



**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**LIBRARY & INFORMATION ASSISTANT**

**KNQF LEVEL 5  
CYCLE 3**

**OS ISCED CODE: 0322 454A**



**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. 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) information assistant level 6

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

**PRINCIPAL SECRETARY  
STATE DEPARTMENT FOR TVET  
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. Technical, Vocational Education and Training (TVET) institutions have 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.

Information studies industry experts in conjunction with experienced trainers from National Polytechnics developed this curriculum.

The occupational standards (OS) 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, and Information SSAC, expert workers and all those who participated in the development of these occupational standards.

**CHAIRPERSON  
TVET CDACC**

## **ACKNOWLEDGMENT**

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely 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 appreciate National and Information Sector Skills Committee who enabled the development of this occupational standards. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this curriculum.

I also thank all stakeholders in the information studies sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this Occupational Standards will go a long way in ensuring that workers in Information Studies will acquire competencies that will enable them perform their work more efficiently.

**CHAIRPERSON**

**INFORMATION SCIENCE SECTOR SKILLS ADVISORY COMMITTEE**

## **ABBREVIATIONS AND ACRONYMS**

KABSA	: Kenya African Booksellers and Stationers Association
KPA	: Kenya Publishers Association
NNP	: Nyeri National Polytechnic
KNLS	: Kenya National Services
PPE	: Personal Protective Equipment
TVET	: Technical and Vocational Education and Training
LIM	: Library Information assistant
ICT	: Information Communication Technology
CCTV	: Closed Circuit Television

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## OVERVIEW

This course is designed to equip the holder with the competencies required for library and Information assistant. It involves Performing Information Collection Development, Processing Information Material, Maintaining Records Organization, Performing Library Cataloguing and Restoration Information Material.

The following are the basic, common and core units of competencies:

### BASIC UNITS OF COMPETNENCY

<b>ISCED Unit Code</b>	<b>TVET CDACC Unit Code</b>	<b>Unit Title</b>
0611 451 01	LIS/OS/LIA/BC/01/5/MA	Apply Digital Literacy
0611 541 05A	LIS/OS/LIA/BC/02/5/MA	Apply Communication Skills
0031 441 01A	LIS/OS/LIA/BC/03/5/MA	Apply Workplace Ethics & Practices
0417 441 09A	LIS/OS/LIA/BC/04/5/MA	Apply Entrepreneurial Skills

### COMMON UNITS OF COMPETNENCY

<b>ISCED Unit Code</b>	<b>TVET CDACC Unit Code</b>	<b>Unit Title</b>
0322 451 08A	LIS/OS/LIA/CC/01/5/MA	Apply Management Principles

### CORE UNITS OF COMPETNENCY

<b>ISCED Unit Code</b>	<b>TVET CDACC Unit Code</b>	<b>UNIT NAME</b>
0322 451 01A	LIS/OS/LIA/CR/01/5/MA	Perform Information Collection Development
0322 451 02A	LIS/OS/LIA/CR/02/5/MA	Process Information Material

0322 451 03A	LIS/OS/LIA/CR/03/5/MA	Maintain Records Organization
0322 451 07A	LIS/OS/LIA/CR/04/5/MA	Perform Library Cataloguing
0322 451 05A	LIS/OS/LIA/CR/05/5/MA	Perform Restoration Information Material
0322 451 06A	LIS/OS/LIA/CR/06/5/MA	Perform Circulation Duties
0322 451 09A	LIS/OS/LIA/CR/07/5/MA	Perform System Analysis and Design

## **BASIC UNITS OF COMPETENCY**

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## APPLY DIGITAL LITERACY

**TVET CDACC Unit Code:** HW/OS/SW/BC/02/5/MA

**UNIT CODE:** 0611 541 05A

### UNIT DESCRIPTION:

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

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes that make up workplace functions	These are assessable statements which specify the required level of performance for each of the elements <i>(Bold and italicized terms are elaborated in the range)</i>
1. Operate computer devices	1.1 <b>Computer device</b> usage is determined as per workplace requirements. 1.2 <b>Computer hardware</b> is identified according to job requirements. 1.3 <b>Computer software</b> is identified according to workplace requirements. 1.4 Computer devices are turned on or off as per the correct workplace procedure. 1.5 <b>Mouse techniques</b> are applied in solving tasks as per workplace requirements. 1.6 Keyboard techniques are applied in solving tasks as per workplace requirements. 1.7 Computer files and folders are created and managed as per workplace requirements.

<b>ELEMENT</b> These describe the key outcomes that make up workplace functions	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements <i>(Bold and italicized terms are elaborated in the range)</i>
	1.8 <b><i>Internet connection options</i></b> are identified and applied in connecting computer devices to the Internet. 1.9 <b><i>External devices</i></b> are identified and connected to the computer devices as per the job requirement.
2. Solve tasks using Office suite	2.1 <b><i>Word processing concepts</i></b> are applied in solving workplace tasks as per job requirements. 2.2 Worksheet data is entered and prepared in accordance with work procedures. 2.3 Worksheet data is built and edited in accordance with workplace procedures. 2.4 <b><i>Data manipulation</i></b> on a worksheet is undertaken in accordance with work requirements. 2.5 Worksheets are saved and printed in accordance with job requirements. 2.6 <b><i>Electronic presentation concepts</i></b> are applied in solving workplace tasks as per job requirements.
3. Manage data and information	3.1 Office <b><i>Internet services</i></b> are identified and applied in accordance with office procedures. 3.2 <b><i>Internet access applications</i></b> are determined in accordance with office operation procedures. 3.3 Internet search is performed as per job requirements. 3.4 Online digital content is downloaded in accordance with workplace requirements. 3.5 Digital content is identified and backed up in accordance with workplace procedures.

<b>ELEMENT</b> These describe the key outcomes that make up workplace functions	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements <i>(Bold and italicized terms are elaborated in the range)</i>
4. Perform online communication and collaboration	<p>4.1 Netiquette principles are observed as per work requirements.</p> <p>4.2 Electronic mail communication is executed in accordance with workplace policy.</p> <p>4.3 Digital content copyright and licenses are identified and applied according to workplace policies and regulatory requirements.</p> <p>4.4 <b><i>Online collaboration tools</i></b> are applied in accordance with workplace policies and regulatory requirements.</p>
5. Apply cyber security skills	<p>5.1 <b><i>Data protection</i></b> and <b><i>privacy</i></b> is classified in accordance with workplace policies and regulatory requirements.</p> <p>5.2 <b><i>Internet security threats</i></b> are identified as per workplace policies and regulatory requirements.</p> <p>5.3 Computer threats and crimes are detected in accordance to Information Management security guidelines</p> <p>5.4 <b><i>Cyber security control measures</i></b> are applied in accordance with workplace policies and regulatory requirements.</p>
6. Perform online jobs	<p>6.1 <b><i>Online job platforms</i></b> are identified as per the job requirements.</p> <p>6.2 Online accounts and profiles are created in accordance with the work requirements.</p> <p>6.3 Online jobs are identified according to the bidder's skillset.</p> <p>6.4 Online digital identity is managed according to industry best practices.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes that make up workplace functions	<p>These are assessable statements which specify the required level of performance for each of the elements</p> <p><b>(Bold and italicized terms are elaborated in the range)</b></p>
	<p>6.5 Online job bidding is done as per the specific job requirements.</p> <p>6.6 Online tasks are executed according to the job requirements.</p> <p>6.7 Personal online payment account is managed in accordance with financial regulations.</p>
7. Apply job entry techniques	<p>7.1 <b>Job opportunities</b> are sought based on competencies.</p> <p>7.2 A winning resume/CV is developed as per job advertisement.</p> <p>7.3 An application/cover letter is developed based on the job advertisement.</p> <p>7.4 <b>Certificates and testimonials</b> are organized as per resume.</p> <p>7.5 <b>Interview skills</b> are demonstrated as per job advertisement.</p>

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## RANGE

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

<b>Variable</b>	<b>Range</b>
1. Computer devices may include but are not limited to:	<ul style="list-style-type: none"> <li>● Desktops</li> <li>● Laptops</li> <li>● Smartphones</li> <li>● Tablets</li> <li>● Smart watches</li> </ul>

<b>Variable</b>	<b>Range</b>
2. Computer hardware may include but are not limited to:	<ul style="list-style-type: none"> <li>● The System Unit E.g. Motherboard, CPU, casing,</li> <li>● Input Devices e.g. pointing, keying, scanning, voice/speech recognition, direct data capture devices.</li> <li>● Output Devices e.g. hardcopy output and softcopy output</li> <li>● Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs &amp; DVDs, Memory cards, Flash drives</li> <li>● Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.</li> </ul>
3. Computer software may include but are not limited to:	<ul style="list-style-type: none"> <li>● System software e.g. Operating System (Windows, Macintosh, Linux, Android, is)</li> <li>● Application Software e.g. Word Processors, Spreadsheets, Presentations etc.</li> <li>● Utility Software e.g. Antivirus programs</li> </ul>
4. External devices may include but are not limited to:	<ul style="list-style-type: none"> <li>● Printers</li> <li>● Projectors</li> <li>● Smart Boards</li> <li>● Speakers</li> <li>● External storage drives</li> <li>● Digital/Smart TVs</li> </ul>
5. Word processing concepts may include but are not limited to:	<ul style="list-style-type: none"> <li>● Creating word documents</li> <li>● Editing word documents</li> <li>● Formatting word documents</li> <li>● Saving word documents</li> </ul>

<b>Variable</b>	<b>Range</b>
	<ul style="list-style-type: none"> <li>● Printing word documents</li> </ul>
6. Mouse techniques may include but are not limited to:	<ul style="list-style-type: none"> <li>● Clicking</li> <li>● Double-clicking</li> <li>● Right-clicking</li> <li>● Drag and drop</li> </ul>
7. Internet connection options may include but are not limited to:	<ul style="list-style-type: none"> <li>● Mobile Networks/Data Plans</li> <li>● Wireless Hotspots</li> <li>● Cabled (Ethernet/Fibre)</li> <li>● Dial-Up</li> <li>● Satellite</li> <li>● ISDN (Integrated Services Digital Network)</li> </ul>
8. Data manipulation may include but are not limited to:	<ul style="list-style-type: none"> <li>● Use of formulae</li> <li>● Use of functions</li> <li>● Sorting</li> <li>● Filtering</li> <li>● Visual representation using charts</li> </ul>
9. Electronic presentation concepts may include but are not limited to:	<ul style="list-style-type: none"> <li>● Creating slides</li> <li>● Editing slides</li> <li>● Formatting slides</li> <li>● Applying slide effects and transitions</li> <li>● Creating and playing slideshows</li> <li>● Saving presentations</li> <li>● Printing slides and hand-outs</li> </ul>

<b>Variable</b>	<b>Range</b>
10. Internet services may include but are not limited to:	<ul style="list-style-type: none"> <li>● Communication Services</li> <li>● Information Retrieval Services</li> <li>● File Transfer</li> <li>● World Wide Web Services</li> <li>● Web Services</li> <li>● Directory Services</li> <li>● Automatic Network Address Configuration</li> <li>● Newsgroup</li> <li>● Ecommerce</li> </ul>
11. Internet access applications/software may include but are not limited to:	<ul style="list-style-type: none"> <li>● Browsers</li> <li>● Email Apps</li> <li>● Ecommerce Apps</li> </ul>
12. Online collaboration tools may include but are not limited to:	<ul style="list-style-type: none"> <li>● Online Storage</li> <li>● Online productivity applications</li> <li>● Online meetings,</li> <li>● Online learning environments,</li> <li>● Online calendars</li> <li>● Social networks</li> </ul>
13. Data protection and privacy may include but not limited to:	<ul style="list-style-type: none"> <li>● Confidentiality of data/information</li> <li>● Integrity of data/information</li> <li>● Availability of data/information</li> </ul>
14. Internet security threats may include but not limited to:	<ul style="list-style-type: none"> <li>● Malware attacks</li> <li>● Social engineering attacks</li> <li>● Software supply chain attacks</li> <li>● Advanced persistent threats (APT)</li> <li>● Distributed denial of service (DDoS)</li> <li>● Man-in-the-middle attack (MitM)</li> </ul>

Variable	Range
	<ul style="list-style-type: none"> <li>● Password attacks</li> <li>● IoT Attacks</li> <li>● <u>Phishing Attacks</u></li> <li>● <u>Ransom ware</u></li> </ul>
15. Security threats control measures may include but not limited to:	<ul style="list-style-type: none"> <li>● Counter measures against cyber terrorism</li> <li>● Physical Controls</li> <li>● Technical/Logical Controls</li> <li>● Operational Controls</li> </ul>
16. Online job platforms may include but are not limited to:	<ul style="list-style-type: none"> <li>● Remo task</li> <li>● Data annotation. tech</li> <li>● Cloud worker</li> <li>● Up work</li> <li>● Oneforma</li> <li>● Appen</li> </ul>
17. Job opportunities may include but not limited to:	<ul style="list-style-type: none"> <li>● Self-employment</li> <li>● Service provision</li> <li>● Product development</li> <li>● Salaried employment</li> </ul>
18. Certificates and testimonials may include but not limited to:	<ul style="list-style-type: none"> <li>● Academic credentials</li> <li>● Letters of previous employments/ services rendered</li> <li>● Letters of commendation</li> <li>● Certifications of participation</li> <li>● Awards</li> </ul>
19. Interview skills may include but not limited to:	<ul style="list-style-type: none"> <li>● Listening skills</li> <li>● Grooming</li> <li>● Language command</li> <li>● Articulation of issues</li> </ul>

Variable	Range
	<ul style="list-style-type: none"> <li>• Body language</li> <li>• Time management</li> <li>• Honesty</li> <li>• Generally knowledgeable in current affairs and technical area</li> </ul>

## REQUIRED KNOWLEDGE AND SKILLS

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

### Required knowledge

The individual needs to demonstrate knowledge of:

- Computer Hardware and Software Concepts
- Computer Security Concepts (Data security and privacy)
- Cyber security threats and control measures
- Understanding Computer Crimes
- Detection and protection against computer crimes
- Laws governing protection of ICT in Kenya
- Digital Identity Management
- Netiquette Principles
- Fundamentals of Copyright and Licenses
- Word processing;
  - Functions and concepts of word processing;
  - Documents and tables creation and manipulations;
  - Document editing;
  - Document formatting;
  - Word processing utilities
- Spread sheets;
  - Meaning, types and importance of spread sheets;
  - Components of spread sheets;

- Functions, formulae, and charts, uses and layout;
- Data formulation, manipulation and application to cells;
- Editing & formatting spread sheets;
- Presentation Packages;
  - Types of presentation Packages.
  - Creating, formulating, running, editing, printing and presenting slides and hand-outs
- Networking and Internet;
  - Internet connectivity.
  - Browser and digital content management;
  - Managing data, information, and digital content
  - Electronic mail and World Wide Web
- Fundamentals of Online Working;
  - Online Profile Management;
  - E-Portfolio Management;
  - Online Jobs Bidding;
  - Online Payment Systems;
- Job entry techniques
  - Job searching sites
  - Interview preparation skills
  - Interview handling

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## Required skills

The individual needs to demonstrate the following skills:

- Active listening
- Keyboard Skills
- Mouse Skills
- Analytical skills
- Creativity

- Interpretation Skills
- Communication
- Spread sheet operations (applying fundamental operations such as addition, subtraction, division and multiplication)
- Computer Use Safety Skills
- Document Editing Skills
- Document Formatting Skills
- Document Printing Skills
- Netiquette Skills
- Internet Browsing Skills
- Problem Solving Skills
- Online Collaboration Skills
- Cyber security Skills
- CV writing
- Grooming

## EVIDENCE GUIDE

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

1. Critical aspects of competency	<p><b><i>Assessment requires evidence that the candidate:</i></b></p> <p>1.1.Operated computer devices as per workplace policies and regulations.</p> <p>1.2.Solved tasks using the office suite as per workplace policies and regulations.</p> <p>1.3.Manage data and information as per workplace policies and regulations.</p> <p>1.4.Performed online communication and collaboration as per workplace policies and regulations.</p>
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	<p>1.5.Applied cyber security skills in accordance with workplace policies and regulations.</p> <p>1.6.Executed online tasks according to the job requirements.</p> <p>1.7.Searched for job opportunity based on competencies.</p> <p>1.8.Prepared job requirement documentations based on job opportunity.</p> <p>1.9.Demonstrated interview skills based on the job opportunity.</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Appropriately simulated environment where assessment can take place.</p> <p>2.2 Access to relevant work environments where assessment can take place.</p> <p>2.3 Resources relevant to the proposed activities or task.</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Oral assessment</p> <p>3.3 Portfolio of evidence</p> <p>3.4 Third party report</p>
4 Context of assessment	<p>Competency may be assessed:</p> <p>4.2 Workplace or simulated workplace.</p>
5 Guidance information for assessment	<p>5.2 Holistic assessment with other units relevant to the industry sector and workplace job role is recommended.</p>

## APPLY COMMUNICATION SKILLS

**TVET CDACC UNIT CODE: HW/OS/SW/BC/01/5/MA**

**ISCED UNIT CODE: 0031 441 01A**

### UNIT DESCRIPTION

This unit covers the competencies required to demonstrate communication skills. It involves applying communication channels, written, non-verbal, oral, and group communication skills.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes that make up workplace function	<p>These are assessable statements that specify the required level of performance for each of the elements.</p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
1. Apply communication channels	<p>1.1 Specific communication channels are identified and applied based on workplace requirements.</p> <p>1.2 Challenges are identified and addressed as per the operational standards of the organization.</p> <p>1.3 Communication channels are evaluated to meet workplace needs.</p>
2. Apply written communication skills	<p>2.1 Types of written communication are identified and applied according to the workplace requirements.</p> <p>2.2 Written communication needs are identified and implemented according to workplace procedures.</p> <p>2.3 Written communication guidelines are analysed, evaluated, and revised based on workplace needs.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes that make up workplace function	<p>These are assessable statements that specify the required level of performance for each of the elements.</p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
3. Apply non-verbal communication skills	<p>3.1 Existing non-verbal communication techniques are identified and applied based on organization policy.</p> <p>3.2 Non-verbal communication techniques are articulated and modelled to enhance inclusivity according to workplace requirements.</p>
4. Apply oral communication skills	<p>4.1 Types of oral communication are identified and established as per organization policy.</p> <p>4.2 Pathways of oral communication are identified and established as per organization policy.</p> <p>4.3 Pathways of oral communication are reviewed according to organization procedures.</p> <p>4.4 Pathways of oral communication are maintained according to the organization standards.</p>
5. Apply group communication skills	<p>5.1 Group communication strategies are applied based on the workplace needs.</p> <p>5.2 Groups are organized in accordance with workplace procedures.</p> <p>5.3 Effective questioning, listening and non-verbal communication techniques are used as per needs.</p> <p>5.4 Group communication challenges are identified and addressed according to the workplace needs.</p>

## RANGE

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

Variable	Range
1. Communication strategies may include but are not limited to:	<ul style="list-style-type: none"> <li>● Language switch</li> <li>● Comprehension check</li> <li>● Repetition</li> <li>● Asking confirmation</li> <li>● Paraphrasing</li> <li>● Clarification request</li> <li>● Translation</li> <li>● Restructuring</li> <li>● Generalization</li> </ul>
2. Effective group interaction may include but not limited to:	<ul style="list-style-type: none"> <li>● Identifying and evaluating what is occurring within an interaction in a non-judgmental way.</li> <li>● Using active listening.</li> <li>● Making decision about appropriate words, behavior.</li> <li>● Putting together response which is culturally appropriate.</li> <li>● Expressing an individual perspective.</li> <li>● Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
3. Situations may include but are not limited to:	<ul style="list-style-type: none"> <li>● Establishing rapport</li> <li>● Eliciting facts and information</li> <li>● Facilitating resolution of issues</li> <li>● Developing action plans</li> </ul>

## 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:

- Active listening
- Interpretation
- Negotiation
- Writing
- Oral skills
- Creative thinking
- Critical thinking
- Decision making
- Analytical
- Innovation
- Conflict skills
- Leadership
- Problem solving skills
- Management
- Organizational
- Teamwork

## **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups
- Styles of group leadership
- Key elements of communications strategy
- Principles of effective communication
- Turn-taking techniques
- Conflict resolution techniques
- Work planning
- Work organization

- Company policies
- Company operations and procedure standards
- Fundamental rights at the workplace
- Personal hygiene
- Accountability
- Workplace problems and how to deal with them

## APPLY WORK ETHICS AND PRACTICES

**TVET CDACC UNIT CODE: HW/OS/SW/BC/03/5/MA**

**ISCED UNIT CODE: 0417 441 09A**

### UNIT DESCRIPTION

This unit covers competencies required to effectively apply work ethics and practices. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving and promote customer care.

### 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. <i><b>Bold and italicized terms are elaborated in Range</b></i>
1. Apply self-management skills	1.1 Personal vision, mission and goals are formulated based on potential and concerning organization objectives and strategic plan 1.2 Self-esteem and a positive self-image are developed and maintained based on value 1.3 Emotional intelligence and stress management are demonstrated as per workplace requirements. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for one's actions are demonstrated based on workplace instructions. 1.6 Time management, attendance and punctuality are observed as per the organization's policy.

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <b><i>Bold and italicized terms are elaborated in Range</i></b>
	<p>1.7 Personal goals are managed as per the organization's objective</p> <p>1.8 Self-strengths and weaknesses are identified based on personal objectives</p> <p>1.9 Motivation, initiative and proactivity are utilized as per the organization policy</p> <p>1.10 Individual performance is evaluated and monitored according to the agreed targets.</p>
2. Promote ethical work practices and values	<p>2.1 Integrity is demonstrated as per acceptable norms</p> <p>2.2 Codes of conduct is applied as per the workplace requirements</p> <p>2.3 Policies and guidelines are observed as per the workplace requirements</p> <p>2.4 Professionalism is exercised in line with organizational policies</p>

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><b><i>Bold and italicized terms are elaborated in Range</i></b></p>
3. Promote Team work	<p>3.1 <b><i>Teams</i></b> are formed to enhance productivity based on organization's objectives</p> <p>3.2 Duties are assigned to teams under the organization policy.</p> <p>3.3 Team activities are managed and coordinated as per set objectives.</p> <p>3.4 Team performance is evaluated based on set targets as per workplace policy.</p> <p>3.5 <b><i>Conflicts</i></b> are resolved between team members in line with organization policy.</p> <p>3.6 Gender and diversity-related issues are identified and mainstreamed in accordance with workplace policy.</p> <p>3.7 Healthy <b><i>relationships</i></b> are developed and maintained in line with the workplace.</p> <p>3.8 Adaptability and flexibility are applied in dealing with team members as per workplace policies</p>
4. Maintain professional and personal development	<p>4.1 <b><i>Personal growth and development</i></b> needs are identified and assessed in line with the requirements of the job.</p> <p>4.2 <b><i>Training and career opportunities</i></b> are identified and utilized based on job requirements.</p> <p>4.3 <b><i>Resources</i></b> for training are mobilized and allocated based on organizations and individual skills needs.</p> <p>4.4 Licenses and certifications relevant to the job and career are obtained and renewed as per policy.</p> <p>4.5 Recognitions are sought as proof of career advancement in line with professional requirements.</p> <p>4.6 Work priorities and personal commitments are balanced and managed based on the requirements of the job and personal objectives.</p>

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><b><i>Bold and italicized terms are elaborated in Range</i></b></p>
5. Apply Problem solving skills	<p>4.7 Dynamism and on-the-job learning are embraced in line with the organization's goals and objectives.</p> <p>5.1 <b><i>Creative, innovative</i></b> and practical solutions are developed based on the problem</p> <p>5.2 Independence and initiative in identifying and solving problems are demonstrated based on the requirements of the job.</p> <p>5.3 Team problems are solved as per the workplace guidelines</p> <p>5.4 Problem-solving strategies are applied as per the workplace guidelines</p> <p>5.5 Problems are analyzed and assumptions tested as per the context of data and circumstances</p>
6. Promote Customer Care	<p>6.1 Customers' needs are identified based on their characteristics</p> <p>6.2 Customer <b><i>feedback</i></b> is allowed and facilitated in line with organization policies.</p> <p>6.3 Customer concerns and complaints are analyzed and resolved in line with the set organizational culture.</p> <p>6.4 Proactive customer outreach programs are implemented as per organizational policies</p> <p>6.5 Customer retention strategies are developed and implemented in line with the organizational policy</p>

## 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.

<b>Variable</b>	<b>Range</b>
1. Feedback may include but not limited to:	<ul style="list-style-type: none"> <li>● Verbal</li> <li>● Written</li> <li>● Informal</li> <li>● Formal</li> </ul>
2. Conflicts include but are not limited to:	<ul style="list-style-type: none"> <li>● Interpersonal Conflict.</li> <li>● Intrapersonal Conflict.</li> <li>● Intergroup Conflict.</li> <li>● Intragroup Conflict.</li> </ul>
3. Relationships may include but not limited to:	<ul style="list-style-type: none"> <li>● Man/Woman</li> <li>● Trainer/trainee</li> <li>● Employee/employer</li> <li>● Client/service provider</li> <li>● Husband/wife</li> <li>● Boy/girl</li> <li>● Parent/child</li> <li>● Sibling relationships</li> </ul>
4. Team may include but not limited to:	<ul style="list-style-type: none"> <li>● Small work group</li> <li>● Staff in a section/department</li> <li>● Inter-agency group</li> <li>● Virtual teams</li> </ul>
5. Personal growth may include but not limited to:	<ul style="list-style-type: none"> <li>● Growth in the job</li> <li>● Career mobility</li> <li>● Gains and exposure the job gives</li> <li>● Net workings</li> <li>● Benefits that accrue to the individual as a result of noteworthy performance</li> </ul>
6. Personal objectives may include but not limited to:	<ul style="list-style-type: none"> <li>● Long term</li> <li>● Short term</li> </ul>

<b>Variable</b>	<b>Range</b>
	<ul style="list-style-type: none"> <li>● Broad</li> <li>● Specific</li> </ul>
7. Trainings and career opportunities may include but not limited to	<ul style="list-style-type: none"> <li>● Participation in training programs</li> <li>● Serving as Resource Persons in conferences and workshops</li> <li>● Capacity building</li> </ul>
8. Resource may include may but not limited to:	<ul style="list-style-type: none"> <li>● Human</li> <li>● Financial</li> <li>● Technology</li> </ul>
9. Creative and innovative may include but not limited to:	<ul style="list-style-type: none"> <li>● New ideas</li> <li>● Original ideas</li> <li>● Different ideas</li> <li>● Methods/procedures</li> <li>● Processes</li> <li>● New tools</li> </ul>
10. Emerging issues may include but not limited to:	<ul style="list-style-type: none"> <li>● Artificial Intelligence</li> <li>● Data confidentiality</li> <li>● National cohesion</li> <li>● Open offices</li> </ul>

## **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:

- Active listening
- Critical thinking
- Organizational
- Negotiation

- Monitoring
- Evaluation
- Problem solving
- Decision Making
- Leadership
- Creative/innovative thinking
- Adaptability
- Conflict management
- Emotional intelligence
- Teamwork

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies and procedures
- Company operations, procedures and standards
- Flexibility and adaptability
- Concept of time and leisure time
- Decision making
- Work planning
- Organizing work
- Monitoring and evaluation
- Record keeping
- Gender and diversity mainstreaming
- Drug and substance abuse
- Professional growth and development
- creativity
- Innovation
- problem solving
- customer care

- Mentoring and coaching.
- Emerging 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	<p>Assessment require evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Applied self-management skills as per organizational procedures.</li> <li>1.2 Promoted ethical practices and values as per organizational procedures.</li> <li>1.3 Promoted Teamwork as per workplace assignments.</li> <li>1.4 Maintained professional and personal development as per organizational procedures.</li> <li>1.5 Applied Problem-solving skills based on work requirements.</li> <li>1.6 Identified customer needs based on their characteristics.</li> <li>1.7 Gave back Customer feedback in line with organization policies.</li> </ol>
2. Resource Implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 Access to relevant workplace where assessment can take place</li> <li>2.2 Appropriately simulated environment where assessment can take place.</li> <li>2.3 Resources relevant to the proposed activity or tasks.</li> </ol>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Oral questioning</li> <li>3.2 Written test</li> <li>3.3 Portfolio of Evidence</li> <li>3.4 Third party report</li> </ol>
4. Context of Assessment	<p>Competency may be assessed:</p> <ol style="list-style-type: none"> <li>4.1 On-the-job</li> </ol>

	<b>4.2 In a simulated work environment</b>
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## APPLY ENTREPRENEURIAL SKILLS

**TVET CDACC Unit Code:** LIS/OS/LIA/BC/02/5/MA

**ISCED Unit Code:** 0611 441 04A

### **UNIT DESCRIPTION**

This unit covers the competencies required to apply information entrepreneurial skills. It involves applying understanding of an information entrepreneur, identifying information entrepreneurship opportunities, applying entrepreneurial motivation developing innovative and creative strategies and developing business plan.

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Apply understanding of an information entrepreneur	1.1 Entrepreneurs and Business persons are distinguished. 1.2 <i>Types of entrepreneurs</i> are identified. 1.3 Ways of becoming an entrepreneur are identified. 1.4 <i>Characteristics of Entrepreneurs</i> are identified. 1.5 Factors affecting Entrepreneurship development are explored 1.6 Causes of business failure are identified
2. Identify information entrepreneurship opportunities	2.1 Sources of business ideas are identified 2.2 <i>Business ideas</i> and opportunities are generated 2.3 Business life cycle is analysed 2.4 Legal aspects of business are identified 2.5 Types of <i>business environment</i> are identified and evaluated Viable business opportunities are identified

3. Apply entrepreneurial motivation	<p><b>3.1 Internal and external motivation</b> factors are determined in accordance with <b>motivational theories</b></p> <p><b>3.2</b> Self-assessment is carried out as per <b>entrepreneurial orientation</b></p> <p><b>3.3</b> Entrepreneurial motivation is applied as per motivational theories</p>
4. Develop innovative and creative strategies	<p>4.1 Business innovation strategies are determined</p> <p>4.2 Creativity in business development is demonstrated in accordance with business strategies</p> <p><b>4.3 Innovative business strategies</b> are developed as per business principles</p> <p>4.4 Types of business networks are identified</p> <p>4.5 Networks with other entrepreneurs are created</p> <p>4.6 ICT is incorporated in business growth and development</p>
5. Develop Business Plan	<p>5.1 Components of a business plan are identified</p> <p>5.2 Marketing plan is developed as per business plan format</p> <p>5.3 Organizational/Management plan is prepared in accordance with business plan format</p> <p>5.4 Production/operation plan in accordance with business plan format</p> <p>5.5 Financial plan is prepared in accordance with the business plan format</p> <p>5.6 Executive summary is prepared in accordance with business plan format</p>

## 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.

<b>Variable</b>	<b>Range</b>
1. Types of entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Innovators</li> <li>• Imitators</li> <li>• Craft</li> <li>• Opportunistic</li> <li>• Speculators</li> </ul>
2. Characteristics of Entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Innovative</li> <li>• Planner</li> <li>• Risk taker</li> <li>• Networker</li> <li>• Confident</li> <li>• Flexible</li> <li>• Persistent</li> <li>• Patient</li> <li>• Independent</li> <li>• Future oriented</li> <li>• Goal oriented</li> </ul>
3. Requirements for entry into self-employment may include but not limited to	<ul style="list-style-type: none"> <li>• Technical skills</li> <li>• Management skills</li> <li>• Entrepreneurial skills</li> <li>• Resources</li> <li>• Infrastructure</li> </ul>
4. Internal and external motivation may include but not limited to:	<ul style="list-style-type: none"> <li>• Interest</li> <li>• Passion</li> <li>• Freedom</li> <li>• Prestige</li> <li>• Rewards</li> <li>• Punishment</li> <li>• Enabling environment</li> <li>• Government policies</li> </ul>
5. Business environment may include but not limited to:	<ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> </ul>

	<ul style="list-style-type: none"> <li>• Intermediate</li> </ul>
6. Forms of businesses may include but not limited to:	<ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Limited companies</li> <li>• Cooperatives</li> </ul>
7. Governing policies may include but not limited to:	<ul style="list-style-type: none"> <li>• Increasing scope for finance</li> <li>• Promoting cooperation between entrepreneurs and private sector</li> <li>• Reducing regulatory burden on entrepreneurs</li> <li>• Developing IT tools for entrepreneurs</li> </ul>
8. Innovative business strategies may include but not limited to:	<ul style="list-style-type: none"> <li>• New products</li> <li>• New methods of production</li> <li>• New markets</li> <li>• New sources of supplies</li> <li>• Change in industrialization</li> </ul>

## 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
- Management
- Problem-solving
- Root-cause analysis
- Communication

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Decision making
- Business communication
- Change management

- Competition
- Risk
- Net working
- Time management
- Leadership
- Factors affecting entrepreneurship development
- Principles of Entrepreneurship
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Customer care 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Distinguished entrepreneurs and business persons correctly</li> <li>1.2 Identified sources of business ideas correctly</li> <li>1.3 Generated Business ideas and opportunities correctly</li> <li>1.4 Assessed product demand accurately</li> <li>1.5 Identified sources of business finance correctly</li> <li>1.6 Prepared Market opportunity matrix</li> <li>1.7 Undertook Product Patenting</li> <li>1.8 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly</li> <li>1.9 Presented business plan effectively</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Check list</li> <li>2.2 Research tools (Questionnaire, interview guide, observation schedule)</li> <li>2.3 Materials, tools, equipment and machines relevant</li> </ul>
3. Methods of Assessment	<ul style="list-style-type: none"> <li>3.1 Written tests</li> <li>3.2 Observation</li> </ul>

	<p>3.3 Oral questions</p> <p>3.4 Third party report</p> <p>3.5 Interviews</p> <p>3.6 Case problems</p> <p>3.7 Portfolio</p>
4. Context of Assessment	4.1 Competency may be assessed in workplace or simulated workplace
5. Guidance information for assessment	5.1 Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## CORE UNITS OF COMPETENCY

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## **PERFORM INFORMATION COLLECTION DEVELOPMENT**

**TVET CDACC Unit Code:** LIS/OS/LIA/CR/01/5/MA

**ISCED Unit Code:** 0322 451 01A

### **UNIT DESCRIPTION**

This unit covers the competencies required to be Perform Information Collection Development Services. Competencies include: Compile New Inventory Requests, Conduct Weeding of Information Materials and Compile Information Disposal List.

### **ELEMENTS AND PERFORMANCE CRITERIA**

1.Compile new inventory requests	1.1 <b>User needs are assessed</b> as per work requirement. 1.2 Information <b>materials are compiled</b> as per user needs. 1.3 Inventory lists are documented as per work procedure.
2.Conduct weeding of information materials	2.1 <b>information materials are identified</b> to be weeded as per the generated list. 2.2 <b>information materials to be weeded</b> are retrieved as per work requirement. 2.3 Weeded information materials are packaged as per work requirement.
3 Compile information disposal list.	3.1 <b>Disposal list</b> is generated of information materials as per work procedure. 3.2 <b>information materials</b> to be disposed are sorted as per disposal list. 3.3 information materials are packaged as per work requirement. 3.3 Packaged information materials are labelled as per work requirement.

## 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
1.User needs assessment includes but not limited to:	<ul style="list-style-type: none"><li>• Observation</li><li>• Questionnaires</li><li>• Interviews</li></ul>
2.Library Information materials include but not limited to:	<ul style="list-style-type: none"><li>• Textbooks</li><li>• Journals</li><li>• Encyclopedia</li></ul>
3.Library information materials to be weeded includes but not limited to:	<ul style="list-style-type: none"><li>• List of items</li><li>• Materials to be used for packaging</li><li>• Methods of packaging</li></ul>
4.Disposal list include but not limited to:	<ul style="list-style-type: none"><li>• Policy</li><li>• Nature of information materials</li><li>• Methods of disposal</li></ul>

## REQUIRED KNOWLEDGE AND SKILLS

The individual needs to demonstrate knowledge of:

- Functions of
- User needs assessment
- Collection maintenance and weeding
- Subject knowledge

## SKILLS

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Analysis
- Synthesis and evaluation
- Decision making
- Management
- Leadership
- Innovation
- Organizational skills

## 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 <b>User needs</b> as per work requirement. 1.2 Compiled Information <b>materials</b> as per user needs. 1.3 Identified the <b>information materials</b> to be weeded as per the generated list 1.4 Sorted <b>information materials</b> to be disposed as per disposal list. 1.5 Received <b>Ordered information materials</b> as per work procedure
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	<p>1.6 <b>Conduced physical examination</b> of the information materials as per work procedure</p> <p>1.7 <b>Confirmed the quality and quantity</b> of information materials as per the order.</p> <p>1.8 Assigned Information materials <b>identification marks</b> as per work procedure.</p> <p>1.9 Recorded <b>accession number</b> as per work procedure</p> <p>1.10 Documented the <b>title</b> of the information materials as per work procedure</p> <p>1.11Assigned call <b>number</b> to the information materials as per work procedure.</p> <p>1.12Documented Bibliographic <b>details</b> as per work procedure.</p>
2.Resource Implications	<p>The following resources must be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the proposed activities or task</p>
3.Methods of Assessment	<p>Competency may be accessed through:</p> <p>3.1 Practical assessment</p> <p>3.2 Project</p> <p>3.3 Portfolio of evidence</p> <p>3.4 Third party reports</p> <p>3.5 Group discussions</p> <p>3.6 Written assessment</p>
4.Context of Assessment	<p>This competency may be assessed in a work place or in a simulated work place</p>
5.Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.</p>

## PROCESS INFORMATION MATERIALS

**TVET CDACC Unit Code:** LIS/OS/LIA/CR/02/5/MA

**ISCED Unit Code:** 0322 541 02A

### **UNIT DESCRIPTION**

This unit covers the competencies required to Process Information Materials Competencies includes: Verification of Information Materials, Branding Information Materials and Record information material details.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are <b>assessable</b> statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the range.</b></i>
1 Verification of information materials	1.1 Ordered <i>information materials</i> are received as per work procedure 1.2 The delivery note against the order form is cross checked as per work requirement 1.3 Conduct <i>physical examination</i> of the information materials is conducted as per work procedure 1.4 Quality <i>and quantity</i> of information materials is confirmed as per the order.
2.Branding information materials	2.1 Institutional stamp to received information materials is assigned as per work requirement 2.2 Labels on information materials is assigned as per work procedure 2.3 Security stamp is assigned to information materials as per work procedure

	<p>2.4 Magnetic strip to received information materials is affixed as per work procedure</p> <p>2.5 Information materials <b><i>identification marks</i></b> are assigned as per work procedure.</p>
3. Record information material details	<p>3.1 Accession <b><i>number is recorded</i></b> as per work procedure.</p> <p>3.2 The <b><i>title</i></b> of the information materials is documented as per work procedure</p> <p>3.3 Call <b><i>number</i></b> to the information materials is assigned as per work procedure.</p> <p>3.4. Bibliographic <b><i>details</i></b> are documented as per work procedure.</p>

## 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
1.Ordered information materials includes but not limited to:	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Journals</li> <li>• Dictionaries</li> </ul>
2.Physical examination includes but not limited to:	<ul style="list-style-type: none"> <li>• Cover page</li> <li>• Loose pages</li> </ul>

3.Quality and quantity includes but not limited to:	<ul style="list-style-type: none"> <li>• Spine checking</li> <li>• Loose/blank pages</li> <li>• Book design</li> <li>• Illustrations</li> </ul>
4.Identification marks includes but not limited to:	<ul style="list-style-type: none"> <li>• Stamp</li> <li>• Call number</li> </ul>
5.Accession <b>number</b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Sequential</li> <li>• Title</li> </ul>
6.Call <b>number</b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Author</li> <li>• Publication date</li> </ul>
7.Bibliographic <b>details</b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Title</li> <li>• Publisher</li> <li>• Edition</li> <li>• Year of publication</li> <li>• Cost</li> </ul>

## REQUIRED KNOWLEDGE AND SKILLS

The individual needs to demonstrate knowledge of:

- Cataloging
- Physical processing

- Classification
- Library sections
- Library 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: information as per cataloguing standards and authorities  1.1 Received Ordered <b><i>information materials</i></b> as per work procedure  1.3 Conducted <b><i>physical examination</i></b> of the information materials as per work procedure
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	<p>1.4 <b>Confirmed the quality and quantity</b> of information materials as per the order.</p> <p>1.5 Assigned Information materials <b>identification marks</b> as per work procedure.</p> <p>1.6 Recorded accession <b>number</b> as per work procedure.</p> <p>1.7 Documented the <b>title</b> of the information materials as per work procedure</p> <p>1.8 Assigned call <b>number</b> to the information materials as per work procedure.</p> <p>1.9 Documented Bibliographic <b>details as</b> per work procedure.</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the proposed activities or task</p>
3 Methods of Assessment	<p>Competency may be accessed through:</p> <p>3.1 Practical assessment</p> <p>3.2 Project</p> <p>3.3 Portfolio of evidence</p> <p>3.4 Third party reports</p> <p>3.5 Group discussions</p> <p>3.6 Written assessment</p>
4 Context of Assessment	<p>4.1 This competency may be assessed in a work place or in an a simulated work place</p>
5 Guidance information for assessment	<p>5.1 Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended</p>

## MAINTAIN ORGANIZATIONAL RECORDS

**TVET CDACC Unit Code:** LIS/OS/LIA/CR/03/5/MA

**ISCED Unit Code:** 0322 541 03A

### **UNIT DESCRIPTION**

This unit covers the competencies required to maintain organizational records. The Competencies includes Compile Organizational Records, circulate records for action and update records keeping system.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are <b>assessable</b> statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the range.</b></i>
1. Plan and organize workplace activities	1.1 Work schedules are developed based on workplace policy. 1.2 Clear project goals are established according to company set policies and regulations. 1.3 Resources are mobilized, allocated and utilized to meet project goals 1.4 Work activities are monitored and evaluated in line with organization procedures.
2. Compile organizational records	2.1. List of information resources are documented as per work requirement 2.2.Movement registers are updated as per work procedure 2.3. <b>Categories of records</b> are documented as per work procedure
3. Circulate records for action	3.1.Requested file are located as per work requirement. 3.2. <b>Requested records are retrieved</b> as per work procedure

	<p>3.3.Retrieved records are transferred to the action officer as per the work procedure.</p> <p><b>3.4. Record actions</b> are documented as per work requirement</p>
4.Update records keeping system	<p>4.1.New <b>records</b> received are filed as per work requirement.</p> <p>4.2.Labels to the files are assigned as per work procedure</p> <p><b>4.3. Disposal list is compiled</b> as per work requirement</p> <p>4.4.Recorded keeping system <b>is organized</b> for ease of retrieval as per wok requirement.</p>

## 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
1.Categories of records includes but not limited to:	<ul style="list-style-type: none"> <li>• Non-essential</li> <li>• Useful</li> <li>• Important</li> <li>• Vital</li> </ul>
2.Requested records includes but not limited to:	<ul style="list-style-type: none"> <li>• Classification systems</li> <li>• Metadata</li> </ul>
3.Disposal list includes but not limited to:	<ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedure</li> <li>• Methods of disposal</li> <li>• Survey</li> <li>• Records Appraisal</li> </ul>

4. Recorded keeping system includes but not limited to:	<ul style="list-style-type: none"> <li>• Records Appraisal</li> <li>• Content analysis</li> <li>• User feedback and surveys</li> </ul>
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## REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

- Risk management
- Records disposal
- Retention schedules
- Records appraisal
- Legal and regulatory requirements

## 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 Documented all the categories of records as per work procedure 1.2 Retrieved the requested records as per work procedure 1.3 Documented record actions as per work requirement 1.4 Compiled disposal list as per work requirement 1.5 Recorded keeping system is organized for ease of retrieval as per work requirement.
2. Resource Implications	The following resources must be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activities or task
3. Methods of Assessment	Competency may be accessed through: 3.1 Practical assessment 3.2 Project 3.3 Portfolio of evidence 3.4 Third party reports 3.5 Group discussions 3.6 Written assessment
4. Context of Assessment	4.1 This competency may be assessed in a work place or in a simulated work place
5. Guidance information for assessment	5.1 Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

## **PERFORM RESTORATION OF INFORMATION MATERIALS**

**TVET CDACC Unit Code:** LIS/OS/LIA/CR/04/5/MA

**ISCED Unit Code: 0322 451 05A**

### **UNIT DESCRIPTION**

This unit covers the competencies required Perform Restoration of Information. The Competencies includes: Identify Information Materials, Binding Information Materials and Perform Reprographic Services.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are <b>assessable</b> statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the range.</b></i>
1.Identify information materials	1.1 List of information materials for restoration is received as per work requirement. 1.2 List against the information materials to be repaired is verified as per work procedure. 1.3 <i><b>Extent of damage</b></i> of the information materials to be repaired is examined as per work procedure.
2.Binding information materials	2.1 information materials for restoration are sorted as per work procedure. 2.2 Pagination of information materials to be restored is confirmed as per work procedures. 2.3 <i><b>information materials</b></i> are bound as per work procedure.
3.Perform reprographic services	3.1 information materials upon verification for reproduction are received as per work requirement. 3.2 information materials for reproduction is sorted as per work procedure 3.3 <i><b>List of information materials reproduced is generated</b></i> as per work procedure.

## 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
1. Extent of damage of information materials includes but not limited to:	<ul style="list-style-type: none"><li>• Extreme</li><li>• Partial</li></ul>
2.Bound information materials includes but not limited to:	<ul style="list-style-type: none"><li>• Vello</li><li>• Spiral</li><li>• Case</li><li>• Wire</li></ul>
3.Generated list of information materials reproduced includes but not limited to: <i>easyvet.co</i>	<ul style="list-style-type: none"><li>• Number of information materials reproduced</li></ul>

## REQUIRED KNOWLEDGE AND UNDERSTANDING

The individual needs to demonstrate knowledge of:

- Preservation principles and practices
- Restoration techniques
- Emergency preparedness
- Legal and regulatory knowledge
- Ethical considerations

## SKILLS

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Analysis
- Synthesis and evaluation
- Decision making
- Management
- Leadership
- Problem solving

## 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 <b>Examined the extent of damage</b> of the information materials to be repaired as per work procedure. 1.2 <b>Bound information materials</b> as per work procedure. 1.3 <b>Generated list of information materials reproduced</b> as per work procedure.
2.Resource Implications	The following resources must be provided: 2.1 Access to relevant workplace or 2.2 appropriately simulated environment where assessment can take place 2.3 Resources relevant to the proposed activities or task
3.Methods of Assessment	Competency may be accessed through: 3.1 Practical assessment 3.2 Project 3.3 Portfolio of evidence 3.4 Third party reports

	<p>3.5 Group discussions</p> <p>3.6 Written assessment</p>
4.Context of Assessment	This competency may be assessed in a work place or in a simulated work place
5.Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

## PERFORM CIRCULATION DUTIES

**TVET CDACC Unit Code:** LIS/OS/LIA/CR/05/5/MA

**ISCED Unit Code:** 0322 451 06A

### **UNIT DESCRIPTION**

This unit covers the competencies required to Perform Circulation Duties. Competencies includes: Registration of new Patrons, Perform Charging and Discharging of Information Materials and Capture Circulation Data.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are <b>assessable</b> statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the range.</b></i>
1. Register new patrons	1.1 Registration forms are issued to the new patrons as per work procedure 1.2 New patrons details are verified as per work procedure 1.3 <i>New patron registration details are documented as per the work procedure</i>
2. Perform charging and discharging of information materials	2.1 information materials are issued to users as per user needs. 2.2 information materials are received back to the as per work requirement. 2.3 information materials are sorted and shelved as per work procedure. 2.4 <i>Circulation services are provided to the users as per work procedure.</i>
3. Record circulation data	3.1 The number of users are recorded as per work procedure.

	<p>3.2 Statistics of subject areas are recorded per day as per work procedure</p> <p>3.3 <b><i>users circulation data</i></b> are compiled data as per work requirement</p>
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## 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
1.Patron registration details includes but not limited to:	<ul style="list-style-type: none"> <li>• Name</li> <li>• Profession</li> <li>• Course</li> <li>• Age</li> </ul>
2.Circulation services includes but not limited to:	<ul style="list-style-type: none"> <li>• User registration</li> <li>• Charging</li> <li>• Discharging</li> <li>• User notification</li> <li>• Book reservation</li> </ul>
3. users circulation includes but not limited to:	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• Community members</li> <li>• Trainees</li> </ul>

## REQUIRED KNOWLEDGE AND SKILLS

The individual needs to demonstrate knowledge of:

- Library systems

- Library policies
- Customer service
- Technical knowledge

## SKILLS

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Synthesis and evaluation
- Decision making
- Management
- Leadership
- Organizational
- Problem solving

## 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	<p>Assessment requires evidence that the candidate:</p> <p>information as per cataloguing standards and authorities</p> <p>1.2 Documented new patron registration details as per the work procedure</p> <p>1.3 Provided Circulation services to the users as per work procedure</p>
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	1.4 Compiled users circulation data as per work requirement
2.Resource Implications	<p>The following resources must be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the proposed activities or task</p>
3.Methods of Assessment	<p>Competency may be accessed through:</p> <p>3.1 Practical assessment</p> <p>3.2 Project</p> <p>3.3 Portfolio of evidence</p> <p>3.4 Third party reports</p> <p>3.5 Group discussions</p> <p>3.6 Written assessment</p>
4.Context of Assessment	This competency may be assessed in a work place or in an a simulated work place
5.Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

## PERFORM LIBRARY CATALOGUING

**TVET CDACC Unit Code:** LIS/OS/LIA/CR/06/5/MA

**ISCED Unit Code: 0322 451 07A**

### **UNIT DESCRIPTION**

This unit covers the competencies required to perform library cataloguing competencies includes:  
Create catalogue entries, create library catalogue and prepare library finding aids.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are <b>assessable</b> statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the range.</b></i>
1. Create catalogue entries	1.1 <b>Bibliographic description tools</b> are identified as per work procedure 1.2 Catalogue entries are identified as per work requirement 1.3 <b>Catalogue entries</b> are documented as per work procedure
2. Create library catalogue	2.1 Information materials for cataloguing are identified as per work requirement  2.2 <b>Cataloguing tools</b> is selected as per work procedure  2.3 <b>Library catalogue</b> is created as per work procedure
3. Prepare library finding aids	3.1 Library <b>target audience</b> is identified as per work procedure 3.2 Library finding aid <b>format</b> is selected as per work requirement 3.3 Library finding aids are <b>prepared</b> as per work requirement

## 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
1. Bibliographic description tools includes but not limited to:	<ul style="list-style-type: none"><li>• Abstracts</li><li>• Indexes</li><li>• Bibliography</li><li>• Guide to literature</li></ul>
2. Catalogue entries includes but not limited to:	<ul style="list-style-type: none"><li>• Author</li><li>• Title</li><li>• Subject</li><li>• Description</li></ul>
3. Cataloguing tools includes but not limited to:	<ul style="list-style-type: none"><li>• Subject heading</li><li>• Authority control</li><li>• Metadata</li></ul>
4. Library catalogue includes but not limited to:	<ul style="list-style-type: none"><li>• Procedure</li><li>• Forms</li></ul>
5. Target audience includes but not limited to:	<ul style="list-style-type: none"><li>• Scholars</li><li>• Researchers</li><li>• Trainers/trainees</li></ul>
6. Library finding aid format includes but not limited to:	<ul style="list-style-type: none"><li>• Manual</li><li>• Electronic</li></ul>
7. Preparation of Library finding aids includes but not limited to:	<ul style="list-style-type: none"><li>• Procedure</li><li>• Format</li></ul>

## **REQUIRED KNOWLEDGE AND SKILLS**

The individual needs to demonstrate knowledge of:

- 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.

3. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate: information as per cataloguing standards and authorities</p> <p>1.1 <b>Bibliographic description tools</b> are identified as per work procedure</p> <p>1.2 Documented catalogue entries as per work procedure</p> <p>1.5 Selected <b>Cataloguing tool</b> as per work procedure</p> <p>1.4 Created <b>Library catalogue</b> as per work procedure</p> <p>1.5 Identified library <b>target audience</b> as per work procedure</p> <p>1.6 Selected Library finding aid <b>format</b> as per work requirement</p> <p>1.7 prepared Library finding aids as per work requirement</p>
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2 Resource Implications	<p>The following resources must be provided:</p> <p>3.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the proposed activities or task</p>
3 Methods of Assessment	<p>Competency may be accessed through:</p> <p>3.1 Practical assessment</p> <p>3.2 Project</p> <p>3.3 Portfolio of evidence</p> <p>3.4 Third party report</p> <p>3.5 Group discussions</p> <p>3.6 Written assessment</p>
6 Context of Assessment	<p>This competency may be assessed in a work place or in an a simulated work place</p>
7 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended</p>

## APPLY PRINCIPLES OF MANAGEMENT

**TVET CDACC Unit Code:** LIS/OS/LIA/CC/01/5/MA

**ISCED Unit Code:** 0322 451 08A

### UNIT DESCRIPTION

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

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are <b>assessable</b> statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the range.</i>
1. Identify appropriate computer software and hardware.	1.1 ICT Concepts are identified as per workplace requirements. 1.2 Computer peripherals are identified according to job requirements. 1.3 Computer software is identified according to workplace requirements.
2. Conduct knowledge management sharing practices	1.1 <b>Knowledge gaps</b> are identified as per the work procedure 1.2 <b>Knowledge management sharing tools</b> are selected as per work requirement 1.3 <b>Knowledge management sharing practices</b> are evaluated as per work procedure
3. Document the variety of knowledge management sources	2.1 <b>Knowledge management sources</b> are identified as per the work procedure 2.2 Knowledge <b>management</b> sources are classified as per work requirement 2.3 Access to knowledge sources is maintained as per work procedure Literature review is prepared as per research guidelines
4. Promote knowledge management practices	3.1 <b>Knowledge management sharing culture</b> is introduced as per the work requirements

	<p><b>3.2 knowledge management sharing repository</b> is created as per work requirement</p> <p><b>3.3 knowledge management sharing feedback</b> is collected as per work procedure</p>
5. Apply internet and email in communication	<p>5.1 Internet connection requirements are identified and applied according to workplace procedures</p> <p>5.2 Web browsing software are identified and applied according to workplace procedures</p> <p>5.3 Appropriate Information from the web is obtained according to user needs</p> <p>5.4 Electronic mail communication is performed according to workplace procedures</p> <p>5.5 Emerging issues in Internet and email communication are identified and applied according to workplace procedures</p>

## 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
1.Knowledge gaps includes but not limited to:	<ul style="list-style-type: none"> <li>• Information resources</li> <li>• Personnel</li> <li>• Policies and regulations</li> </ul>
2.Knowledge management sharing tools includes but not limited to:	<ul style="list-style-type: none"> <li>• Online collaboration tools</li> <li>• Social media</li> <li>• Notices</li> </ul>
3.Knowledge management sharing practices includes but not limited to:	<ul style="list-style-type: none"> <li>• Exchange</li> <li>• Inter-library loaning</li> <li>• Donations</li> <li>• E-learning</li> </ul>
4.Knowledge management sources include but not limited to:	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> </ul>
5.Knowledge management sharing culture include but not limited to:	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Presentations</li> <li>• Print media</li> </ul>

6.Knowledge management sharing repository include but not limited to:	<ul style="list-style-type: none"> <li>• Central hub</li> <li>• Electronic performance support system</li> <li>• Digital object repository</li> <li>• Digital learning repository</li> </ul>
7.Knowledge management sharing include but not limited to:	<ul style="list-style-type: none"> <li>• Knowledge Mapping</li> <li>• Knowledge Management Systems</li> <li>• Communities of Practice</li> <li>• Mentorship and Coaching</li> <li>• Gamification</li> </ul>

## REQUIRED KNOWLEDGE AND SKILLS

The individual needs to demonstrate the following knowledge

- Sources of information
- Values, principles and philosophies of library
- Legislation and ethical practices
- Current trends
- Decision making
- Management
- Leadership

The individual needs to demonstrate the following skills:

- ICT proficiency
- Communication
- Analysis
- Synthesis and evaluation
- Decision making
- Management
- Leadership
- Innovation
- Organizational skills
- Problem-solving
- Empathy

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified <b><i>Knowledge gaps</i></b> as per the work procedure</li> <li>1.2 Selected Knowledge <b><i>management sharing tools</i></b> as per work requirement</li> <li>1.3 Evaluated <b><i>Knowledge management sharing practices</i></b> as per work procedure</li> <li>1.4 Identified <b><i>Knowledge management sources</i></b> as per the work procedure</li> <li>1.5 Classified Knowledge <b><i>management</i></b> sources as per work requirement</li> <li>1.6 Maintained Access to knowledge sources as per work procedure Literature review is prepared as per research guidelines</li> <li>1.7 Introduced <b><i>Knowledge management sharing culture</i></b> as per the work requirements</li> <li>1.8 Created <b><i>knowledge management sharing repository</i></b> as per work requirement</li> <li>1.9 Collected <b><i>knowledge management sharing feedback</i></b> as per work procedure</li> </ul>
2. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activities or task</li> </ul>
3. Methods of Assessment	<p>Competency may be accessed through:</p> <ul style="list-style-type: none"> <li>3.1 Practical assessment</li> <li>3.2 Project</li> <li>3.3 Portfolio of evidence</li> <li>3.4 Third party report</li> <li>3.5 Group discussions</li> <li>3.6 Written assessment</li> </ul>
4. Context of Assessment	<p>This competency may be assessed in a work place or in an a simulated work place</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended.</p>

## **PERFORM SYSTEM ANALYSIS AND DESIGN**

**TVET CDACC Unit Code:** LIS/OS/LIA/CR/07/5/MA

**ISCED Unit Code:** 0322 451 09A

### **UNIT DESCRIPTION**

This unit covers the competencies required to Perform System Analysis and Design. 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.

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>(Bold and italicized terms are elaborated in the Range)</i>
1. Apply System Analysis and Design concepts	1.1. Constraints of a system standard are identified as per work procedures. 1.2. Properties of a system are identified as per work procedures. 1.3. Elements of a system are identified as per work procedures. 1.4. Classification of systems is done as per work procedures. 1.5. Types of information system are identified as per work procedures. 1.6. System models are identified as per work procedures. 1.7. Categories of Information are identified as per work procedures 1.8. System analysis and design concepts are applied as per user needs
2. Apply approaches to system Development and Project planning.	2.1. System development approaches are identified as per work procedures. 2.2. <b>System development life cycle models</b> are identified as per work procedures. 2.3. Activities involved in SDLC are identified as per work procedures. 2.4. <b>SDLC phases</b> are identified as per work procedures

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>(Bold and italicized terms are elaborated in the Range)</i>
	2.5.Project planning and system development approaches are applied as per user needs.
3. Perform System Analysis	3.1.Overview of system analysis is determined according to work procedures. 3.2. <b><i>Attributes of structured analysis</i></b> are identified as per user needs. 3.3.Tools and techniques of system analysis are identified according to work procedures. 3.4.System analysis activities are performed as per user need.
4. Perform System Design	4.1.Software requirements specification (SRS) document is prepared based as per user needs. 4.2. <b><i>Components of system design</i></b> are identified based SRS document 4.3.Inputs and outputs of System Design are identified as per SRS document. 4.4.Types of system design are identified as per system design principles 4.5. <b><i>Stages of system design</i></b> are identified according to system design principles 4.6. <b><i>Data Modeling techniques</i></b> are applied as per user needs 4.7.Input design is performed according to system specification.
5. Perform system testing	5.1. <b><i>Types of the system testing</i></b> are identified as per system requirements. 5.2.System debugging is performed as per system requirement. 5.3.System testing is performed as per the test plan 5.4.System test report is generated according to work procedure
6. Perform System Implementation	6.1. <b><i>System implementation methods</i></b> are identified as per system implementation standards 6.2.Appropriate implementation method is selected according to the user needs

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>(Bold and italicized terms are elaborated in the Range)</i>
	<p>6.3.<b>Prerequisite implementation procedures</b> are performed as per the user needs</p> <p>6.4. System is deployed according to the selected implementation method procedure</p>
7. Perform system maintenance	<p>7.1. System reviewed according to the organization policy</p> <p>7.2. System maintenance is performed according to the review outcome</p> <p>7.3. System maintenance report is generated according to work procedures</p>

## 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.

<b>Variable</b>	<b>Range</b> <i>May include but is not limited to:</i>
1. System development life cycle models may include but are not limited to:	<p>1.1 Waterfall</p> <p>1.2 Prototyping</p> <p>1.3 Dynamic system Development model (DSDM)</p> <p>1.4 Object oriented model</p>
2. SDLC phases may include but are not limited to:	<p>2.1 Planning</p> <p>2.2 Analysis</p> <p>2.3 Design</p> <p>2.4 Testing</p> <p>2.5 Implementation</p> <p>2.6 Maintenance</p>
3. Attributes of structures analysis may include but are not limited to:	<p>3.1 Graphic</p> <p>3.2 Logical</p> <p>3.3 Process division</p> <p>3.4 High level to lower-level approach</p>

<b>Variable</b>	<b>Range</b> <i>May include but is not limited to:</i>
4. Components of system design may include but are not limited to:	4.1 Quality 4.2 Timeliness 4.3 Cost-Effectiveness
5. Stages of system design may include but are not limited to:	5.1 Requirements determination 5.2 Requirements specifications 5.3 Feasibility Analysis 5.4 Final Specifications 5.5 Hardware study 5.6 System Design
6. Data Modeling techniques may include but are not limited to:	6.1 Conceptual 6.2 Relational 6.3 Object Oriented
7. Types of the system testing may include but are not limited to:	7.1 Software 7.2 Unit 7.3 Integration 7.4 Usability
8. System implementation methods may include but are not limited to:	Direct, phased, piloting, parallel
9. Prerequisite implementation procedures may include but are not limited to:	User training, data conversion, hardware/software acquisition, personnel recruitment

## REQUIRED KNOWLEDGE AND SKILLS

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

### Required knowledge

- system design and system Analysis concepts
- System development Approaches
- System development methodologies
- System development life cycle models
- SDLC phases are identified.
- Project planning concepts

- Tools and techniques of system analysis
- Activities performed during System analysis
- Components and concepts of system design
- Data Modeling techniques
- System implementation procedures
- Types of the system testing
- Deployment procedures of the system
- Types of system maintenance

## Required skills

The individual needs to demonstrate the following foundation skills:

- Communications (verbal and written);
- Proficient in ICT
- Time management
- Analytical
- Planning
- Decision making
- Report writing

## EVIDENCE GUIDE

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

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Applied System analysis and design concepts as per user needs.</p> <p>1.2 Identified SDLC phases as per work procedures.</p> <p>1.3 Performed System analysis activities as per user need.</p> <p>1.4 Prepared Software requirements specification (SRS) document-based user story.</p> <p>1.5 Identified components of system design-based SRS document.</p> <p>1.6 Identified inputs and outputs of System Design as per SRS document.</p> <p>1.7 Identified types of system design as per system design principles.</p>
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	<p>1.8 Identified Stages of system design according to system design principles.</p> <p>1.9 Performed Input design according to system specification</p> <p>1.10 Identified System Security and control measures as per SRS document.</p> <p>1.11 Performed process design according to system specification.</p> <p>1.12 Performed Output design according to system specification.</p> <p>1.13 Developed designed System as per the system design.</p> <p>1.14 Deployed developed System according to the selected implementation method procedure.</p> <p>1.15 Performed system maintenance according to the review outcome.</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Appropriately simulated environment where assessment can take place</p> <p>2.2 Access to relevant work environment</p> <p>2.3 Resources relevant to the proposed activities or tasks</p>
3. Methods of assessment	<p>Competency may be assessed through:</p> <p>1.1 Practical assessment</p> <p>1.2 Project</p> <p>1.3 Portfolio of evidence</p> <p>1.4 Third party report</p> <p>1.5 Group discussions</p> <p>1.6 Written assessment</p>
4. Context of assessment	<p>Competency may be assessed in a workplace or in a simulated workplace</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace job role is recommended.</p>