



**NATIONAL COMPETENCY STANDARD
FOR
LIBRARY AND INFORMATION SERVICES
NVQ Level 6
(Competency Standard Code: O92T005)**



UNIVOTEC

**Developed by;
University of Vocational Technology
No: 100, Kandawala, Ratmalana**



**Validated by;
National Apprentice and Industrial Training Authority
971, Sri Jayewardenapura Mawatha
Welikada, Rajagiriya**



**Endorsed by;
Tertiary & Vocational Education Commission
“NipunathaPiyasa”, 354/2,
ElvitigalaMawatha, Colombo 05.**

Skill Development, Vocational Education, Research and Innovation Division

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Nipunatha Piyasa, 354/2, Elvitigala Mawatha,

Narahenpita, Colombo 5, Sri Lanka.

Tel: +94(0) 117608000

Fax: +94(0) 112555007

E-mail: info@tvec.gov.lk

Web: <http://www.tvec.gov.lk>

Directed by

Skill Development, Vocational Education, Research and Innovation Division

PREFACE

National Competency Standards (NCS) and curriculum are an essential element for the implementation of a unified Technical and Vocational Education & Training System for Sri Lanka and forms the basis for the National Vocational Qualification Framework of Sri Lanka, which provides for the award of nationally and internationally recognized qualifications. The NCS are developed in consultation with industry and are designed using a nationally agreed specific format to maintain uniformity and consistency of standards amongst occupations.

The NCS specify the standards of performance of a competent worker and the various contexts in which work may take place. NCS also describe the knowledge, skills and attitudes required in a particular occupation. NCS and curriculum provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competencies acquired either following training or through work experience.

NCS focus on what is expected of a worker in the workplace and the curriculum focus the learning process.

- NCS stress upon the ability to transfer and apply knowledge and skills to new situations and environments.
- In NCS and curriculum the emphasis is upon outcomes and upon the application of knowledge and skills, not just the specification of knowledge and skills.
- NCS and curriculum are concerned with what people are able to do and the ability to do a task in a range of contexts.
- NCS and curriculum include all aspects of workplace performance and not only narrow task skills. NCS can serve a number of purposes including:
 - Providing advice to curriculum developers about the knowledge, skills and attitudes to be included in the curriculum.
 - Providing specifications to Competency Based Assessors about the knowledge, skills and attitudes to be demonstrated by candidates.
 - Providing advice to industry about job functions, which in turn can be used for the development of job descriptions, performance appraisal systems and work flow analysis.

The lead organization for the development of NCS and curriculum is the National Apprentice & Industrial Training Authority. The standards so developed are endorsed by the Tertiary & Vocational Education Commission as National Documents.

Mr.Tharanga Naleen Gamlath
Chairman
National Apprentice and Industrial Training
Authority

Dr. K. A. Lalithadheera
Director General
Tertiary and Vocational Education
Commission

ACKNOWLEDGMENT

Overall Direction	
Mr. Tharanga Naleen Gamlath	<ul style="list-style-type: none"> • Chairman, National Apprentice & Industrial Training Authority
Dr. K. A. Lalithadheera	<ul style="list-style-type: none"> • Director General, Tertiary & Vocational Education Commission
Mr. Channa Subasinghe	<ul style="list-style-type: none"> • Director (Quality), National Apprentice & Industrial Training Authority, Rajagiriya
Development Committee and Revision Committee	<ul style="list-style-type: none"> • Dr. Ruwan Gamage, Chartered Librarian, Senior Lecturer -University of Colombo • Ms. Varuni Gangabadaarachchi, Chief Librarian, Colombo Public library • Mr. M Norman Ravikumar , Senior Assistant Librarian, Gr. I - Eastern University Sri Lanka • Mrs. UD Hiruni Kanchana, Senior Assistant Librarian, General Sir John Kotelawala Defence University Werahera, Sri Lanka • Ms. GWG Upamalika, Senior Assistant Librarian, University of Vocational Technology, Rathmalana • Ms. Muditha Ankumbura, Senior Assistant Librarian, University of the Visual & Performing Arts • Dr. (Mrs.) Champa Alahakoon, Senior Assistant Librarian, Main Library, University of Peradeniya
Facilitator	<ul style="list-style-type: none"> • Mrs.Y.S.Manathunge, Senior Lecturer, University of Vocational Technology, Rathmalana
Coordinator	<ul style="list-style-type: none"> • Ms.M.S.S.Rizana, Associate Officer, University of Vocational Technology, Rathmalana
National Industrial Training Advisory Committee (NITAC)	<ul style="list-style-type: none"> • Senior Prof. M.K. Weerasinghe, Senior Professor in Library and Information Science, University of Kelaniya • Dr. R. D. Ananda Tissa, Senior Assistant Librarian, Gampaha Wickramarachchi, University of Indigenous Medicine, Yakkala. • Dr. Ruwan Gamage- Chartered Librarian, Senior Lecturer -University of Colombo • Mr. M Norman Ravikumar -Senior Assistant Librarian, Gr. I - Eastern University Sri Lanka • Mrs. UD Hiruni Kanchana - Senior Assistant Librarian, General Sir John Kotelawala Defence University, Werahera, Sri Lanka • Mr. T. Ramanan, Senior Assistant Librarian Gr. I, Faculty of Technology, University of Colombo • Mr. K.A.Uresh Jayasekara - Human Resources Consultant • Mrs.Y.S.Manathunge, Senior Lecturer, University of Vocational Technology, Rathmalana

	<ul style="list-style-type: none">• Dr.Dilrukshi Herath, Deputy Director (NVQ), Tertiary and Vocational Education Commission
Facilitation & Coordination	<ul style="list-style-type: none">• Mrs. M.P.Theja Malkanthi, Assistant Director (SSCD & LRD) National Apprentice and Industrial Training Authority• Ms. M.K.G.J.Roshani, Inspector (SSCD), National Apprentice and Industrial Training Authority

The rationale for Development of Diploma in Library and Information Services Course - NVQ Level 6

1. Introduction

The contemporary society is designated as an information society. In this era, the creation, distribution, use, integration, and manipulation of information are significant economic, political, and cultural activities. With the introduction of Information and Communication Technologies, the speed of conversion of communities further in this direction has increased in several folds.

The development of Library and Information Science as a discipline can be divided into a few stages. In the first stage, Librarian's tasks were mainly organization, preservation and conservation. This was the traditional beginning of library science. However, with the dawn of the information society, it evolved into Library and Information Science or LIS (Abdullahi, 2017; Abdullahi et al., 2014). LIS integrates the core library work to library automation, online searching, databases, the Internet and the WWW (Stage 2). Now it has further evolved into a third stage with knowledge management as an integral part of the librarian's work role, at least at the most senior level.

Therefore, to cater to the diverse needs of the information society, the library system and workforce should be well developed and vigilant. Recent studies have shown that although the demanding competencies are very high, the available professional training curricula have not been so updated. This has created a lacuna in the training support systems which needs to be addressed as soon as possible.

2. Current Economic Environment/Situation

Amidst the ever-shrinking public funds allocated for libraries, the demand for high-quality information is still growing. Therefore, the librarians have the difficult task of improving collections and services while reducing costs. Moreover, libraries must showcase their contributions to their institutions. The librarian should be a person capable of highlighting the necessity. Further, the provision of personalized information to researchers, inventors, professionals, businessmen, and the public makes the profession befitting and requiring.

3. Policy Direction and Forecast of the Employment and Growth Prospects

The Government of Sri Lanka (GOSL) has realized the importance of the acquisition of competencies (Tertiary and Vocational Education Commission, 2021, p. 10). The Ministry of Public Administration, Provincial Councils, and Local Government under which the Sri Lanka Government Librarians' Service operates also has recognized the National Vocational Qualifications - NVQ (Ministry of Public Administration and Management, 2016). On the other hand, the University Grants Commission also followed a similar line of thought and introduced the Sri Lanka Qualifications Framework – SLQF (University Grants Commission of Sri Lanka, 2015).

Training needs have become intensive after the introduction of the above frameworks. There had been recent attempts of curriculum revision by training providers such as Universities and the Sri Lanka Library Association (SLLA).

The number of libraries in Sri Lanka is nearly 9000. This includes nearly 4000 formally established school libraries, over 1100 public libraries, 750 Pirivena libraries, over 200 Government Libraries, 66 Colleges of Education, and Technical College Libraries (National Library and Documentation Services Board, 2018; Sri Lanka Government Librarians Service Minute, 2009). A recent report confirms that over 31% of public library leaders (appointed librarians and acting heads) do not have a professional education (Gamage et al., 2019). In the school sector, the need is even higher. Therefore, the country needs well-trained library staff competent to provide the services with the contemporary society demands.

4. New approaches in Librarianship

Today's librarians should bridge the gap between communities and digital technologies (Masroofa, 2021). Libraries need to be automated and digital content should be provided to the readers. In addition, library Web sites should be managed, and social media presence be maintained as a means of continuing a dialogue with readers. These have upscaled the requirements to become competent librarians.

5. Addressing the Required Competencies through the Course

This qualification reflects a diplomate with a strong theoretical foundation in library and information services who employ a variety of specialized technical competencies to plan, execute, and evaluate their own work or the work of a team. They may assist individuals in

locating information, conducting research, as well as analysing and communicating complex information, ideas, and concepts.

The curriculum has been designed in a way to gradually develop these competencies among learners. Thus, at the completion the diplomates may provide direction and leadership in the discipline and bear some responsibility for the outcome of their service. This qualification may be applied to the positions of library paraprofessional grades.

6. Possible Locations for Course Delivery

Sri Lanka Library Association is a pioneering institution providing professional LIS education in Sri Lanka. It completed 60 years of being a LIS educator in 2021. In addition, the Government universities in Sri Lanka have shown a keen interest in developing library staff in technical and graduate grades (Karisiddappa et al., 2017). Previously, it was also taught in technical colleges (Lankage, 1997) and National Colleges of Education (Wijetunge, 2010). When the National Competency Standards (NCS) based curriculum is introduced, these institutions can formally adjust their courses to suit the National Standards.

NATIONAL COMPETENCY STANDARD FOR LIBRARY AND INFORMATION SERVICES NVQ LEVEL 6 (Competency Standards Code: O92T005)							
NATIONAL CERTIFICATE LEVELS 6 IN THE SECTOR OF LIBRARY AND INFORMATION SERVICES							
1. Endorsement Date: 30.09.2022	2. Date of Review: 30.09.2025						
3. Qualification Code	O92T005Q1L6						
4. Purpose of the Qualification	To certify that the holder of this qualification has acquired the competencies contained in the units listed in section 6 below.						
5. Prerequisites	For NVQ Level 06 Qualification- A. National Certificate at NVQ Level 4 or higher in a relevant occupation Or B. Passed G.C.E. (A/L)						
6. Schedule of Units	Minimum of 120 credits are required to fulfill learning content of NVQ level 6 diploma. One (1) credit is equivalent to 25 Notional Learning Hours Credits included in this qualification are given below <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 60%;">Core Competency Units</td> <td style="width: 40%;">106 Credits</td> </tr> <tr> <td>Employability Units</td> <td>14 Credits</td> </tr> <tr> <td>Total</td> <td>120 Credits</td> </tr> </table> (Details are given in the section 9)	Core Competency Units	106 Credits	Employability Units	14 Credits	Total	120 Credits
Core Competency Units	106 Credits						
Employability Units	14 Credits						
Total	120 Credits						
7. Accreditation Requirement	This Qualification should be offered in compliance with the accreditation and quality assurance requirements of the TVEC as stipulated in the NVQ operational manual and TVEC guidelines for accreditation including following conditions. <ul style="list-style-type: none"> (I) TVEC endorsed foundation programme to enhance cognitive skills of NVQ applicants and to provide psycho motor skills to applicants with GCE A/L (II) Six (6) months of structured on the job training on completion of learning for credits specified in section 6. (III) Units EMPU01-3 require the services of specially trained teachers. (IV) Institutions planning to develop a course to prepare students for assessment for the award of this qualification should note that the TVEC requires the inclusion within the course of (1) the endorsed NVQ Diploma Foundation Programme and (2) six months of structured work experience as the final component of the course so as to consolidate competencies acquired during the institutionally-based programme. (V) In addition to the technical national external competency- 						

	based assessment, specialist assessors are required for the following units: EMPU 01-3, Assessment should be planned and coordinated among all competency-based assessors; refer to the TVEC “Guidelines for Course Accreditation”			
8. Regulation for qualification	A total of 120 compulsory credits are required for this qualification.			
9. Schedule of units – Level 6				
Core Technical Competency Units		Unit Code	Credits	Unit Level
1.	Classify information	O92T005U01	8	5
2.	Catalogue information products	O92T005U02	8	5
3.	Develop library collections	O92T005U03	5	5
4.	Manage reader services	O92T005U04	5	5
5.	Conduct user orientation programs	O92T005U05	4	5
6.	Promote literature and reading	O92T005U06	6	5
7.	Retrieve information	O92T005U07	6	5
8.	Enhance Information literacy skills	O92T005U08	10	5
9.	Conserve and preserve Information	O92T005U09	8	6
10.	Monitor compliance with copyright, license and other legal requirements	O92T005U10	10	6
11.	Manage finance and assets	O92T005U11	8	6
12.	Manage human resources	O92T005U12	8	6
13.	Market/promote library services & resources	O92T005U13	8	6
14.	Manage library systems	O92T005U14	12	6
Employability Competency Units				
15.	Manage workplace information	EMP U01	3	5
16.	Manage workplace communication	EMP U02	2	5
17.	Plan work to be performed in the workplace	EMP U03	3	5
18.	Solve problems / make decisions	EMP U04	2	6
19.	Provide leadership & facilitate work teams	EMP U05	2	6
20.	Facilitate the establishment and maintenance of a learning culture in the workplace	EMP U06	2	6

**NATIONAL COMPETENCY STANDARDS
FOR
LIBRARY AND INFORMATION SERVICES
NVQ LEVEL 6
(Competency Standard Code: O92T005)**

List of Units

Core Technical Competency Units		Unit Code	Credits	Unit Level
1.	Classify information	O92T005U01	8	5
2.	Catalogue information products	O92T005U02	8	5
3.	Develop library collections	O92T005U03	5	5
4.	Manage Reader Services	O92T005U04	5	5
5.	Conduct user orientation programs	O92T005U05	4	5
6.	Promote literature and reading	O92T005U06	6	5
7.	Retrieve information	O92T005U07	6	5
8.	Enhance Information literacy skills	O92T005U08	10	5
9.	Conserve and preserve Information	O92T005U09	8	6
10.	Monitor compliance with copyright, license and other legal requirements	O92T005U10	10	6
11.	Manage finance and assets	O92T005U11	8	6
12.	Manage human resources	O92T005U12	8	6
13.	Market/promote library services & resources	O92T005U13	8	6
14.	Manage library systems	O92T005U14	12	6

Employability Competency Units

1.	Manage workplace information	EMP U01	3	5
2.	Manage workplace communication	EMP U02	2	5
3.	Plan work to be performed in the workplace	EMP U03	3	5
4.	Solve problems / make decisions	EMP U04	2	6
5.	Provide leadership & facilitate work teams	EMP U05	2	6
6.	Facilitate the establishment and maintenance of a learning culture in the workplace	EMP U06	2	6

LIBRARY AND INFORMATION SERVICES

NVQ Level 6

Technical Core Competencies

UNIT TITLE	Classify information		
LEVEL	05	Credit	08
DESCRIPTOR	This unit covers the organization of library materials according to their subject and assigning classification number		
CODE	O92T005U01		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Identify the subject discipline	1.1 Materials to be classified selected as per the library policy guidelines 1.2 Subject discipline defined based on the <i>audience of the material</i> and <i>the type of the library</i>
2. Assign a class number	2.1 The suitable <i>classification scheme</i> selected according to library policy guidelines. 2.2 The classification number for the discipline/subdiscipline assigned according to the classification scheme. 2.3 The class number for a given library material built based on the rules given in the classification scheme
3. Assign a call number	3.1 <i>Call number</i> system selected based on the library policy and guidelines 3.2 Call number added to the class number to specify the shelving location.

RANGE STATEMENT

Performance-related to this unit may take place in a library on a routine basis.

Elaboration of Terms in Performance Criteria

The audience of the material may include; children, general public, academics, etc.

The type of the library may include; school, public, academic, special, national, etc.

Classification schemes may include; Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC), and other classification schemes. A suitable scheme can be selected based on the size and subject of the collection, nature of the collection, users of the collection and the revision policy of the scheme.

Call number may include; Unique identification code assigned to materials and it represents the location of material at library shelves. It is a combination of numbers and letters. Each call number consists of at least two parts, the classification number and the Cutter number (author or book number).

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Identify the correct subject discipline
- Build classification numbers
- Assign classification numbers & call numbers accurately

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit.

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none">• Computer & accessories	<ul style="list-style-type: none">• Stationery

Documents/References/Standards:

- Classification schemes
- Authority files
- Cutter number code/table
- Relevant Software/Applications

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Classification schemes• Principles of classification• Cutter number• Building classification Number• Type of the library materials• Shelving location• Material arrangement• Subject hierarchy• Government policies and laws• Institutional procedures	<ul style="list-style-type: none">• Classification number building• Shelving arrangement

Worker behavior/Attitude/Soft skills

- Leadership
- Attention to details
- Problem solving
- Decision making
- Self-confidence

UNIT TITLE	Catalogue information products		
LEVEL	05	Credit	08
DESCRIPTOR	This unit covers the competencies required for cataloguing, organizing and providing access to library materials		
CODE	O92T005U02		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Identify the bibliographic descriptions	1.1 Type of materials identified based on cataloguing requirement. 1.2 Bibliographic description/ Metadata identified according to the International Standard Bibliographic Description (ISBD) 1.3 Bibliographic description/ Metadata of information source provided in to catalogue card/ system according to the cataloguing rules .
2. Assign subject headings	2.1 Access points, main entry and added entries identified according to the cataloguing rules and appropriate keywords 2.2 Subject headings determined using appropriate search terms
3. Maintain authority files and assign the access points	3.1 Authority files created based on international, national & local standards 3.2 Authority files maintained and updated continually. 3.3 Access points assigned based on authority files and other requirements
4. Create catalogue entries	4.1 Bibliographic data entered into the system 4.2 Catalogue entries filed according to standard filing rules 4.3 Catalogue arranged according to the standard cataloguing practices 4.4 Access for catalogue provided using appropriate methods

RANGE STATEMENT

Performance-related to this unit may take place in a library on a routine basis.

Elaboration of Terms in Performance Criteria

The type of material may include: books, serial publications, printed and non-printed materials, etc.

ISBD order may include: Title, statement of responsibility, edition statement, material or type of resource-specific area, publication, production, distribution, etc., area, physical description area, series area, notes area, fingerprint area.

Cataloguing Rules may include: Anglo American Cataloging Rules –II (AACR-II), Resource Description and Access (RDA)

International, national & local standards may include: Author, title, location authority lists

Authority files may include: Author, Title, Author-Title, Subject authority files

Other requirements may include: Nature of user community based on cataloguing rules

Filing Rules may include: American Library Association (ALA) filing rules, the Library of Congress (LC) filing rules

Standard cataloguing practices may include: Dictionary catalogue, classified catalogue, computer catalogue, etc.

Appropriate methods may include: Online Public Access Catalog (OPAC), card catalogue, book catalogue, etc.

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects:

The assessment must confirm that the candidate is able to;

- Identify bibliographic details
- Assign subject headings
- Create authority files

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place

- procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> • RDA tool kit • Computers 	<ul style="list-style-type: none"> • Catalog cards • Stationery

Documents/References/Standards:

- Anglo American Cataloging Rules Second Edition - Revised (AACR II-R)
- Machine Readable Catalog (MARC)
- Resource Description and Access (RDA)
- Subject Headings lists
- Authority files

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Cataloguing rules • Bibliographic description • Create catalogue entries • Main entry • Added entry • Access points • Subject headings • Filing rules • Authority files • Material types • Uniform titles • Copy cataloguing • Union catalogue • Online Public Access Catalogue (OPAC) 	<ul style="list-style-type: none"> • Creating catalogue entries • Data entry • Selecting subject headings • Identify appropriate metadata • Maintain authority files

Worker behavior/Attitude/Soft skills

- Leadership
- Attention to details
- Deductive reasoning

- Organization
- Analysis
- Logical reasoning
- Presentation
- Professionalism

UNIT TITLE	Develop library collections		
LEVEL	05	Credit	05
DESCRIPTOR	This unit covers the competencies required for maintenance of library collection, stack maintenance, methods of shelves arrangement, library binding activities, stock verification and weeding		
CODE	O92T005U03		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Review the use of collections	1.1 Usage data identified by gathering information relevant to the existing collection 1.2 Usage statistics evaluated as per the basis for collection development policy to demands and changing needs 1.3 Formats of the library materials identified as per the requirement 1.4 Areas to be strengthened identified as per the collection development policy
2. Acquire materials	2.1 Information resources selected for the acquisition as per the requirement 2.2 Supply options identified as per the Standard Operating Procedures (SOP) 2.3 Information resources acquired as per the SOP 2.4 Donations valued as per the SOP 2.5 Information resources accessioned according to SOP 2.6 Payments processed as per the financial regulations 2.7 Donors acknowledged as per the SOP
3. Deselect materials	3.1 Weeding out committee appointed as per the SOP 3.2 Library materials identified to be weeded out as per the weeding policy 3.3 Approvals obtained as per the SOP 3.4 Weeded items discarded according to an appropriate method 3.5 Catalogue and accession register updated as per the SOP
4. Conduct stock verification	4.1 Stock verification methods identified as per requirement & size and nature of the collection 4.2 Stock verification conducted as per the SOP 4.3 Missing items identified according to the stock verification 4.4 Verification reports submitted with justification for the missing items 4.5 Missing items write off based on the verification report and the SOP

RANGE STATEMENT

Performance-related to this unit may take place in a library on a routine basis.

Elaboration of Terms in Performance Criteria:

Supply options may include; direct purchasing, purchase through agents, subscribing etc.

Acquired may include; purchase, donation, exchange of information resources

Library materials identified to be weed out may include; outdated materials, unused copies, physically damaged materials etc.,

Appropriate methods may include; donate, destroy, selling, recycling, etc.

Weeding policy may include; Government, provincial & local government regulations, Guidelines of the International Federation of Library Associations and Institutions (IFLA), Circulars of National Library of Sri Lanka, internal policies, etc

Stock verification methods may include; manual methods, bar code scanning method, random checking, collection by collection etc.

Nature of the collection may include; format, fragility, significance etc.

ASSESSMENT GUIDE**Forms of assessment**

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Organize materials to assist readers to easily locate resources
- Identify the strength of the collection to satisfy user needs

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> • Photocopier • book trolley • Micro meters • Spirals • Binders 	<ul style="list-style-type: none"> • Plastic tapes • Lubricants • Book labels

Documents/References/Standards:

- Safety procedure
- Reference manual
- Standard Operating Procedures (SOP)
- Manufacturer’s guidelines
- IFLA guidelines
- Risk management policies and procedures
- Collection Development Policy

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Stock verification • Collection audit • Collection analysis 	<ul style="list-style-type: none"> • Follow safety procedure • Communication skills • Accountability

<ul style="list-style-type: none">• Weeding• Binding machine• Binding methods• Writing off materials• Shelving• Environmental issues• Ensuring the quality, integrity, and curation of digital information• Risk management	<ul style="list-style-type: none">• Teamwork• Decision making
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Worker behavior/Attitude/Soft skills

- Keeping the costs low
- Making the most of available resources
- Accuracy and attention to detail
- Properly maintaining resources
- Achieving the stipulated aims or objectives
- Quality of services

UNIT TITLE	Manage reader services		
LEVEL	05	Credit	05
DESCRIPTOR	This unit covers the competencies required to manage library members and manage the circulation of library materials		
CODE	O92T005U04		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform member registration	1.1 Registration forms prepared according to the library policies /rules and regulations. 1.2 Application processed according to the membership policy 1.3 Renewals processed as per the membership policy 1.4 The library membership closed according to SOP
2. Circulate library materials	2.1 Circulation method identified according to library policies 2.2 Library materials reserved according to circulation procedures 2.3 Material circulated using automated/manual systems 2.4 Inter Library Loan (ILL) handled according to library policies 2.5 Overdue library materials identified and users reminded according to the circulation policies 2.6 Circulation statistics prepared as per the requirement 2.7 Shelves arranged as per SOP 2.8 Security systems established as per the SOP
3. Execute referral and reference services	3.1 User queries received according to the SOP 3.2 The information delivered as per the requirement 3.3 Users referred to relevant reference sources 3.4 Information on services and facilities provided as per the library marketing policy

RANGE STATEMENT

Performance-related to this unit may take place at the library.

Elaboration of Terms in Performance Criteria:

Circulation methods may include the manual methods, automated system etc.

Inter Library Loan (ILL) may include a service that allows membership holders to borrow library materials not available at the same library.

Circulation statistics may include number of items circulated, frequency of circulation, and readers traffic

ASSESSMENT GUIDE

Forms of assessment

Continuous, Summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Maintain good public relations
- Provide accurate/ relevant/ current information
- Manage time

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none">• Computer and accessories• Photocopier	<ul style="list-style-type: none">• Cash registers

<ul style="list-style-type: none"> • Barcode scanner • Barcode printer • Calculator • Telephone • Fax machine • RFID reader • Security gate • Card printers 	<ul style="list-style-type: none"> • Stationery • Billing materials • Membership application
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Documents/References/Standards:

- Circulation Policy
- Fine collecting procedures
- Reservation policy
- Marketing policy
- IFLA Public Library Service Guidelines
- IFLA Guidelines for Library Services for Children

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Circulation desk activities • Circulation methods • Membership registration procedures • Prepare and process overdue notices & reminders • Automated circulation systems • Help desk • Ask a librarian service • Reference and referral services • Information sources • Library clerical procedures and practices 	<ul style="list-style-type: none"> • Computer literacy • Interpersonal relationship • Record keeping • Communication skills

Worker behavior/attitude/soft skills

- Leadership
- Stress management
- Verbal communication
- Active listening
- Logical reasoning
- Observation
- Conflict management and resolution
- Mediation
- Cultural intelligence
- Empathy
- Humor
- Networking

UNIT TITLE	Conduct user orientation programs		
LEVEL	05	Credit	04
DESCRIPTOR	This unit covers the competencies required for designing, organizing developing and evaluating user orientation programs and library tours.		
CODE	O92T005U05		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1.Organize orientation programs	1.1 The target group for the orientation identified by <i>user categories</i> 1.2 Content of the orientation programs identified according to selected user groups 1.3 Orientation programs and materials designed using <i>appropriate presentation techniques</i> . 1.4 User groups made aware of orientation programs through <i>different media</i> 1.5 Feedback of the programme evaluated using <i>appropriate research methods</i>
2.Arrange library tours	2.1 User groups and their needs identified based on the requirement 2.2 Sections/ libraries identified to be visited based on the user need 2.3 Library tour and activities planned as per the user requirement 2.4 User groups made aware of orientation programs through different media. 2.5 Library tours conducted and feedback evaluated

RANGE STATEMENT

Performance-related to this unit may take place at the library

Elaboration of Terms in Performance Criteria:

User categories may include; Researchers, staff, children, students, adults

Appropriate presentation techniques may include; Introductory lectures, documentaries/ narration about the library, activity-based programs, web & social media-based orientation etc.

Different media may include; Web sites, e-mail, social media, posters, letters, etc.

Appropriate research methods may include; Survey method, interviews, focus group discussion

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Prepare materials for orientation programs
- Identify the orientation programs and library tours according to a user group

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none">• Computers and accessories• CD/DVD	<ul style="list-style-type: none">• Posters• Broachers• Stationery

<ul style="list-style-type: none"> • Photocopy machines • Scanners • Multimedia projectors • Audio/Visual(A/V) equipment 	
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Documents/References/Standards:

- Library rules and regulations
- User guides
- Library handbook
- Library layout
- Library website

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Orientation programs conducting techniques • Promotional media • Research methods • Data analysis • Event organizing strategies • Preparation of teaching materials 	<ul style="list-style-type: none"> • Public relations • Communication skills • Handle A/V equipment • Conduct meetings • Event management & organizing skills • Pedagogical skills

Worker behavior/attitude/soft skills

- Leadership
- Organization
- Prioritizing
- Planning
- Verbal communication
- Written communication
- Presentation
- Active listening
- Self-motivation
- Decision making
- Collaboration
- Coordination
- Innovation
- Experimentation
- Mentorship
- Cultural intelligence
- Empathy
- Tolerance

UNIT TITLE	Promote literature and reading		
LEVEL	05	Credits	06
DESCRIPTOR	This unit describes the skills and knowledge required to promote literature and reading in a wide variety of contexts.		
CODE	O92T005U06		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Plan literary promotion	1.1 Reading levels and interests of various customer groups recognized through user surveys 1.2 Reviews of relevant literature obtained from a range of sources 1.3 Classification systems and shelving options identified for a range of formats 1.4 Own knowledge updated of a broad range of literary works, publishing trends and formats
2. Implement a range of strategies	2.1 Literature promoted using current or emerging technologies 2.2 Readers interviewed and advised on how to meet their literature and reading needs 2.3 Activities selected and executed appropriate to the customer groups 2.4 Information from a variety of sources obtained to meet customer needs
3. Evaluate the effectiveness	3.1 Feedback strategies implemented as per the SOP 3.2 Changes recommended based on feedback
4. Establish reader societies	4.1 Reader's circle established according to available constitution 4.2 Programmes designed and conducted to promote reading 4.3 Feedback and impact of the programs assessed as per the SOP 4.4 Suggestions proposed to the library administration

RANGE STATEMENT

Performance-related to this unit may take place at the library

Elaboration of Terms in Performance Criteria

Various customer groups may include; children, young adults, adults, senior citizens

Shelving options may include; genre, language, geography, author, award-based shelving methods.

Programmes may include; community development programmes, training sessions, fundraising activities, book launching

Activities may include; library tours, reading camps, information literacy skills development sessions etc.

Variety of Sources may include; reader feedback, reader surveys, system logs, social media comments etc.

Feedback strategies may include; post event surveys, group discussions, social media posts

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Recognize the requirements of the target population
- Plan an appropriate reading promotion programme
- Prepare materials for reading promotion programme
- Evaluate the success of the programme

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place

- procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> • Computers with accessories • Public address systems 	<ul style="list-style-type: none"> • Promotional materials • Stationery

Documents/References/Standards:

- Readers circle, advisory committee, standing committee constitutions,
- Questionnaires
- Standard Operational Procedures
- Minutes & operating documents

Underpinning Knowledge and Skills:

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • concepts of literacy and literature • reading promotion • Organizing literature collections • Locating information sources • Reference sources • Reference interviews • literature categories and genres • User surveys • Public relations • Feedback strategies • Best practices on reading promotion 	<ul style="list-style-type: none"> • Communication skills • Interrelationship skills • Leadership skills • Partnership • Public relations • Teamwork • Planning and organizing

Worker behavior/attitude/soft skills

- Organization
- Planning
- Verbal communication
- Written communication
- Presentation
- Self-motivation
- Collaboration

- Coordination
- Questioning
- Mentorship
- Tolerance

UNIT TITLE	Retrieve information		
LEVEL	05	CREDITS	06
DESCRIPTOR	This unit describes the skills and knowledge required to identify the information needs of readers, and then search information sources to meet those needs.		
CODE	O92T005U07		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Determine user's information needs	1.1 The exact nature of information needs identified and confirmed based on the reference interview 1.2 Options for satisfying requests discussed taking any specific requirements into account 1.3 The user informed of the delivery progress as per the requirement 1.4 Alternative options for fulfilling relevant the user's information needs recommended if necessary
2. Clarify details of required information sources	2.1 Information sources identified based on user demand 2.2 Bibliographic and other relevant details of required information sources verified and located based on the request 2.3 Availability of required information matched with relevant sources 2.4 Required sources identified as per the terms of availability
3. Search information	3.1 Search strategy built with the available sources 3.2 Searches performed using search techniques & other retrieval tools 3.3 Search strategies refined when required
4. Obtain and deliver information	4.1 Required Information requested on demand 4.2 Received information assessed as per quality factors 4.3 Compliance with copyright legislation confirmed concerning the supply of copied documents 4.4 Receipt of information monitored and presented to customers using appropriate delivery methods 4.5 Material recalled if required and returned to providers as per the SOP 4.6 Difficulties with information retrieval managed as per the SOP

RANGE STATEMENT

Performance-related to this unit may take place at the library.

Elaboration of Terms in Performance Criteria

- **The reference interview** may include interview done with the user to clarify the exact information need.
- **Specific requirements** may include school assignments, research, financial transactions, medical or legal requirements

Relevant sources may include print, non-print, electronic and online source

Terms of availability may include: copyright and licensing conditions

Search techniques may include full-text search, Boolean search, proximity search, truncation search, phrase search

Other retrieval tools may include: indexes, abstract, bibliographies, catalogues

Quality factors may include accuracy, completeness, consistency, relevance, and timeliness

Appropriate delivery methods may include hand delivery, postal and electronic modes

Difficulties may include non-availability of resources, technical failures, budgetary constrains, communication problems, Copyright restrictions, non-subscription etc

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Communicate effectively
- Develop search strategy
- Adhere to intellectual property rights

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none">• Computers with accessories• The Internet facility and World Wide Web (WWW)• Databases, subscribed services	<ul style="list-style-type: none">• Bibliographically tools

Documents/References/Standards:

- Metadata standards
- References & information sources
- Intellectual property act
- Right to information act
- Library policies and codes.

Underpinning Knowledge and Skills:

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Key components of bibliographic records• Metadata standards• Document formats• Key features of copyright legislation• Relevant external sources of information• Common information services networks• Controlled vocabulary• Search techniques• Resources sharing	<ul style="list-style-type: none">• Communication & Language skills• Information literacy• Use relevant reference information sources

Worker behavior/Attitude/Soft skills

- Presentation
- Analysis
- Logical reasoning
- Brainstorming
- Questioning
- Authenticity
- Responsibility
- Professionalism
- Acuity

UNIT TITLE	Enhance Information literacy skills		
LEVEL	05	Credit	10
DESCRIPTOR	This unit covers the competencies required for identifying, evaluating, designing, organizing and conducting programs to enhance the information literacy skills of users.		
CODE	O92T005U08		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Identify user training needs	1.1 User categories identified by their different characteristics 1.2 Information literacy skills of users identified by Information literacy assessment tools 1.3 Learning needs of the users identified by using appropriate methods
2. Design Information literacy programs	2.1 Course content identified as per the target user group 2.2 Curriculum developed and approval obtained as per the SOP 2.3 Resource persons identified to cover course content 2.4 Learning materials designed according to curriculum 2.5 Implementing methods of Information literacy program identified as per the curriculum and SOP
3. Deliver Information literacy program	3.1 Objectives of the information literacy session defined according to the curriculum 3.2 Teaching methods used according to the curriculum 3.3 Assessment process implemented as per the curriculum and SOP 3.4 Feedbacks obtained from users by user surveys 3.5 Program revised and modified based on user feedbacks

Range statement

Performance-related to this unit may take place in the libraries.

Elaboration of Terms in Performance Criteria

User categories may include Academics, non-academics, students, adults, children, etc...

Different characteristics may include age, subject, education level, course level, type of studies, etc.

Information literacy assessment tools may include Informal Assessment Techniques, Classroom Assessment Techniques, Surveys, Interviewing, Focus Groups, Concept Maps, Performance Assessments, Portfolios, Knowledge Tests etc,

Appropriate methods may include: Refer course contents/ curriculums, discuss with authorized parties, conduct the survey, etc.

Course content may include Information access, Information sources, Information searching techniques, access databases, referencing, Plagiarism, etc.

Implementing methods may include: as a core module of the selected degree program, as an elective module, as a workshop series, lectures, online or onsite mode etc.

Teaching methods may include one-to-one tutoring, classroom teaching, online methods or a combination of the above.

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Design programs appropriately focused on user groups
- Assess information literacy assessment
- Obtain feedback

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> • Computers and accessories • CD/DVD • Photocopy machines • Scanners • Multimedia projectors • A/V equipment • e-book readers 	<ul style="list-style-type: none"> • Posters • Brochures • Stationery

Documents/References/Standards:

- Information literacy curriculums
- Information literacy competency standards
- IFLA guideline for information literacy assessment

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Information needs • Information seeking behavior • Information sources • Information retrieval • Search techniques • Literature search • Evidence-based practice • Referencing • Citing literature • Antiplagiarism and academic integrity • Database access • Information literacy standards, models and testing techniques 	<ul style="list-style-type: none"> • Teaching skills • Presentation skills • Public relations • Communication skills • Handling A/V equipment • Event management & Organizing skills • ICT skills • Searching skills

Worker behavior/Attitude/Soft skills

- Leadership
- Organization
- Prioritizing
- Planning
- Goal setting
- Verbal communication
- Written communication
- Presentation

- Active listening
- Self-management
- Self-motivation
- Decision making
- Coordination
- Mind-mapping
- Mentorship
- Cultural intelligence
- Diplomacy

UNIT TITLE	Conserve and preserve information		
LEVEL	06	Credit	08
DESCRIPTOR	This unit covers the competencies required to conserve and preserve the library materials and information		
CODE	O92T005U09		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Monitor and control biological environment	1.1 The library environment monitored regularly according to guidelines & standards for the presence of insects and pests 1.2 Library material checked for biological agents before accession 1.3 Pests and insects prevented using biological control methods 1.4 Cleaning and hygiene programme implemented using suitable method
2. Monitor and control physical environment	2.1 checklist prepared considering the physical environment to eliminate all kinds of infestations 2.2 Doors and windows fitted securely to prevent biological agents entering and damaging 2.3 Air circulation ensured to maintain a healthy environment 2.4 Dehumidifiers used to maintain relative humidity at non-destructive levels 2.5 Insulation methods used as appropriately 2.6 Light controlled using filtering strategies 2.7 Dampness avoided by facilitating air circulation within the library premises 2.8 Fire alarm and manual extinguishing systems established according to the national guidelines 2.9 Library cleanliness ensured as per SOP
3. Archive materials	3.1 Archival policy implemented according to SOP 3.2 Materials identified to be archived according to the SOP 3.3 Archival techniques adapted according to the material type 3.4 Archive collection organized according to standard classification methods 3.5 Content migrated to sustainable storage media 3.6 Access provided for the archived materials according to the archival policy
4. Digitize materials	4.1 Digitization policy implemented according to SOP and intellectual property law 4.2 Materials selected for digitization according to the policy 4.3 Scanning method identified according to the requirement and material types 4.4 Digitizing methods identified according to the type of materials 4.5 Digitized files transferred to appropriate formats or physical media to ensure long-term accessibility

<p>5. Establish risk-management strategies and procedures</p>	<p>5.1 Key risk factors on collections, buildings, and the environment identified according to guidelines & standards</p> <p>5.2 Organizational capability assessed to address risks as per SOP</p> <p>5.3 Appropriate risk-management strategies developed as per SOP</p> <p>5.4 Strategies implemented and procedures developed for responding to problems</p>
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RANGE STATEMENT

Performance-related to this unit may take place at the library

Elaboration of Terms in Performance Criteria:

Biological control methods may include: fumigation, traps, spraying etc.,

Guidelines & standards may include IFLA and National Library guidelines, etc

Filtering strategies may include UV-filters, screens, blinds, shutters

The physical environment may include: temperature, humidity, dust etc.,

Insulation methods may include; thermal, and acoustic.

Archival techniques may include: micro-forming, digitizing, duplicating

Storage media may include: Cloud, online, electronic media, physical devices and materials

Collections may include physical and digital collections.

Buildings may include location, building fabric etc.

Environment may include the physical environment and stakeholders

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects:

The assessment must confirm that the candidate is able to;

- Identify materials for preservation on a regular basis
- Use preservation techniques
- Adhere to intellectual property law

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the

assessor

- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> • Gluing machine • Basic Hand tools • Polyester cloth • Book cloths • Polyester film • Binder's board • File folder stock • Cover paper • Sewing supplies. • Repair paper/tissue. • Adhesive materials • Scanners • Computer & accessories • Microfiche readers • Software • Pesticides • Sprayers • Fumigation chambers • Dehumidifiers 	<ul style="list-style-type: none"> • Heating, Ventilation and Air-conditioning Applications (environmental Standards)

<ul style="list-style-type: none"> • Fire extinguishers 	
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Documents/References/Standards:

- Standard Operating Procedures
- Preservation Policies
- Manufactures catalogues and guidelines
- Archival Storage Standards
- Archival policies
- Digitization policies
- Intellectual Property Act of Sri Lanka
- IFLA principles for the care and handling of library material
- National and International standards on information materials and mediums, building construction, and systems development

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Biological and environmental facts • Conservation techniques • Preservation techniques • Archiving materials • Archive techniques • Digital archival systems • Organizing materials • Digitizing technology & methods • Safety precautions • Chemicals • Pesticides • Lighting • Ventilation • Mechanical issues • Intellectual Property Act of Sri Lanka • Storage media 	<ul style="list-style-type: none"> • Risk identification • Reproducing skills • Emergency Preparedness and response • Chemical preparation • Read and understand product manufactures and reference manuals • Handle fire protection equipment • Store media/materials

Worker behavior/Attitude/Soft skills:

- Work on a clean, roomy, and tidy workplace.
- Wash and dry hands before working with library materials.
- Wear gloves when handling photographs.
- Use only pencils near library materials. No ink or felt tip pens or markers, colored pencils, crayons, etc.
- Keep workspaces free of food and drink.
- Close books and cover collection items when leaving the work area.
- Remove and replace library materials in their containers carefully
- Take responsibility for the quality of work

UNIT TITLE	Monitor compliance with copyright, license and other legal requirements		
LEVEL	06	Credits	10
DESCRIPTOR	This unit describes the skills and knowledge required to monitor compliance with copyright and license requirements for collections held by businesses, archives, galleries, libraries and museums.		
CODE	O92T005U10		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Monitor compliance with copyright legislation	1.1 Gaps in procedures identified using <i>current knowledge</i> on copyright 1.2 Organizational policy reviewed and confirmed to fulfill the identified gaps 1.3 Relevant stakeholders advised about legal and economic implications of copyright infringement and other legislative obligations.
2. Monitor license agreements	2.1 Materials that require license updates identified as per the SOP 2.2 Organizational protocols regarding licenses and implications for Digital Rights Management (DRM) reviewed as per SOP 2.3 License agreements obtained as per SOP Stakeholder responsibilities concerning license and DRM explained according to the terms of reference
3. Assess risks associated with donated and culturally sensitive material	3.1 Organizational procedures for accepting donations and culturally sensitive material reviewed according to SOP 3.2 Copyright and license risks associated with these materials identified as per organizational policy 3.3 Identified risks and library's decision informed to relevant stakeholders
4. Implement policies for informed use and dissemination	4.1 Institutional copyright and <i>information dissemination policies</i> established as per the <i>legal frameworks</i> 4.2 Service requests and needs matched with the copyright and information dissemination policies 4.3 Stakeholders informed if there are conflicts with the copyright and information dissemination policies

RANGE STATEMENT

Performance-related to this unit may take place at the library

Elaboration of Terms in Performance Criteria

Current knowledge may include current information sources including specialist advice

Legal frameworks may include copyright laws, right to information (RTI) laws, and institutional rules etc.

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Monitor compliance with copyright and RTI legislation
- Monitor licenses for digital rights management
- Assess risks associated with donated and culturally sensitive material

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> Computers and internet 	

Documents/References/Standards:

- Intellectual Property Act of Sri Lanka
- Treaties of the World Intellectual Property Organization (WIPO)

Underpinning Knowledge and Skills:

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> Copyright and licensing laws and regulations relating to an organization Key aspects of licensing and role of collecting royalties Features of open-source copyright licenses Organizational policies, protocols and procedures on copyright, licenses and digital rights management Rights of copyright owners, including digital rights management Relevant sources of information and advice on copyright Protocols for handling donated and culturally sensitive material. 	<ul style="list-style-type: none"> Reading Writing Oral communication Numeracy Problem-solving Self-management

Worker behavior/Attitude/Soft skills

- Honesty
- Integrity
- Analytical skills
- Negotiation skills
- Stress management
- Prioritizing
- Verbal communication
- Written communication
- Presentation
- Analysis
- Logical reasoning
- Brainstorming

- Conflict management and resolution
- Coordination
- Questioning
- Authenticity
- Diplomacy

UNIT TITLE	Manage finance and assets		
LEVEL	06	Credit	08
DESCRIPTOR	This unit covers the preparation of budgets and managing finances in a library		
CODE	O92T005U11		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Adhere to internal financial and management policies	1.1 Applicable laws and regulations identified based on the SOP 1.2 Policies and procedures adhered to base on the library's mission, user needs, and overall sustainability 1.3 Policies and procedures maintained, evaluated, and amended based on changes of services 1.4 Management committees established and coordinated with SOP
2. Manage finance	2.1 Basic budget and financial activities identified and employed as per the SOP 2.2 Applicable laws and regulations applied based on SOP 2.3 Multiple funding sources identified and pursued 2.4 Funds generated by conducting fund generating programs 2.5 Financial management processes and services established 2.6 Financial resources assessed as per the SOP 2.7 The annual budget prepared considering the requirement and strategic plans 2.8 Record managed as per the SOP
3. Manage payments	3.1 Payment vouchers and systems prepared and maintained as per the financial regulation 3.2 Fines and fees collected and maintained according to SOP 3.3 Recoveries handled as per the SOP 3.4 Cash transferred as per the SOP 3.5 Record managed as per the SOP
4. Manage infrastructure	4.1 Requirements identified for the basic facilities, buildings, equipment, services, and information technologies 4.2 Infrastructure facilities and services procured as per the SOP 4.3 Coordination with service providers and suppliers performed as per the SOP 4.4 Daily maintenance monitored as per the service agreements and SOP 4.5 Depreciation and re-valuation administered as per the SOP
5. Manage assets and inventory	5.1 Stocktaking guidelines prepared according to SOP 5.2 Assets identified according to inventory 5.3 Inventory updated according to SOP 5.4 Surplus or unserviceable assets disposed of as per SOP

RANGE STATEMENT

Performance-related to this unit may take place in a library on a routine basis.

Elaboration of Terms in Performance Criteria

Applicable laws and regulations may include: Financial regulations of the government and the parent institution, intellectual freedom and civil rights laws, copyright and intellectual property laws, rights of privacy etc.

Management committees may include: library committee, Advisory committee, audit committee, standing committees

Coordination with service providers and suppliers may include: Requests for proposals, proposal evaluations, Technical Evaluations, Order supplies

Daily maintenance may include: repairs, resales or discarding

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Aware of the internal and external circulars
- Prepare budget
- Handle fines and fees
- Maintain records accurately
- Perform timely maintenance of infrastructure

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none">• Calculator• Computers and accessories• Cash register machines• Relevant software	<ul style="list-style-type: none">• Balance sheet• Stationery

Documents/References/Standards:

- The Constitution
- Financial regulations
- Institutional procedures
- Financial management and library automation software
- Standard Operating Procedures
- Subscriptions and licenses
- Establishment code

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Financial regulations of the government and the parent institution• Copyright and Intellectual Property Laws• Institutional procedures• Preparation of budgets• Cash handling	<ul style="list-style-type: none">• Record management• Communication skill• Numerical skills• Basic ICT

- | | |
|---|--|
| <ul style="list-style-type: none"> • Costing and valuing • Basic accounting • Ethical financial handling • Project management • Generation of funds • Record management methods • Inventory maintenance • Stock verification • Discarding procedures • Contract & agreements • Terms of reference • Return of Investments (ROI) • Preparation of specifications • Building plans • Essential equipment for libraries • Basic computer literacy • Digital Assets Management Systems | |
|---|--|

Worker behavior/Attitude/Soft skills

- Public relations
- Leadership
- Ethical behavior
- Stress management
- Prioritizing
- Planning
- Goal setting
- Calmness
- Self-motivation
- Analysis
- Logical reasoning
- Decision making
- Experimentation
- Management skills
- Tolerance

UNIT TITLE	Manage human resources		
LEVEL	6	Credit	08
DESCRIPTOR	This unit covers the effective management of people in a library. It ensures maximum employee performance while maintaining job satisfaction.		
CODE	O92T005U12		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Recruit library staff	1.1 Availability of vacant cadre positions identified as per the approved cadre 1.2 Job descriptions reviewed according to library HR requirements 1.3 Prerequisite recruitment procedures followed as per SOP 1.4 Exams/selection interviews coordinated as per SOP
2. Manage library staff	2.1 Duties assigned based on the job requirement 2.2 Continuing Professional Development (CPD) programs organized according to staff development guidelines 2.3 Performance evaluated according to the Key Performance Indicators (<i>KPI's</i>) 2.4 Work discipline maintained according to administrative rules and regulations 2.5 Staff performance recognized and rewarded according to SOP 2.6 Grievances and welfare of the staff handled as per SOP
3. Administer consultants and volunteers	3.1 Need for consultants and/or volunteers identified according to requirements 3.2 Roles and responsibilities defined as per SOP 3.3 Contracts developed and administered as per external and internal policies 3.4 Volunteers trained and supervised according to training manual

RANGE STATEMENT

Performance related to this unit may take place at the library on a routine basis.

Elaboration of Terms in Performance Criteria

KPI may include: efficiency bar examinations, performance tests, educational & professional achievements, number of awards received, number of trainings conducted/attended, papers presented, number of promotions

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects

The assessment must confirm that the candidate is able to;

- Demonstrate leadership qualities
- Execute staff appraisal
- Handle-disciplinary matters

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none">• Computer and accessories	<ul style="list-style-type: none">• Stationery

Documents/References/Standards:

- Establishment code
- Internal & external circulars
- Standard Operating Procedures
- Employee rights
- Labour laws
- Strategic plans
- Service minutes and Scheme of Recruitment

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Human resource management theories• Administrative Rules & regulations• Performance measuring criteria• Efficiency bar examination• Performance tests• Motivating staff• Grievance handling and welfare	<ul style="list-style-type: none">• Interpersonal skills• Leadership skills• Decision making• Communication

Worker behavior/attitude/soft skills

- Time management
- Communication
- Adaptability
- Problem-solving
- Teamwork
- Creativity
- Leadership
- Interpersonal skills

DESCRIPTOR	Market/promote library services & resources		
LEVEL	06	Credits	08
DESCRIPTOR	This unit covers the marketing and promotion of library services & resources. It ensures the process of planning, valuing, promotion and distributing library products that satisfy library users		
CODE	O92T005U13		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Organize promotional activities	1.1 Potential user groups identified based on community mapping 1.2 Promotional requirements identified based on the needs 1.3 Promotional programmes and materials designed based on the user group 1.4 Programme advertised among the target group as per the SOP by using appropriate media
2. Conduct extension services/activities	2.1 Gaps identified using demographic information 2.2 Extension services designed according to the area and target group 2.3 Extension services publicized using promotional materials 2.4 Extension services evaluated based on feedbacks
3. Conduct outreach programs	3.1 Specific community needs identified using appropriate methods 3.2 Outreach Programmes designed to match community needs incorporated with stakeholders 3.3 Impact of the outreach programmes assessed using reader service and user feedback
4. Advocate libraries among the stakeholders	4.1 Stakeholder categories identified to promote the library 4.2 Advocacy programme designed to reach different stakeholders categories 4.3 Advocacy programmes conducted according to the strategic plan

RANGE STATEMENT

Performance-related to this unit may take place at libraries, community and mobile services units

Elaboration of Terms in Performance Criteria:

- **Promotional programmes** may include reading camps, book exhibitions, seminars, etc
- **Promotional materials** may include fliers and bookmarks, blogs, display screens, newsletters, brochures, posters etc.
- **Appropriate media may include** print media, website, social media, mass media etc.,
- **Demographic information may include** population data, GIS maps, surveys, area profiles etc.,
- **Appropriate methods may include** available data, area profiles, surveys, user requests etc.,

- **Extension services may include:** mobile services, translation of manuscripts, festivals and fairs, exhibitions, story hours, quiz programs, celebrations of reading months
- **Outreach Programmes may include** exhibitions, workshops, seminars, library development programs, human libraries, Cooperate Social Responsibility activities, book donations, camps etc.,
- **Stakeholder categories may include:** existing and prospective readers, government organizations and /NGOs, private organizations, funders, other beneficiaries’ etc.

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical Aspects:

The assessment must confirm that the candidate is able to;

- Identify stakeholder groups
- Plan outreach programmes
- Prepare promotional materials

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work

- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> • Computers and accessories • CD/DVD • Photocopy machines • Scanners • Multimedia projectors • A/V equipment • Bookmobile 	<ul style="list-style-type: none"> • Stationery • Posters • Brochures

Documents/References/Standards:

- Institution promotional strategies
- Strategic plans
- IFLA publications- Management, marketing and promotion of library services based on statistics, analyses and evaluation

Underpinning Knowledge and Skills

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Marketing theories & methods • Outreach methods • Promotional strategies • Data analysis • Progress report preparation • Types of outreach programs • Advocacy programs 	<ul style="list-style-type: none"> • Public relations • Promotional material design • Communication skill • Handle A/V equipment • Conduct meetings • Event management & organizing skill

Worker behavior/Attitude/Soft skills

- Public relations
- Leadership
- Ethical behavior
- Organization
- Planning
- Verbal communication
- Written communication
- Presentation
- Self-motivation
- Conflict management and resolution
- Collaboration
- Coordination
- Mediation
- Management skills
- Networking

UNIT TITLE	Manage library systems		
LEVEL	06	Credits	12
DESCRIPTOR	This unit covers the competencies required to execute library automation, build and maintain digital library collections, select databases for the library, create and update content for the library website and post and update content in social media. Also, it includes competencies required to manage the library in a digital environment.		
CODE	O92T005U014		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Manage library automation system	1.1 Suitable Library Management Software evaluated and selected based on the requirement of the library 1.2 Computer network established to support the library automation process 1.3 Integrated Library Management System (ILMS) implemented and customized to accomplish the In-house library operations 1.4 Library staff trained according to the institutional training policy to handle the Functional modules of LMS 1.5 Library materials coded using appropriate coding technology 1.6 In-house operations executed with the support of Integrated Library Management System (ILMS) 1.7 LMS maintained with appropriate system maintenance practices
2. Manage digital library system	2.1 Digital collections identified based on the different electronic formats of the materials 2.2 Access policies for digital library/collections developed based on the user needs and objectives of the digital library 2.3 Suitable Digital Library Software selected based on the requirements of the library 2.4 Digital Library System implemented and customized to provide digital library services to the users 2.5 Library staff trained to handle the Digital Library System as per SOP 2.6 Digital Library collections built and maintained as per the needs of the user community and SOP 2.7 Usage of Digital collections monitored based on the usage statistics and system reports
3. Manage databases	3.1 Required databases identified according to the subject relevancy and user needs 3.2 Databases evaluated based on the evaluation criteria 3.3 Databases maintained as per the requirement and collection development policy 3.4 Necessary ICT infrastructure Identified and established to access the databases 3.5 Access to databases provided as per the library rules and regulations 3.6 Usage of databases monitored based on the usage statistics

4. Manage subscriptions and user accounts	4.1 Access policy developed based on rules and regulations 4.2 Subscriptions reviewed and updated as per the contract 4.3 User accounts created as per the access policy
5. Manage library website	5.1 Necessary information identified to publish on the web 5.2 Suitable Content Management System (CMS) selected and implemented as per the requirement 5.3 Library web content is developed and managed using an appropriate Content Management System (CMS) 5.4 Library website monitored and updated by conducting website usability assessment
6. Manage library social media	6.1 Social Media policy developed as per the SOP 6.2 Appropriate Social Media platforms selected as per the library requirement 6.3 The information posted and updated on social media as per the social media policy 6.4 User feedback in social media reported to the library management for necessary actions

RANGE STATEMENT

Performance-related to this unit may take place at the library / virtual environment

ELABORATION OF TERMS

Library Management Software may include Koha, OpenBiblio, NewGenLib, LibSys, etc.,

Integrated Library Management System may include: a pre-designed system that uses a common database to perform in house library operations with the support of computers and computer network.

In-house library operations may include: Accessioning, Cataloguing, Indexing, Serial Management, Circulation, Authority Control, Report generation, etc.,

Functional modules may include Acquisition module, Cataloguing module, Circulation module, Authority control, Patron module, Report module, OPAC, System administration, etc.,

Coding technology may include Barcode, QR code, RFID tag, etc.,

System maintenance practices may include: Maintaining backup, monitoring the log files, troubleshooting the system, Updating the LMS, etc.,

The electronic format of the materials may include texts, audio, video, images, e-book, etc.,

digital library software may include dspace, greenstone, eprint, etc.,

Usage statistics may include number of hits, downloads, reads, etc.,

Evaluation criteria may include credibility, authenticity, access level of the contents, archives/back issues, reputation, etc.,

ICT infrastructure may include Computers, servers, reliable connectivity, adequate bandwidth, etc.,

Subscriptions may include: periodicals, e-books, reference management software, plagiarism systems

Content Management System (CMS) may include: application that is used to manage web content, allowing multiple contributors to create, edit and publish. eg: Joomla, WordPress, Drupal etc.,

Website usability assessment may include Ease of use, responsiveness, fulfilment, security, personalisation, visualisation, learnability, memorability etc.,

Social Media platforms may include Facebook, Blog, Twitter, YouTube, etc.,

User feedback in social media may include: Users' comments, likes and ratings

ASSESSMENT GUIDE

Forms of assessment

Continuous, summative and holistic assessment is suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job or combination of both, demonstrated by an individual working alone. This unit may be assessed in the training center.

Critical aspects

The assessment must confirm that the candidate is able to;

- Select an appropriate social media platform
- Evaluate software and systems
- Adhere to the intellectual property and access policies

Assessment conditions

The candidate will be provided with all tools, equipment, material and documentation required as outlined within this unit

The candidate will be permitted to refer the following documents

- Relevant design procedures
- Relevant product specifications
- Relevant manuals, standards and reference material

The candidate will be required to

- Orally or by other methods of communication, answer questions asked by the assessor
- Identify superiors who can be approached for the collection of competency evidence where appropriate
- Present evidence of credit for any off - job training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge.

Special Notes

During the assessment the candidate will

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirement as appropriate
- Relate to all stakeholders according to accepted company conventions
- Perform all tasks in accordance with standard operating procedures

- Use accepted techniques, practices and processes in line with work place procedures
- Identify needs for outsourcing

Tasks involved will be completed within reasonable time frames related to typical work place activities.

Resources required for assessment:

These include material, tools, equipment and machines listed within this

Tools/Instruments, Equipment, Machines and Material

Tools & Equipment	Material
<ul style="list-style-type: none"> • Computers & accessories • Digital Library Software • Library Management Software • Content Management Systems • Networking devices 	

Documents/References/Standards:

- Software manuals
- Policies
- Standard Operating Procedures
- Usability assessment methods and criteria
- Content selection tools

Underpinning Knowledge and Skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Privacy and IT policies of institutions • Computer literacy • Computer Programming • Integrated Library Management Software • Online Public Access Catalogue (OPAC) • In-house library operations • Digital Library Software • Content Management Software • Computer Networking • Web developing tools • HTML • Social Media platforms • Content writing • Software evaluation • Database evaluation • Usability assessment • Coding technology 	<ul style="list-style-type: none"> • Technical skills • Creative skills • Analytical Skills • Communication • ICT

<ul style="list-style-type: none">• Web technology• Plagiarism detection Software• Reference Management software	
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Worker behavior/Attitude/Soft skills

- Public relations
- Leadership
- Ethical behavior
- Organization
- Prioritizing
- Planning
- Analysis
- Self-motivation
- Decision making
- Collaboration
- Coordination
- Innovation
- Experimentation
- Management skills

NVQ Level 06

Employability Competencies

UNIT TITLE	Manage Workplace Information		
LEVEL	05	CREDITS	03
UNIT DESCRIPTOR	This unit covers the competencies required to collect, organizes and analyze information from a variety of sources, use an organizational management information system for decision making and innovation, maintain a database for controlling the progress of activities at the workplace and maintain a standard documentation system.		
CODE	EMTU01		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Identify information needs and select sources of information	<p>1.1. Information required by individuals/teams identified by <i>appropriate means</i></p> <p>1.2. Sources of information within and outside organizations identified as per information needs of individuals/teams.</p> <p>1.3. Relevance and validity of Information available in the organization determined by critically reviewing information against information requirements of individuals/teams.</p>
2. Gather and analyze data / information	<p>2.1. Information relevant to needs of individuals/teams gathered in time</p> <p>2.2. Information, particularly to achieve work outcomes and responsibilities, collected from <i>appropriate sources</i></p> <p>2.3. Ethical practices followed when gathering information</p> <p>2.4. New trends and developments identified and forecasted by analyzing information using <i>appropriate methods</i></p>
3. Make use of organizational management information systems	<p>3.1. <i>Management information systems used</i> to get information required for planning activities at the workplace and to make decisions accordingly</p> <p>3.2. Improvements to existing processes and procedures at the workplace recommend by critically analyzing and reviewing the information available in Management information systems in terms of their relevance, effectiveness, validity</p> <p>3.3. Recommendations for improving information systems to meet the specific requirements at workplace submitted as and when required with justification.</p>
4. Maintain a simple Database	<p>4.1 <i>Essential data</i>, information required under each data category entered in the database as per the requirement of the organization</p> <p>4.2. Data/information related to functions, activities at workplace, such as work performance of employees, progress of activities, material control, safety management, monitoring activities, etc. updated</p>

5. Maintain a standard documentation system	<p>5.1. Documentation system of the organization about activities at the workplace identified, studied and established to facilitate easy storage and retrieval of documents</p> <p>5.2. Organizational policies, procedures for documentation system reviewed from time to time and any revisions/modifications noted down and communicated to all stakeholders concerned with the process.</p> <p>5.3. Implementation of documentation system at the workplace monitored and, adjustments made from time to time as required</p>
6. Report progress of work performance to management	<p>6.1. Reports on the progress of work performed at the workplace, prepared in specified formats and submitted to management within recommended time intervals</p> <p>6.2. Reasons for any variation of performance justified by explaining, indicating specific requirements, conditions and constructive suggestions,</p>
7. Obtain instructions, clarifications and confirmation from management	<p>7.1. Clarifications/verifications of operational plans made with respects to instructions, specifications, standards, norms, targets, dates of completion</p> <p>7.2. Any deviations in procedures, process, methodology, discussed, clarified and confirmed with management</p> <p>7.3. Any alterations/deviations to work plans, schedules, conditions and contexts discussed in detail and confirmation obtained</p>
8. Maintain confidentiality and security of information	<p>8.1. Classified information released only according to organization's policies and procedures</p> <p>8.2. Backups made and stored in a secure location</p>

RANGE STATEMENT

Performance-related to this unit take place at the workplace.

Elaboration of terms in performance criteria

Appropriate means: by conducting structured interviews, questionnaires, brainstorming, analyzing available documents and other standards data collection techniques...

Appropriate sources: may include clients, organizational management information systems, and relevant government institutions. Manuals etc

Appropriate methods: may include mathematical modelling, forecasting techniques, use forecasting software etc

Simple database: may be manual or electronic

Essential data: may include functions/activities at the workplace, such as work performance of employees, the progress of activities, material control, safety management, monitoring activities, etc.

Management information systems are used effectively to store and retrieve data and information for decision making. The technology available in the organization is used to manage information. The information system is being reviewed from time to time and improved as required

Resources: may include People, Information, Finance, Physical assets, Time, Material, Machinery, tools, equipment and Technology

Tools equipment material and documents

- Calculator
- Computer
- Documents on company policies and procedures
- Management Information systems (manual or electronic)
- Software used for information processing (analysis and forecasting)
- Variety of forms, formats used in the organization.

ASSESSMENT GUIDE

Form of assessment

Continuous assessment may be conducted to assess individual performance and holistic approaches of competency-based assessment may also be applied

Assessment context

This unit may be assessed at the workplace.

Critical Aspects

Candidate should be able to:

- Collect valid and accurate data/information
- Use correct and effective methods for analyzing data/information
- Constantly update existing data/information
- Adhere to organizational policies and procedures in maintaining confidentiality and security of information

Assessment condition

Candidates may be allowed to submit adequate evidence of previous performances directly related to this unit.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">• Methods of data collection and analysis• Information sources• Management information system and its applications• Maintaining a simple database• Enterprise policies, procedures and guidelines• Forecasting techniques• Mathematical modelling• Forecasting software• Data collection techniques for market research• Influence of human factors on information analysis – e,g Prejudices and biases• Range of analytical techniques used for the analysis of information	<ul style="list-style-type: none">• Skills related to data collection• Data analysis skills• Use of computer and forecasting software• Mathematical modelling• Decision-making skills

UNIT TITLE	Manage Workplace Communication		
LEVEL	05	CREDITS	02
UNIT DESCRIPTOR	This unit covers the competencies required to communicate with the target group and stakeholders, present information both in verbal, non-verbal and written forms, accompanied by visuals if required, and in a structured form appropriate to the workforce and the purpose		
CODE	EMPU02		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Select methods and modes of communication to suit the target audience /group	<p>1.1. Specific communication needs of individuals/teams as applicable to workplace checked & determined</p> <p>1.2. Language literacy, numeracy and cognitive ability, of individuals /teams or target audience/ group checked & determined</p> <p>1.3. Methods of communication and types of documentation used for communication selected to a suite target audience</p> <p>1.4. Appropriate methods relevant to the respective recipient or group of recipients selected to communicate ideas and information</p> <p>1.5. Information tailored for identified recipients from a range of different communication approaches</p>
2. Receive clear and specific information/instructions from target groups	<p>2.1. Verbal, non-verbal and written information received interpreted and accuracy verified using appropriate techniques</p> <p>2.2. Contradictions, misinterpretations or ambiguity of received information identified and clarified using appropriate techniques</p>
3. Provide clear and specific information/instructions to workers	<p>3.1. Information provided clearly and accurately by creating message and selecting communication mode/ method to suite level of target audience and nature and type of information</p> <p>3.2. Right Information communicated to the right persons at the right place using an appropriate method in the right form at right time</p> <p>3.3. Contradictions, misinterpretations ambiguity, identified and feedback given where required</p> <p>3.4. Effective and purposeful exchange of information achieved by employing two-way communication</p> <p>3.5. Understanding of information received by target group/s</p>

	confirmed by questioning, checking and cross-referencing 3.6. Received information recorded as per organization's procedure and necessary action taken.
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RANGE STATEMENT

Performance-related to this unit take place in a workplace.

Communication will include verbal, non-verbal, written and electronic forms.

Practical applications of this unit may be observed through the following activities:

- Discussing and debating ideas with others
- Giving specific instructions in verbal, non-verbal and written forms
- Providing supervision and guidance
- Interviewing individuals and groups
- Demonstrating technical competencies related to the occupational area
- Giving/receiving feedforward and feedback
- Making presentations
- Receiving specific information in verbal, non-verbal and written forms

The range of information sources may include:

- Instructions
- Signage
- Work schedules
- Charts
- Graphics
- Memos
- Maps, Designs, Plans etc.

Elaboration of terms

Appropriate methods: may include verbal, nonverbal written, oral, visual, electronic etc.

Appropriate techniques: may include questioning, checking and cross-referencing, taking and giving feedback etc.

ASSESSMENT GUIDE

Form of assessment

Continuous assessment may be conducted to assess individual performance. Holistic approaches to competency-based assessments may also be applied

Assessment context

This unit may be assessed at the workplace.

Critical Aspects

The candidate should be able to:

- Use appropriate methods of communication
- Communicate information clearly and accurately using appropriate language

- Analyze, interpret and evaluate information

Assessment condition

The candidate may be allowed to submit adequate evidence of previous performances directly related to this unit

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Basic communication models at least two models e.g SMCR model • Elements of communication • Principles of effective, interactive communication • Two-way communication • Vocal techniques • Summarizing • Principles of effective, interactive communication • Barriers to effective communication and Distortions in the communication process • Adaptive language • Personal values and communication • Policies, procedures and protocols of the organization relevant to information and communication • Importance of ICT tools in promoting the efficiency and effectiveness of communication e.g e- mail • Formats of standard documents used in the communication process of the organization e.g Memo. • Use of charts and graphs to communicate statistical information 	<ul style="list-style-type: none"> • Active listening skills • Giving and receiving feedback • Demonstration of nonverbal positive actions (Communication cues) • Letter writing skills • Typing skills • Ability to use internet/ Email • Questioning skills

UNIT TITLE	Plan work to be performed in the workplace		
LEVEL	05	CREDITS	03
UNIT DESCRIPTOR	This unit covers the competencies required in planning and scheduling work to be performed, assessing competencies/work capacities of individual workers / working teams, predict problems/changes and take appropriate action to achieve the business plans of the organization.		
CODE	EMPU03		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare work schedules	<p>1.1. Relevant work plans, drawings, documents interpreted and clarified, if necessary, with relevant persons. Commencement and completion times and other relevant details verified.</p> <p>1.2. Activities to be performed at workplace identified, prioritized and sequenced to achieve the expected outcomes within the given timeline using standard planning techniques.</p> <p>1.3. Performance outcomes expressed in measurable terms and performance standards, requirements, conditions and specifications noted to achieve the set objectives.</p> <p>1.4. Work schedules prepared with respective commencement and completion time/dates, taking into consideration simultaneous operations.</p>
2. Identify job requirements according to work plans and work schedules	<p>2.1. Task to be performed to achieve work outputs as per work schedule identified and relevant specifications for task outcomes developed.</p> <p>2.2. Quality requirements and indicators for quality measurement identified and documented.</p> <p>2.3. Specific skill requirements identified and classified as skilled and unskilled as per the requirement of work plan/schedule</p>
3. Assign individual workers/working team	<p>3.1. Performance records of individual workers/teams referred and available competencies, capacities checked against competency requirements of work scheduled</p> <p>3.2. Skills, knowledge of individuals/teams assessed as required through test performances, questioning, and other reliable sources of evidence</p> <p>3.3. Individual workers or work teams assigned to work activities by considering competencies of individual or</p>

	competence available within the work team and previous instances of work performances and achievements of individuals / teams
4. Determine material, equipment and other resources to meet work plan	4.1. Machines, equipment and other resources identified as per work plan/schedule 4.2. Machines, equipment and other resources allocated as per work plan/ schedule
5. Adjust work priorities to meet changes in work schedules	5.1. Change in work schedules detected and recorded, and work priorities adjusted to achieve expected outputs.
6. Adjust work priorities to meet changes in work schedules	6.1. Problems/changes which may have an impact on work plans predicted and alternative strategies developed to overcome or minimize such effects. 6.2. Predictions with recommended actions conveyed to management in advance. 6.3. Action taken when problems/changes occurred to minimize or to overcome the effect.

RANGE STATEMENT

Performance related to this unit may take place at the workplace. This involves the planning required to achieve given organizational goals/objectives. This may include the use of planning software.

ASSESSMENT GUIDE

Form of assessment

Continuous assessment may be conducted to assess individual performance. Holistic approaches of competency-based assessments may also be applied

Assessment context

This unit may be assessed at the workplace.

Critical Aspects

The candidate should be able to:

- Predict problems/changes and take action as appropriate

Assessment condition

Candidates may be allowed to submit adequate evidence of previous performances directly related to this unit

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Interpretation of operational plans • Standard specifications of commonly used materials • Planning techniques • Competency assessment methods • Forecasting methods/techniques • Planning techniques/methods – at least two of three common • Standards specifications of commonly used material • Frontline management roles applicable to team management • Industry/ workplace codes and practice, code of ethics • Classification of labour into skills and unskilled • Performance assessment and software used in performance appraisal. • Time management techniques • Competency assessment methods • Software used for planning /scheduling 	<ul style="list-style-type: none"> • Critical planning skills • Using planning techniques

UNIT TITLE	Solve Problems and make decisions		
LEVEL	06	CREDITS	02
UNIT DESCRIPTOR	This unit covers competencies required by a Senior Manager to follow step by step approach to identify and analyze problem situation/s, generate alternative solutions, and assess their impact on problem/s		
CODE	EMPU04		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Demonstrate the knowledge of problem solving	1.1. Problem defined in <i>different ways</i> to view it from different perspectives and to facilitate the generation of a broader range of solutions 1.2. The gap between “what should be” and “what is” identified accurately by <i>applying appropriate techniques</i> 1.3. Critical information related to the problem collected by finding answers to <i>probing questions</i>
2. Generate alternative solutions	2.1. Relevant information including that of the present situation (“what is”) and what is expected (“what should be”) gathered, assessed and organized in a logical order to facilitate decision making. 2.2. Alternative solutions to the problem generated by analyzing organized information. 2.3. Additional solutions regenerated through substitution, combination, modification, the elimination process 2.4. Consultation and consensus of relevant personnel sought / obtained in finding solutions
3. Select the most appropriate solution/s	3.1. Potential decision criteria identified by listing all possibilities 3.2. Most relevant criteria from among many, selected, by applying decision-making techniques to be used as tools in evaluating solutions 3.3. Most appropriate solution/s selected by evaluating each of the solution as against relevant potential decision criteria identified
4. Implement solution/s to assess the impact on problem/s	4.1. Steps to be taken and strategy to be applied Identified in implementing selected solution/s 4.2. Consensus and participation of relevant personnel sought / invited in implementing solution/s 4.3. Solutions implemented to assess the impact on identified problem situation/s and to make necessary improvements

RANGE STATEMENT

Performances of this unit take place at the workplace. This may involve the use of the following problem solving and decision-making models /techniques to solve problems.

- Creative decision making (a particular reference to six stages in the creative decision-making process. e Recognition, Fact-finding, problem finding, idea finding, solution-finding and acceptance finding)
- Vroom and Yetter's tool for decision making (Decision tree)
- Brainstorming technique
- Nominal group technique
- Front end analysis

Elaboration of terms in performance criteria

Different ways: at least three different angles i.e. from the angle of problem holder/s, those who are affected by the problem, from the angle of the senior person who supposed to solve the problem and from the point of view of laymen.

Applying appropriate techniques: may include nominal group technique, brainstorming technique, front end analysis etc

Probing questions: may include but are not limited to questions starting with, What, How, When, Where, How much, Who, Whom etc

Tools equipment, materials & documents

- Organizations' policies and procedures
- Performance charts/graphs
- Previous records on the progress of activities
- Reports on problem situations faced by the company
- Management information system
- Time and method study reports
- Statistics
- Financial reports
- Computer systems
- Operational manuals
- Service manuals

ASSESSMENT GUIDE

Form of assessment

- Evidence may be collected through actual situations, problems based on actual situations or simulated situations
- Continuous assessment may be conducted to assess individual performance

Assessment context

This unit may be assessed both at the training center and workplace (in the industry)

Critical Aspects

The assessment must confirm that the candidate can,

- Selection of most appropriate solution/s to problem/s (from among many solutions)
- Problem definition
- Selection of analytical method/s

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Creative decision making (particular reference to six stages in creative decision-making process i.e Recognition, Fact-finding, problem finding, idea finding, solution-finding and acceptance finding) • Vroom and Yetter’s tool for decision making(Decision tree) • Brainstorming techniques • Nominal group techniques • Front end analysis 	<ul style="list-style-type: none"> • Communication skills • Computer skills • Analytical skills

UNIT TITLE	Provide leadership and facilitate work teams		
LEVEL	05	CREDITS	02
UNIT DESCRIPTOR	This unit covers the competencies required by a Senior Manager to lead work teams, facilitate individuals and work teams, plan group activities, set goals and facilitate processes to achieve set goals.		
CODE	EMPU05		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Demonstrate the understanding of leadership theory	<p>1.1. Leadership explained in terms of leadership roles, functions, and responsibilities.</p> <p>1.2. Leadership explained in terms of the characteristics of different styles of leadership.</p> <p>1.3. Different styles of leadership explained in terms of their applicability to work teams in an establishment.</p>
2. Set up work groups/teams to achieve goals ensuring ethnic/social/gender balance as far as possible	<p>2.1. Composition of workgroups/teams planned taking gender/social equity issues into account.</p> <p>2.2. Workgroups/teams briefed on gender/ethnic/social equity issues relevant to the smooth functioning of work groups/teams</p> <p>2.3. Workgroups established to achieve goals by selecting members to suit the type of goal/s and competence of members</p>
3. Establish self as a leader concerning a teamwork project	<p>3.1. Leadership style selected and applied according to needs and focus of the project.</p>
4. Plan group/team activities to achieve goal(s)	<p>4.1. Clear and concise group/team outcomes defined and documented in agreed formats.</p> <p>4.2. Open communication processes encouraged to obtain and share information and promote active participation of team members towards the achievement of set goals.</p> <p>4.3. Innovations and initiatives as a measure of continuous improvement encouraged and necessary support extended for same</p>
5. Establish a sense of team commitment and cooperation within the team	<p>5.1. Gender and social equity issues taken into consideration in forming teams and assigning goals/ activities</p> <p>5.2. Team and individual performance constantly monitored and guidance extended to team/individuals to achieve set goals</p> <p>5.3. Competency gaps of members minimized and their knowledge enhanced by providing continuous mentoring and coaching</p> <p>5.4. Performance of delegated assignments/work monitored to confirm the successful progression and completion as scheduled</p>
6. Evaluate performance	<p>6.1. Group/team outcomes evaluated in terms of achievement</p>

	of goal(s). 6.2. Own performance evaluated in terms of group/team progress towards achievement of a goal(s)
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RANGE STATEMENT

Performance-related to this take place at the workplace. Work may include negotiating with others in allocating tasks, establishing roles, procedures, evaluating strategies, solving a variety of business problems, taking collective decisions and appreciating team and individual effort and commitment

Elaboration of terms

Leadership roles, functions, and responsibilities may include but are not limited to:

care, control, decision-making, negotiating, facilitation, guidance, establishing consensus, establishing safety and rules, inspiration, motivation, programme setting, role modelling, encouraging self-leadership.

ASSESSMENT GUIDE

Form of assessment

Continuous assessment may be conducted to assess individual performance. Holistic approaches of competency-based assessments may also be applied

Assessment context

This unit may be assessed at the training institution and/or workplace

Critical Aspects

- Selection of leadership style
- Formulation of workgroups

Assessment conditions

Candidates may be allowed to submit adequate evidence of previous performances directly related to this unit

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Goals and Objectives of the organization • Plans related to work and related activities at the workplace • Systems, procedures and processes relevant to the organization • Quality and continuous improvement processes applied within the organization • Company-specific performance standards • Codes of ethics as applicable to an organization 	<ul style="list-style-type: none"> • Facilitating skills • Coaching skills • Delegating skills • Mentoring skills • Decision-making skills • Problem-solving skills

<ul style="list-style-type: none">• Simple planning techniques• Styles of leadership – authoritarian, democratic, empowering, permissive, visionary, inspirational• Gender/social equity issues affecting the functioning of workgroups/teams• Team building process• Group dynamics• Leadership roles -care, control, decision making, negotiating, facilitation, guidance, establishing consensus, establishing safety and rules, inspiration, motivation, programme setting, role modelling, encouraging self-leadership• Personality development• Social analysis –culture and values, psychological and social aspects of individuals.• Frontline management roles apply to team management: Viz. Leading, Empowering, Facilitating, Coaching, Mentoring	
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UNIT TITLE	Facilitate the establishment and maintenance of a learning culture in the workplace		
LEVEL	06	CREDITS	02
UNIT DESCRIPTOR	This unit covers the competencies required by a senior manager to create an environment where work and learning take place simultaneously and contribute to each other		
CODE	EMPU06		

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Promote and establish a learning culture at the workplace	1.1. Contribution made to the development of <i>three domains of learning</i> 1.2. Sharing of learning experience and new knowledge encouraged 1.3. Learning achievements duly recognized commended, appreciated and rewarded whenever possible
2. Facilitate the introduction of a learning culture at the workplace	2.1. Learning plans prepared to integrate with individual/ team work performance in keeping with organizational requirements 2.2. Environment at workplace developed to facilitate and encourage learning 2.3. Individuals/teams motivated and guided to participate in the learning process 2.4. Individuals/team encouraged to maintain a learning culture
3. Maintain a learning culture at the workplace	3.1. Improvement in performance documented and any additional support required for further improvement encouraged 3.2. Feedback obtained to assess progress achieved and to identify future learning requirements and plans 3.3. Adjustments discussed with training and development department to align with the corporate training plan and improve the efficacy of learning 3.4. Arrangements made for the workforce to participate in seminars, workshops and activities of professional bodies for continuous professional development of employees
4. Provide training to staff	4.1. Training contents determined, programs organized and conducted to fulfil training needs of the individuals and the organization.

RANGE STATEMENT

Performance-related to this unit take place at a workplace. It may involve the following:

- Guide and facilitate teams to maintain learning culture at the workplace
- Prepare Learning plans to integrate with individual/ teamwork performance plans
- Coach and mentor to assist knowledge/skill development of individuals/team

- Establish a learning culture in a diverse and complex work environment

Elaboration of terms in performance criteria

Three domains of learning: Cognitive domain, psychomotor domain and affective domain

Organizational requirements may include its goals, objectives, principles, procedures, business plans, ethical standards, etc

Tools, Equipment and Material

- Computer and accessories
- Multimedia projector
- Whiteboards
- Pinboards
- Manuals, Catalogues
- Organisation's Training policies
- Flip charts
- Wallcharts
- Training needs analysis sheets
- Competency profiles

ASSESSMENT GUIDE

Form of assessment

Continuous assessment and summative assessment may be conducted to assess individual performance

Assessment context

This unit should preferably be assessed at the workplace.

Critical Aspects

- Identification of training needs
- Determination of training program content
- Assessment of the impact of training

Assessment condition

The candidate will be permitted to refer to the following documents

- Technical specification manuals
- Learning resources/publications
- Teaching /Learning methodologies

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Three domains of learning • Basic principles of adult learning • Training needs analysis. • Training program development. • Training teaching methodologies • Feed-forward and feedback techniques • Competency-based assessments • Varying workplace contexts of middle level managers • Organizations' procedures • Quality and continuous improvement plans • Business performance plans • Organizations' ethical standards 	<ul style="list-style-type: none"> • Mentoring skills • Coaching skills • Demonstrating skills • Skills in designing structured training programs