledge Management Practices

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Identify appropriate computer software and hardware | **30** |
| 2. | Perform Knowledge Management Sharing Practices | **24** |
| 3. | Document the variety of Knowledge Management Sources | **22** |
| 4. | Promote Knowledge Management Practices | **22** |
| 5. | Apply internet and email in communication | **22** |
| **Total** | | **120** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify appropriate computer software and hardware | * Concepts of ICT * Functions of ICT * Introduction to computers * Computer peripherals * History of computers * Classification of computers * Components of a computer system * Classification of software   Operating system functions and commands | * Practical * Simulations * Written tests |
| 2. Conduct knowledge management sharing practices | 2.0 Introduction to knowledge management  2.1.1Principles of knowledge management  2.1.2Meaning of terms   * Knowledge * Management   2.2 Knowledge gaps   * Self-assessment * User feedback * Performance analysis   2.3 Knowledge management sharing tools   * Channels of sharing knowledge * Purpose of sharing knowledge * Policies governing knowledge sharing   2.4Knowledge management sharing practices  2.4.Policy  2.4.1Sharing culture   * Open communication * Reward contributors   2.4.2Tools and techniques   * Wikis * Forums * Social networks   2.4.3Evaluation of tools  2.4.4Availability of resources   * Human * Material * Institutional * Funds | * Portfolio of evidence * Third party report * Written tests * Group discussions * Project   Practical |
| 3. Document the variety of knowledge management sources | 3.1 Knowledge management sources  3.1.1 Internal sources   * Personnel * Records/documents * Database * Collaboration platforms   3.1.2 External sources   * Industry publications * Conference and trade shows * Government agencies * Online communities and forums * Research institutions   3.1.3 Classification of Knowledge management sources  3.1.4 Criteria for classifying knowledge   * Nature * Accessibility * Format * Source type   3.1.4 Access to knowledge management  3.1.4.1 Retrieval tools   * Search engines * Boolean operators * Metadata   3.1.5 Methods of access (criteria)   * Search functionality * Browsing * Natural language processing * Mobile access   3.2 Recording types of knowledge sources   * + - * Policy       * Techniques       * Knowledge mapping       * Taxonomy       * Document templates | * + - * Practical tests       * Portfolio of evidence       * Third party report       * Written tests |
| 4.Promote knowledge management practices | 4.1 Knowledge management sharing culture  4.1.1 Strategies of knowledge management sharing culture   * Leadership Buy-in * Employee engagement * Communication and Collaboration * Training and development * Recognition and awards   4.2 Knowledge management sharing repository   * Procedure * Required resources * Need for knowledge management sharing repository   4.3 Collection Knowledge management sharing feedback  4.3.1 Tools of feedback collection   * Interviews * Questionnaires * Survey * Focus groups * Social media   4.3.2 Factors to consider when sharing knowledge management feedback  4.3.3 Types of feedback | * Practical tests * Project * Portfolio of Evidence * Third party report * Group Discussions * Written assessments |
| 5. Apply internet and email in communication | * Web browsing concepts   + Key concepts   + Security and safety * Web browsing   + Using the web browser   + Tools and settings   + Bookmarks   + Web outputs * Web based information   + Search   + Critical evaluation   + Copyright, data protection * Communication concepts   + Online communities   + Communication tools   + Email concepts * Using email   + Sending email   + Receiving email   + Tools and settings   + Organizing email   + Using calendars   Emerging issues in Internet and email communication | * Practical * Simulations * Written tests |

**Suggested Delivery Methods**

* Demonstration by trainer
* Practice
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments

**Recommended Resources for 25 trainees**

* 13 Computers
* 2 Charts
* 1 Video clips
* 5 Audio tapes
* 1 Theory classroom
* 1 Computer lab
* 1 Copyright law manual
* Internet
* 1 White board
* 1Projector
* Internet connectivity

## SYSTEM ANALYSIS AND DESIGN

**UNIT CODE:** **0322 551 06A**

**Duration of Unit:** 180 Hours

**Relationship to Occupational Standards**

This unit addresses the unit of Learning: System Analysis and Design

**Unit description**

This unit covers the competencies required to Perform System Analysis and Design by an Information Manager. It entails; Applying System Analysis and Design concepts, applying approaches to system Development and Project planning, Performing System Analysis, Performing System Design, Performing System Testing, Performing System Implementation and Maintenance.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply System Analysis and Design concepts | **15** |
| 2. | Apply approaches to system Development and Project planning | **20** |
| 3. | Perform System Analysis | **30** |
| 4. | Perform System Design | **30** |
| 5. | Perform system testing | **30** |
| 6. | Perform System Implementation | **30** |
| 7. | Perform system maintenance | **25** |
| **Total** | | **180** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Apply System Analysis and Design concepts | * 1. Introduction to system analysis and   design concepts  1.0.1 Definition of terms   * + 1. Elements of a system * Control * Input * Process * Output   1. Properties of a system * Organization * Interaction * Interdependence * Integration   1. Types of information systems   2. Roles of information systems | * Project * Practical exercises * Written assessments * Observation * Case study * Checklist |
| 1. Apply approaches to system Development and Project planning. | * 1. System development Approaches   2. System development methodologies   3. System development life cycle models   4. SDLC phases and activities   5. Project planning concepts      1. Objectives      2. Resources      3. Schedule      4. Constraints      5. Risks      6. Deliverables   6. Project planning tools and techniques      1. Program Evaluation and Review Technique      2. Critical Path Methods      3. Gannt charts      4. Risk management tools      5. Budgeting and cost estimation tools      6. Work breakdown structures | * Project * Practical exercises * Written assessments * Observation * Case study * Checklist |
| 1. Perform System Analysis | * 1. Overview of system Analysis   2. Role of a system Analyst   3. Attributes of structured analysis * Graphic * Logical * Process division * High level to lower-level approach   1. Tools for system analysis      1. Data Flow Diagrams      2. Data Dictionary      3. Decision Trees      4. Decision Tables      5. Structured English      6. Pseudocode   2. System analysis procedure | * Project * Practical exercises * Written assessments * Observation * Case study * Checklist |
| 1. Perform System Design | * 1. Design with Software specification requirements (SRS) document   2. Components of system design * Quality * Timeliness * Cost-Effectiveness   1. Inputs and outputs of System Design      1. Inputs of System Design * Statement of work * Requirement determination plan * Current situation analysis * Proposed system requirements including a conceptual data model, modified DFDs, and Metadata (data about data)   + 1. Outputs of System Design * Infrastructure and organizational changes for the proposed system. * A data schema, often a relational schema. * Metadata to define the tables/files and columns/data-items. * A function hierarchy diagram or web page map that graphically describes the program structure. * Actual or pseudocode for each module in the program. * A prototype for the proposed system * User interface * Modularization   1. Stages of system design * Requirement determination * Requirement specifications * Feasibility Analysis * Final Specifications * Hardware study * System Design   1. Types of system design * Logical * Physical * Architectural * Detailed   1. Data Modelling techniques * Conceptual * Relational * Object Oriented * Logical * Dataflow diagrams | * Project * Practical exercises * Written assessments * Observation * Case study * Checklist |
| 1. Perform System testing | * 1. Types of the system testing * Software * Unit * Integration * Usability   + 1. Importance of system testing   1. System debugging   2. Performing system settings   3. Developing system testing report | * Project * Practical exercises * Written assessments * Observation * Case study * Checklist |
| 1. Perform System Implementation | * 1. System implementation methods * Direct * Phased * Piloting * parallel   1. Selecting appropriate implementation methods      1. Factors to consider when selectin system implementation methods   2. Prerequisite implementation procedures      1. User training      2. data conversion      3. hardware/software acquisition      4. personnel recruitment   3. System deployment      1. System installation      2. System documentation      3. Training | * Project * Practical exercises * Written assessments * Observation * Case study * Checklist |
| 1. Perform system maintenance | * 1. System review      1. Introduction to system review and maintenance      2. Importance of system maintenance   2. Performing system maintenance      1. Types of system maintenance      2. System maintenance procedures and policies   3. System maintenance report      1. Components of system maintenance report      2. Importance of system maintenance report      3. Preparation of System maintenance report | * Project * Practical exercises * Written assessments * Observation * Case study * Checklist |

**Suggested Delivery Methods**

* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Group discussions
* Direct instructions

**Recommended resources for 25 trainees**

* Internet Connection
* 1 Printer
* 1 Projector
* 1Whiteboard
* 2 Whiteboard markers
* 1 ream printing papers
* Standard operating and/or other workplace procedures manuals and policies
* 13 Computers with Microsoft Office suite
* 1 Tool box
* 1 Smart board

**DIGITAL SKILLS**

**UNIT CODE: 0611 551 04A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Digital Literacy

**Duration of Unit:** 100 Hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration, applying cyber security skills, and performing jobs online. It also involves applying job entry techniques.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Operate computer devices | 15 |
| 2. | Solve tasks using Office suite | 25 |
| 3. | Manage Data and Information | 15 |
| 4. | Perform Online Communication and Collaboration | 10 |
| 5. | Apply Cybersecurity Skills | 10 |
| 6. | Perform Online Jobs | 10 |
| 7. | Apply job entry techniques. | 15 |
| **Total** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Operate computer devices | 1.1 Introduction to digital literacy  1.1.1 Meaning and importance of digital literacy  1.1.2 Functions and Uses of Computers   * + 1. Classification of computers   1.1.4 Components of a computer system  1.2 Computer Hardware   * + The System Unit E.g. Motherboard, CPU, casing   + Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.   + Output Devices e.g. hardcopy output and softcopy output   + Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives   + Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.   1.3 Classification of computer software  1.3.1 Operating system functions  1.4 Procedure for turning/off a computer  1.5 Mouse use techniques  1.6 Keyboard Parts and Use Techniques  1.7 Desktop Customization  File and Files Management using an operating system  1.8 Computer Internet Connection Options   * + Mobile Networks/Data Plans   + Wireless Hotspots   + Cabled (Ethernet/Fiber)   + Dial-Up   + Satellite   1.9 Computer external devices management   * Device connections * Device controls (volume controls and display properties) | * Observation * Written assessment * Oral assessment * Practical assessment |
| 1. Solve tasks using Office suite | 2.1 Word Processing   * Meaning and Importance of Word Processing * Examples of Word Processors   2.2 Working with word documents   * + Open and close word processor   + Create a new document   + Save a document   + Switch between open documents * Enhancing productivity   + Set basic options/preferences   + Help resources   + Use magnification/zoom tools   + Display, hide built-in tool bar   + Using navigation tools * Typing Text * 2.3 Document editing (copy, cut, paste commands, spelling and Grammar check) * 2.4 Document formatting   + Formatting text   + Formatting paragraph   + Formatting styles   + Alignment   + Creating tables   + Formatting tables * Graphical objects   + Insert object (picture, drawn object)   + Select an object   + Edit an object   + Format an object   2.5 Document Print setup   * + Page layout,   + Margins set up   + Orientation. * Word Document Printing * Meaning & Importance of electronic spreadsheets * Components of Spreadsheets * Application areas of spreadsheets * Using spreadsheet application   + Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter,row number, Quick Access Toolbar.   + Cell Data Types   + Block operations   + Arithmetic operators (formula bar (-, +, \*, /).   + Cell Referencing * Data Manipulation   + Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)   + Using Formulae   + Sorting data   + Filtering data   + Visual representation using charts * Worksheet printing * Electronic Presentations * Meaning and Importance of electronic presentations * Examples of Presentation Software * Using the electronic presentation application   + Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).   + Open and close presentations   + Creating Slides (Insert new slides, duplicate, or reuse slides.)   + Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).   + Use magnification/zoom tools   + Apply or change a theme.   + Save a presentations   + Switch between open presentations   2.6 Developing a presentation   * + Presentation views   + Slides   + Master slide * Text   + Editing text   + Formatting   + Tables * Charts   + Using charts   + Organization charts * Graphical objects   + Insert, manipulate   + Drawings * Prepare outputs   + Applying slide effects and transitions   + Check and deliver     - Spell check a presentation     - Slide orientation     - Slide shows, navigation * Print presentations (slides and handouts) | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Manage Data and Information | 3.1 Internet services   * Meaning of Data and information * Importance and Uses of data and information * Types of internet services   + Communication Services   + Information Retrieval Services   + File Transfer   + World Wide Web Services   + Web Services   + Automatic Network Address Configuration   + News Group   + Ecommerce   3.2 Types of Internet Access Applications  3.3 Web browsing concepts   * + Key concepts   + Security and safety * Web browsing   + Using the web browser   + Tools and settings   + Clearing Cache and cookies   + URIs   + Bookmarks   + Web outputs * Web based information   + Search   + Critical evaluation of information   + Copyright, data protection   3.4 Downloads Management  3.5 Performing Digital Data Backup (Online and Offline)   * Emerging issues in internet | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform online communication and collaboration | 4.1 Netiquette principles   * Communication concepts   + Online communities   + Communication tools   + Email concepts   4.2 Using email   * + Sending email   + Receiving email   + Tools and settings   + Organizing email   4.3 Digital content copyright and licenses  4.4 Online collaboration tools   * + Online Storage (Google Drive)   + Online productivity applications (Google Docs & Forms)   + Online meetings (Google Meet/Zoom)   + Online learning environments   + Online calendars (Google Calendars)   + Social networks (Facebook/Twitter - Settings & Privacy) * Preparation for online collaboration   + Common setup features   + Setup * Mobile collaboration   + Key concepts   + Using mobile devices   + Applications * Synchronization | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Apply cybersecurity skills | 5.1 Data protection and privacy   * + Confidentiality of data/information   + Integrity of data/information   + Availability of data/information   5.2 Internet security threats   * + Malware attacks   + Social engineering attacks   + Distributed denial of service (DDoS)   + Man-in-the-middle attack (MitM)   + Password attacks   + IoT Attacks   + [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks)   + [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware)   5.3 Computer threats and crimes  5.4 Cybersecurity control measures   * + Physical Controls   + Technical/Logical Controls (Passwords, PINs, Biometrics)   + Operational Controls * Laws governing protection of ICT in Kenya   + The Computer Misuse and Cybercrimes Act No. 5 of 2018 * The Data Protection Act No. 24 Of 2019 | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform Online Jobs | 6.1 Online job platforms   * Introduction to online working * Types of online Jobs * Online job platforms   + Remotask   + Data annotation tech   + Cloud worker   + Upwork   + Oneforma   + Appen   6.2 Online account and profile management  6.3 Identifying online jobs/job bidding  6.4 Online digital identity  6.5 Online job bidding  6.6 Executing online tasks  6.7 Management of online payment accounts. | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Apply job entry techniques | 7.1 Types of job opportunities   * Self-employment * Service provision * product development * salaried employment * Sources of job opportunities   7.2 Resume/ curriculum vitae   * What is a CV * How long should a CV be * What to include in a AC * Format of CV * How to write a good CV * Don’ts of writing a CV   7.3 Job application letter   * What to include * Addressing a cover letter * Signing off a cover letter * Portfolio of Evidence   7.4 Academic credentials   * Letters of commendations * Certification of participations * Awards and decorations   7.5 Interview skills   * Listening skills * Grooming * Language command * Articulation of issues * Body language * Time management * Honesty * Generally knowledgeable in current affairs and technical area | * Observation * Oral assessment * Portfolio of evidence * Third party report * Written assessment |

**Suggested Methods of Delivery**

* + Instructor-led facilitation using active learning strategies
  + Demonstration by trainer
  + Practical work by trainees
  + Viewing of related videos
  + Group discussions
  + Project
  + Role play
  + Case study

**Recommended Resources for 25 Trainees**

* 25 computers with the following software:
  + Windows/Linux/Macintosh Operating System
  + Microsoft Office Software
  + Google Workspace Account
  + Antivirus Software
* 2 Printers
* Printing Papers
* External storage media
* 1 Projector
* 1 Whiteboard
* 1 Smartboard/Smart TV (Where applicable)
  + Assorted whiteboard markers
  + Internet connection
  + 5 samples of CVs
  + 5 samples of job applications