

## Competency Standards for Caribbean Vocational Qualifications (CVQ)

**CCLIS10107**

**Level I in Library and Information Services – {Library Clerk}**

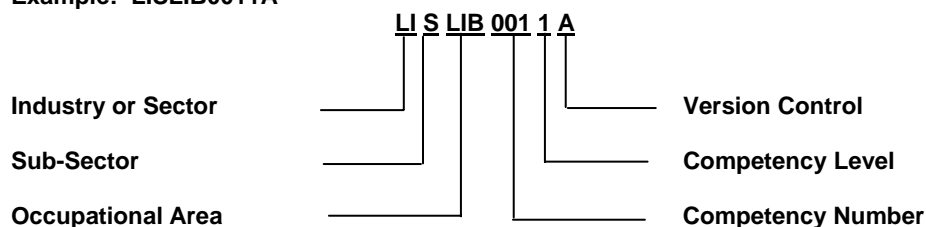
Unit Number	Unit Title	Mandatory/ Elective	Hours
LISCOR0011A	Develop own information literacy skills	Mandatory	20
LISCOR0031A	Use multimedia equipment	Mandatory	15
LISCOR0041A	Use network service effectively to provide access to information	Mandatory	40
LISCOR0051A	Assist with the maintenance of service area	Mandatory	20
LISCOR0061A	Assist clients to use information service effectively	Mandatory	20
LISCOR0071A	Undertake interactive workplace communication	Mandatory	20
LISCOR0081A	Follow principles of Occupational Health and Safety (OH&S) in work environment	Mandatory	20
LISLIB0011A	Assist with circulation services	Mandatory	30
LISLIB0021A	Prepare, process and store resources	Mandatory	30
LISLIB0041A	Process orders	Mandatory	40
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
LISCOR0021A	Manage own work performance and learning	Elective	40
LISLIB0031A	Assist with programs, activities and promotion	Elective	40
LISLIB0061A	Use bibliographic methods/tools	Elective	
LISLIB0071A	Assist with cataloguing activities	Elective	40
LISCOR0022A	Maintain service area environment, resources and equipment	Elective	40
LISLIB0032A	Assist with client access to information	Elective	30
LISLIB0042A	Assist with the structuring of bibliographic and other information systems	Elective	30
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50

To achieve this qualification ALL Mandatory competency plus three (3) level one electives and one (1) level two elective must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Mandatory competencies and electives selected.

### Legend to Unit Code

Example: LISLIB0011A



**Key:** COR – Mandatory; LIB – Library; SBM – Small Business Management; ITI Information Technology (Information); LIS – Library and Information (Services); BSB – Business Services (Business)

## **LISCOR0011A:            Develop own information literacy skills**

Competency Descriptor:

The knowledge and skills required to recognise the critical importance of self education and lifelong learning. Individuals should enhance their own ability to access and use information through various systems and in a variety of formats.

Competency Field:

Library and Information Services

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1.    Develop independent information literacy skills	1.1    Independent learning and learning needs are assessed against planned career outcomes.
	1.2    Strategies to develop independent information literacy skills are planned and implemented.
	1.3    Information literacy skills are applied to personal professional development.
2.    Interpret and determine the information need	2.1    The nature of the information problem or need is determined.
	2.2    The information need is interpreted and confirmed.
	2.3    The purpose, or required outcome, of the information search is accurately defined.
	2.4    Information search processes are identified and evaluated in the context of original purpose.
3.    Identify a range of sources	3.1    A range of potentially appropriate sources of information is identified, regardless of format or location.
	3.2    Appropriate information retrieval strategies are selected and used.
	3.3    Sources of information are selected appropriate to information needs.

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|----|--|-----|---|
| 4. | Refine analysis of information need or problem | 4.1 | Information need or problem is analysed in the light of information retrieved.                  |
|    |  | 4.2 | Sources are interpreted and assessed for information which is relevant to the information need. |
| 5. | Organise and manage retrieved information      | 5.1 | Organise and manage retrieved information for effective communication.                          |
|    |  | 5.2 | Information is presented in a context or format appropriate to the purpose.                     |

## RANGE STATEMENT

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies bulletin boards or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus
- catalogues/brochures
- concert programmes
- exhibitions

Learning may take place through a range of methods such as:

- mentoring
- coaching
- exchange/rotation
- shadowing
- structured training programs

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- communication channels
- quality control and continuous improvement
- processes and standards
- compliance with legislation, codes and workplace standards

Legislation, codes and national standards relevant to the workplace may include:

- Labour Laws
- Copyright Act and amendments
- Occupational Health and Safety legislation

Strategies to develop information literacy may include:

- reading current literature including professional specialist journals and industry magazines
- participating actively in relevant industry associations and interest groups
- participating in professional development and other learning opportunities
- participating in, and contributing to, discussion through conferences, meetings, seminars, courses workshops forums and symposia

Resources may include:

- people
- finance
- information
- equipment
- power/energy
- time
- buildings/facilities
- technology

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

## EVIDENCE GUIDE

Competency is to be identified by the demonstration of the critical importance of self education and lifelong learning. Individuals should enhance their own ability to access and use information through various systems and in a variety of formats as listed within the range of variables statement relevant to the work orientation.

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- ability to locate, evaluate and use relevant information in a workplace setting
- active development of own information literacy skills

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

## Communication

- contributing to the development of the workplace as a learning organisation
- Information literacy
- applying information literacy principles
- Information technology
- operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
- following basic information technology security procedures
- operating computer software to process information
- entering simple data and records accurately using information literacy strategies for own career and professional development
- reflecting the application of information literacy skills in work practice
- acquiring and using information
- appropriate to work responsibilities

Skills

The ability to:

- apply principles of best practice
- work safely to instructions to own work
- communicate effectively in a work environment and with clients
- operate computer hardware to manage files and disks, print documents and use a keyboard and mouse
- enter simple data and records accurately

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for clients

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- supporting evidence from section manager or equivalent
- position description
- discussion of own learning and development
- examples of application of information literacy skills in specific areas of work or activities
- discussion of relevant case studies
- simulation

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**LISCOR0031A: Use multimedia equipment**

Competency Descriptor:

This unit deals with the skills, knowledge and attitude required to provide assistance to clients in libraries and information agencies requires practitioners to understand, use and maintain a range of multimedia technologies and programs.

Competency Field:

Library and information services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Use multimedia equipment safely	1.1 Multimedia technologies and programs used in the library or information agency are set up and operated in accordance with the organisation's procedures.  1.2 OHS hazards associated with the use and maintenance of multimedia equipment are identified and action is taken to prevent any mishaps consistent with the requirements of relevant legislation.  1.3 Clients are assisted to use multimedia technologies and programs safely and in accordance with the organisation's procedures.
2. Monitor equipment use and maintenance	2.1 All information needed to monitor multimedia use maintenance and service history is compiled and reviewed regularly.  2.2 Minor operational faults are identified and corrected safely, and in accordance with the organisation's procedures.  2.3 Routine preventative maintenance, including making arrangements for performing repairs is implemented.  2.4 A booking/reservation system for the use of equipment is maintained.  2.5 Defective equipment are tagged and managed according to operational procedures.

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|----|--|-----|--|
| 3. | Assist with the identification of multimedia equipment | 3.1 | Current information on multimedia technologies, programs, products and services is assembled to inform decisions on required equipment and maintenance requirements. |
|    |  | 3.2 | Evaluate technologies and programs as appropriate, to selected tasks or functions in a library or information agency.  |
|    |  | 3.3 | Multimedia equipment identified is consistent with requirements for a particular activity .  |

## RANGE STATEMENTS

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions.

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- defined resource parameters
- quality and continuous improvement processes and standards

Legislation, codes and national standards relevant to the workplace may include:

- copyright act and amendments
- archives act
- equal opportunity legislation
- OHS

Information service providers include a range of organisations or agencies that provide information, e.g.:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shop fronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Occupational health & safety legislation may include:

- a knowledge of organisation's safety policies including working alone policy
- relevant ohs legislative requirements including:
  - use of safety clothing/equipment
  - manual/material handling
  - storing chemicals/harmful substances
  - ergonomic working arrangements



Multimedia technologies and programs cover hardware, software and audiovisual equipment and their components, including:

- audio cassettes
- slide projectors
- television monitors
- video players
- overhead projectors
- microphones
- amplifiers
- cd players
- sound/slide sets
- 8 or 16mm projectors
- cd-roms
- personal computers with a range of up to date software such as power point, media player, databases, spreadsheets, internet and word

## EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

### (1) Critical Aspects and Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- ability to provide helpful assistance to clients, coaching them as necessary in the use of the library or information agency's multimedia technologies and programs
- use multimedia equipment safely
- monitor equipment use and maintenance
- assist with the identification of multimedia equipment

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- communication and promotion
- information technology
- policies and procedures for the implementation of OHS standards
- organisation policies and procedures, particularly as they relate to purchasing and maintenance

Skill

The ability to:

- work constructively with internal and external clients who have varied experience in using multimedia
- use cooperative work practices
- make and justify recommendations verbally and/or in writing
- identify and report hazards, problems or client needs
- plan and organise
- operate a booking system
- arrange routine maintenance
- select and operate multimedia technologies and programs appropriate to the library and information industry
- correct simple equipment or software faults
- keep up to date on new multimedia products and services and their potential application to the library and information industry
- use relevant sources of information on multimedia and audio-visual equipment, products and services such as catalogues, price lists and critical reviews

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, e.g. organisational charts, floor plans, instructions for clients
- the current range of multimedia equipment, associated software and audiovisual equipment
- methods of recording equipment use, maintenance and service history, and types of booking or reservations systems commonly used

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- samples of relevant work, such as guides to using microfiche readers, CD-ROMS, databases
- supporting statement from section manager or equivalent
- examples of authenticated assessments and/or assignments from formal education courses
- details of relevant courses or training sessions
- submissions for new or replacement equipment
- booking system devised by applicant

**(6) Context of Assessment**

Competency in this unit may need to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment may occur off the job, on the job or in a combination of on and off the job.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**LISCOR0041A: Use network service effectively to provide access to information**

Competency Descriptor:

Knowledge and skills required to provide for an awareness of and effectively using a range of network services, enable practitioners to enhance their response to client request for information.

Competency Field:

Library and Information Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Respond to requests for assistance for a recognised access problem	1.1	The nature of the problem and client needs for problem resolution are determined quickly through appropriate interview techniques.
		1.2	Response demonstrates knowledge of common problems and the action necessary to solve them with minimal delay.
2.	Increase awareness of services and sources of network information for clients	2.1	Exploration of network facilities and sources of information reflect awareness of client needs, requirements, expectations and likely usefulness of particular information services.
		2.2	The scope, availability and cost of remotely accessed databases are monitored and information is regularly collated, updated and shared with relevant staff and clients.
		2.3	Knowledge, awareness and ideas about network facilities and sources of information are shared with relevant staff and clients.
		2.4	Exploration and sharing of information result in identifiable improvements in client awareness of network facilities and sources of information, and provide incentive to use networks efficiently.
3.	Contribute to development of policy and processes to improve accessibility of information	3.1	Implications of technological developments to improve accessibility of information for clients are identified.
		3.2	Constructive contributions are made to requests for input into policy and procedural change to improve accessibility of information.

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| 4. | Identify changes to policies, strategy and processes that related to access to information | 4.1 | Use of means to access network information reflected knowledge of navigational tools and methods.   |
|    |  | 4.2 | Access to network information reflected awareness of general principles, techniques and methods of electronic information storage, retrieval, interchange and transfer. |

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- client service standards
- quality and continuous improvement processes and standards
- resources, which may be subject to negotiation

A range of learning opportunity may be used e.g.:

- mentoring
- coaching
- exchanging/rotation
- shadowing
- structured training programs
- role play
- simulation
- case studies
- group work/activities
- seminars
- workshops
- symposium
- fieldwork

Legislation, codes and national standards relevant to the workplace may include:

- Copyright Act/intellectual Property Rights and amendments
- Licensing agreements
- Archives Act
- Equal Opportunity legislation
- OHS legislation

Information service providers include a range of organizations or agencies that provide information, e.g.:

- libraries
- museums, galleries and archives
- record management unit
- government department, agencies
- business and financial information units
- information units within a parent organization
- community advisory organizations or business

Clients may be:

- internal or external
- drawn from existing or new sources in contact with the organization by mail, fax, phone or electronic means

Resources may include:

- people
- finance
- information
- equipment
- power/energy
- buildings/facilities
- technology
- time

Information appropriate to the clients needs will include consideration of factors relating to the client such as:

- age, .g. pre-schoolers, adolescents, adults
- educational background or general knowledge
- culture language, an socio-economic background
- language, literacy and numeracy needs
- disabilities both physical and intellectual

Information may be provided:

- orally or in writing
- face to face or by phone, fax, mail or electronically e.g. teleconferencing

Networks and sources of information may include:

- a range of databases to which the organization subscribes
- databases which are on CD-ROM and/or on-line external sources

Networks may be:

- local
- national
- regional
- international

Techniques will include:

- interview techniques incorporating client observation, eye contact, appropriate body language
- appropriate questioning paraphrasing and summarizing
- active listening and reflection

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively using a range of network services. Practitioners should enhance their responses to client requests for information.

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistence achievement of this unit's outcomes includes:

- ability to search for and retrieve information from electronic sources
- highly developed client service skills
- ability to successfully conduct reference interviews
- highly developed information literacy skills

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- client service
- communication and promotion
- information literacy
- searching strategies using electronic systems
- information sources in all types of formats
- information technology
- information written and electronic means

#### Skills

The ability to:

- evaluate client information needs effectively to deliver appropriate information
- matching client needs to appropriate available resources
- communicate and present information to clients in a manner which is appropriate to their needs and understanding
- package information to suit client needs
- operate computer hardware to configure browser searching electronic networks and remote databases for required information
- access information effectively and efficiently using written and electronic means
- use client's evaluation to improve quality of service
- evaluation own effectiveness and level of competence in client service delivery
- work with others constructively to achieve client outcomes
- apply detailed searching strategies using electronic systems
- provide assistance in accessing information
- evaluate the quality and relevance of information that can be accessed through the Internet
- use that information accessed through the Internet appropriately

### (4) Resource Implications

Competency in this unit should be assessed using all the relevant resources commonly provided for client and staff use by an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- electronic and on-line databases
- relevant computer hardware and software



**(5) Method of Assessment**

Evidence of competence may be obtained through variety of methods including:

- examples from work environment in relation to increased accessibility of information through use of network facilities and sources of information, including databases
- example of effective use of the Internet to assist access to information
- supporting statement from section manager of equivalent
- position description
- examples of client interview, surveys
- self assessment reports
- examples of authenticated assessment and/or assignments from formal education courses

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both.

**CRITICAL EMPLOYABILITY SKILLS**

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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**LISCOR0051A: Assist with the maintenance of service area**

## Competency Descriptor:

This unit deals with the skills and knowledge required to ensure that clients and others are provided with a safe and orderly environment in which to satisfy their information needs and applies to all individuals working in the Library and Information Services Industry.

## Competency Field:

Library and Information Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Maintain an attractive and pleasant environment for clients and others	1.1	Service areas are kept tidy and clean and problems are dealt with or reported to appropriate person(s).
		1.2	Display shelves and notice boards are kept up-to-date and attractive.
		1.3	Suggestions for making resources and environment attractive and appealing are made and/or acted upon.
		1.4	The environment is monitored to check that organisational policies and procedures in relation to clients with special needs are applied.
2.	Repair material	2.1	Identify and report damage to an item and practicability of repair is determined in consultation with appropriate person(s).
		2.2	Carry out minor repairs as assigned.
3.	Contribute to the maintenance of equipment	3.1	Equipment is regularly checked to ensure it is operational and functional.
		3.2	Problems with equipment operation and maintenance are identified and referred to appropriate service contact, and clients and staff are informed.
		3.3	Efforts are made to develop awareness of characteristics of new equipment so that common and minor problems are dealt with promptly.

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| 4. Maintain materials and supplies for equipment                   | 4.1 | Supplies are monitored and shortages are replaced promptly or reported to appropriate person(s).  |
|  | 4.2 | Assist with the procurement of materials using organisation's purchasing policy and procedures.   |
|  | 4.3 | Ensure signs in relation to equipment are maintained, created if necessary and placed in the appropriate location.  |
| 5. Recognise and report unsafe/unsatisfactory work conditions      | 5.1 | Equipment and furniture are regularly checked for safety and removed if found to be dangerous and/or reported to appropriate person(s).   |
|  | 5.2 | Damage to buildings and property is identified and reported promptly to the appropriate person(s).  |
|  | 5.3 | Ensure storage of dangerous substances is secure and complies with relevant OHS standards.  |
|  | 5.4 | Potential health and safety hazards are identified and dealt with where possible or reported promptly to appropriate person(s).   |
| 6. Respond appropriately to incidents concerning staff and clients | 6.1 | Situation is identified and promptly reported.  |
|  | 6.2 | Assist in taking appropriate action and any procedures covering the situation are followed.   |
|  | 6.3 | Assist in recognising the potential effect of incidents on different clients, including those with special needs. This is taken into account in determining the appropriate action to be taken. |
|  | 6.4 | Necessary information is communicated promptly to appropriate person(s).  |
|  | 6.5 | All incidents are recorded accurately and in accordance with relevant procedures and guidelines.  |

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- communication channels
- quality control and continuous improvement processes and standards
- compliance with legislation, codes and workplace standards

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or commercial establishments
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaux
- resource persons

Equipment covers a wide range of those commonly available in library and information centres including most of the following:

- photocopiers
- computers
- printers and other peripherals
- CD-ROMs and other optical disc readers
- public access computers, including OPACs
- cash registers, change machines
- film projectors, overhead projectors, VCRs, TVs, cassette players
- DVD's
- smoke detectors
- brail reader/writer
- vehicles
- automatic doors/lighting
- clocks
- fax machines
- microfilm readers and printers
- typewriters
- security systems
- PA systems
- safes and furniture
- fire extinguisher

Materials may cover a wide range of items and information resources including:

- print
- non-print such as CD-ROMs, toys, videos, cassettes etc
- information in electronic format

Damage may include:

- wear and tear
- vandalism
- water
- smoke
- pest infestation damage
- desensitisation
- heat

Alternatives to repair may include:

- replacement
- photocopying
- making a facsimile
- withdrawal from access
- obtaining access from another source
- obtaining access in electronic format

Clients' special needs may include factors such as:

- age, eg pre-schoolers, adolescents
- educational background or general knowledge
- cultural and language background
- language, literacy and numeracy needs
- disabilities, both physical and intellectual
- access for people with physical disabilities
- sensitivity

Types of incidents will vary and will include incidents that pose an actual or potential threat to the safety of staff or clients. They may include:

- accidents
- natural disasters
- sudden illness, such as heart attack
- fires
- gang warfare
- overdoses
- attacks and threats to staff and clients
- bomb threats
- verbal abuse
- harassment
- sexual exposure

Appropriate action may be influenced by:

- the type of equipment and furniture
- the type and age of building and nature of the property
- client types/characteristics
- availability of other assistance and more senior staff
- size of information service

Appropriate persons may include:

- specialist staff, eg conservation or binding staff
- external sources or repair

Incidents involving clients include:

- those situations where there is no apparent threat to safety of staff or other clients
- client dissatisfaction with the service or with decisions which affect them
- behaviour by clients which is not in keeping with security or behaviour requirements, eg smoking, noise other minor difficulties staff conduct

Appropriate action in relation to disputes or difficulties involving clients may include:

- dealing with minor difficulties, eg providing information about the reasons for decisions, noting dissatisfaction and reporting it
- removing clients from the area but only in accordance with legal requirements and with support if at all possible
- assisting others to deal with the situation
- referring the matter to other staff, eg security staff etc

## EVIDENCE GUIDE

Competency is to be demonstrated by an individual using organisational, interpersonal and observational skills to ensure that clients and others are provided with a safe and orderly environment in which to satisfy their information needs.

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- resolving difficulties or unforeseen contingencies discreetly and strategically

### (2) Pre-requisite Relationship of Units

- LISCOR0071A Undertake interactive workplace communication

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- communication
- handling conflict situations, including breaches of security, within specified guidelines
- working effectively and constructively in a team
- maintaining library supplies and materials
- acquiring and using information appropriate to work responsibilities
- catalogues
- Information technology:
- the work environment
- client rights awareness
- organization's policy
- protecting and repairing print and non-print materials to specified standards, including use of appropriate equipment, such as binders, laminators, guillotines
- housing and storage facilities appropriate to a wide range of resources

Skills

The ability to:

- understand communication principles and strategies for dealing with clients
- apply the principles of communication in working effectively and constructively with clients
- work effectively and constructively in a team
- apply agreed ethical standards to own work
- operate computer hardware to manage
- manage files and disks, print documents and use a keyboard and mouse
- assist with the maintenance of service area

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided in a client service area of an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for clients

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- examination of assessee's portfolio/CV
- testing responses to given scenarios
- supporting statement from section manager or equivalent
- evidence of prior knowledge and experience in a service area of an organisation, eg office, retail environment, hospital ward, reception area or records section
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**LISCOR0061A: Assist clients to use information service effectively**

## Competency Descriptor:

This unit deals with the skills and knowledge required to help clients make effective use of information providers' services and facilities. Individuals should assist clients to access the facilities or refer them to the appropriate person(s). Feedback from clients is treated in a courteous and ethical manner to add value to services offered and applies to all individuals working in the Library and Information Services Industry.

## Competency Field:

Library and Information Services

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Assist clients                                    | 1.1 Clients are assisted and/or instructed in the use of equipment and facilities, or are referred to appropriate person(s).  |
|  | 1.2 Assistance and directions reflect knowledge of the basic structure, functions and roles of the service provider, and of the areas most likely to satisfy client requirements.                                       |
|  | 1.3 Client needs, requirements and expectations are identified and handled in an ethical manner.  |
|  | 1.4 Competing demands for service are dealt with tactfully and helpfully.   |
| 2. Provide information about services and facilities | 2.1 Information and assistance provided to clients about information services and facilities is timely, accurate and appropriate for the client's needs while meeting the client service standards of the organisation. |
|  | 2.2 Clients are accurately informed of relevant rules and regulations in a courteous manner.  |



3. Deal with clients' comments, suggestions and complaints
  - 3.1 Clients' comments and suggestions about information services are noted and passed on to appropriate person(s).
  - 3.2 Client complaints are listened to carefully and courteously and recorded in accordance with standard procedures.
  - 3.3 Assessments of the seriousness of complaints and the appropriate method of dealing with individual complaints are made quickly.
  - 3.4 Action is taken to resolve the complaint or refer it to the appropriate person(s) in accordance with standard procedures.
  - 3.5 Clients are told clearly and courteously what action will be taken.

## RANGE STATEMENT

Information service providers include a range of organisations or agencies that provide information, eg

- libraries
- resource persons
- museums, galleries and archives
- record management units
- government departments, agencies or commercial establishment
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Clients' needs will include consideration of factors relating to the clients:

- age, eg pre-schoolers, adolescents
- educational background or general knowledge
- cultural and language background
- language, literacy and numeracy needs
- disabilities, both physical and intellectual

This unit of competency should be demonstrated in accordance with the organization's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- communication channels quality and continuous improvement processes and standards
- compliance with legislation, codes and workplace standards

The most appropriate format will depend on the range of formats that are:

- available
- suited to the information to be provided
- suited to specific client requests or special needs or requirements



Equipment will include the full range provided for clients that can be used with minimal instruction such as:

- computerised catalogues
- manual catalogues
- photocopiers
- self charging equipment
- personal computers or terminals
- printers
- online public access catalogues (OPAC)
- microfiche readers and printers
- cassettes

Information may include:

- local or community information
- information about the organisation where the information service is located, eg local council, business, university, specialised bodies

Clients may be:

- in the information service
- in contact with the organisation by mail, phone, fax or electronically

## EVIDENCE GUIDE

Competency is to be demonstrated by effective use of information providers' services and facilities as listed within the range of variable statements relevant to the work orientation.

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes the ability to:

- work effectively with clients
- adapt service provision to suit a variety of client needs
- apply information literacy to own work practices
- provide a basic level of assistance to clients in at least two different types of service provision

### (2) Pre-requisite Relationship of Units

This unit may be assessed in conjunction with the following unit:

- LISCOR0011A      Develop own information literacy skills

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- client service
- referral techniques
- standard sources of information
- basic communication and promotion techniques
- information literacy skills
- the role and function of different types of information
- Information management
- library policies in relation to the provision of services and information
- Information technology
- the management of files
- basic information technology security procedures
- the work environment

**Skills**

The ability to:

- accurately assess client needs
- apply library policies in relation to the provision of services
- communicate effectively with users of the service
- use referral techniques effectively
- deal with a range of clients' courteously and promptly and accommodate their special needs
- identify and use standard sources of information
- record client complaints quickly and accurately
- deal with conflicting demands for services
- demonstrate respect for client comments and complaints
- acquire and use information
- apply information literacy skills to own work practices
- use standard information formats
- follow basic information technology security procedures
- operate computer hardware to manage files and print documents
- select and using technology appropriate for the task
- follow service provider's rules and regulations
- use standard office and library equipment and facilities

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided for client use by an information service provider. Specific assessment tools may include:

- relevant organisational policy and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for clients



**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation of practical demonstration in customer service
- oral questioning
- discussion of examples of assistance provided to clients, such as handling client complaints and referrals
- examination of components in assessee's portfolio/CV which are relevant to customer service
- authenticated assessments and/or assignments from relevant further formal education courses
- self assessment reports
- supporting statement from section manager or equivalent

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur on the job, off the job, or in a combination of both.



## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"><li>Carries out established processes</li><li>Makes judgement of quality using given criteria</li></ul>	<ul style="list-style-type: none"><li>Manages process</li><li>Selects the criteria for the evaluation process</li></ul>	<ul style="list-style-type: none"><li>Establishes principles and procedures</li><li>Evaluates and reshapes process</li><li>Establishes criteria for evaluation</li></ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**LISCOR0071A: Undertake interactive workplace communication**

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively undertake interactive communication at the workplace, and applies to all individuals working in the Library and Information Services

Competency Field:

Library and Information Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Communicate information about tasks, processes, events or activities	1.1 Communicate information about tasks, processes, events or activities using telephone, face to face, written report, sketches and electronic medium. 1.2 Multiple operations using several communication medium are used. 1.3 Listening is undertaken without continuous interruptions of the speaker. 1.4 Questions are used to gain extra information and clarification. 1.5 Correct sources of information are identified and confirmed. 1.6 Information is selected and sequenced appropriately. 1.7 Communication is demonstrated in both familiar and unfamiliar situations, individuals and groups.
2. Participate in group discussion to achieve appropriate work outcomes	2.1 Responses are conveyed to others in the group. 2.2 Constructive contributions are made in terms of the work process involved. 2.3 Goals and aims are communicated clearly.

## RANGE STATEMENT

This unit covers competencies needed for situations where employees must collectively undertake a task eg: three or four library personnel co-operating to prepare for an activity, a library service personnel who has to attend a clients call, or a group of library and information service workers who are undertaking a similar task in close proximity to each other.

Techniques that could be used as the subject of communication includes but is not limited to:

- client service activity schedules
- written data or related instructions;
- client instructions
- signage
- memos
- electronic
- work schedules/work bulletins
- reports (verbal/written)

## EVIDENCE GUIDE

Competency is to be demonstrated by the effective use of methods of communication relating to instructions, information sources and meeting procedures listed within the range statement relative to the work orientation.

### (1) Critical Aspects of Evidence

This unit should be assessed in conjunction with other specialisation or core units and not in isolation. The assessment should be linked with performance of normal workplace activities where the competency covered by this unit is demonstrated concurrently with other core or elective competencies. The communication tasks may be related to any aspect of the job, interacting with team members, receiving instructions, reporting and any other activity that requires communication with individuals or groups.

### (2) Pre-requisite Relationship of Units

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- basic level of ability in speaking
- basic level in reading
- basic level in writing English
- basic numeracy
- work place safety requirements
- the use of work schedules, charts, work bulletins and memos
- report writing

Skills

The ability to:

- work safely to instructions
- convey information in simple English to invoke correct actions
- to undertake interactive workplace communication

Basic numeracy means the ability to perform simple arithmetic using whole numbers applying the four basic rules of addition, subtraction, multiplication and division. The unit however does not refer to competence in English but in communication. English language ability should be professionally assessed

**(4) Resource Implications**

The following resources should be made available:

- all tools, equipment, materials and documentation required
- any relevant workplace procedures
- any relevant product and manufacturing specifications
- any relevant codes, standards, manuals and reference materials

**(5) Method of Assessment**

The candidate will be required to orally, or by other methods of communication,

- answer questions put by the assessor
- identify colleagues/supervisors who can be approached for the collection of competency evidence where appropriate
- present evidence of credit for any other training related to this unit

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

During assessment the individual will:

- demonstrate safe working practices at all times;
- communicate information about activities, events or tasks being undertaken to ensure a safe and efficient working environment;
- take responsibility for the quality of their own work;
- plan tasks in all situations and review task requirements as appropriate;
- perform all tasks in accordance with standard operating procedures;
- perform all tasks to specification;
- use accepted Library and Information Services techniques, practices, processes and workplace procedures

Tasks involved will be completed within reasonable timeframes relating to typical workplace activities

**(6) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. The communication activities undertaken should be consistent with the individual's field of work and be based on interaction with others related to workplace tasks and procedures, tools, equipment, materials and documentation relevant to that field of work.

The competencies covered by this unit should be demonstrated by an individual working alone or as part of a team. Assessment should be conducted in an environment that the individual is familiar with.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISCOR0081A: Follow principles of Occupational Health and Safety (OH&S) in work environment**

### Competency Descriptor:

This unit deals with the skills and knowledge required to effectively perform work activities to conform to Occupational Health and Safety requirements, and applies to all individuals working in the Library and Information Service Industry.

Competency Field: Library and Information Services

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow safe work practices	1.1 Work is carried out safely and in accordance with company policy and company procedures and legislative requirements. 1.2 Housekeeping is undertaken in accordance with company procedures. 1.3 Responsibilities and duties of employees are understood and demonstrated in day-to-day actions. 1.4 Safety signs/symbols are identified and followed as per instruction. 1.5 Occupational Health & Safety Commission guidelines demonstrated.
2. Report workplace hazards	2.1 Workplace hazards identified during course of work and reported to appropriate person according to standard operating procedures.
3. Follow emergency procedures	3.1 Means of contacting the appropriate personnel and emergency services in the event of an accident demonstrated. 3.2 Emergency and evacuation procedure understood and carried out when required.

## RANGE STATEMENT

This Occupational Health and Safety (OHS) unit applies to safe working practices as applied to all Library and Information Services workplaces. Competencies to be demonstrated must be associated with performance of duties and use of specialist skills. This unit and these standards do not cover the skills of emergency teams such as fire fighting, first aid officer etc.

Quality Assurance requirements may include:

- working environment
- adverse weather conditions
- protection of work personnel
- protection of public

Personal protective equipment may include but is not limited to:

- overalls
- dust masks/respirator,
- appropriate footwear

Safety responsibilities apply to:

- personal protection
- safe interactive work practices (duty of care)
- Occupational Health and Safety (OHS) regulations
- National Environment and Planning agency (NEPA) regulations
- Factory Act

Emergency procedures may include but not limited to:

- facility layout
- aisle
- fire extinguishers
- emergency exits
- manual handling and lifting
- shelving

Emergency procedures include:

- fire fighting
- medical and first aid
- evacuation

## EVIDENCE GUIDE

Competency is to be demonstrated by safely and effectively carrying out safe work practices within the range of variables relevant to the work orientation

### (1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- demonstrate application of organizational policies and procedures including Quality Assurance requirements where applicable
- carry out correct procedures prior to and during construction/refurbishing process
- safe and effective operational use of tools, plant and equipment
- carry out appropriate applications in accordance with regulatory and legislative requirements

**(1) Critical Aspects of Evidence**

During assessment the individual will:

- demonstrate safe working practices at all times;
- communicate information about Occupational Health and Safety requirements to ensure a safe and efficient working environment;
- demonstrate the ability to apply Occupational Health and Safety principles
- take responsibility for the quality of their own work;
- perform all tasks in accordance with standard operating procedures;
- perform all tasks to specification;
- use accepted Library and Information Services techniques, practices, processes and workplace procedures

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- basic level of ability in speaking
- basic level in reading & writing English
- workplace and shelving safety requirements
- material storage requirements
- relevant acts, regulations and codes of practice
- company policy

Skills

The ability to:

- work safely to instructions
- use equipment and tools safely
- communicate effectively
- handle resources and supplies
- operate equipment and safety devices

**(4) Resource Implications**

The following resources should be made available:

- all tools, equipment, materials and documentation required
- any relevant workplace procedures
- any relevant industry specifications
- any relevant codes, standards, manuals and reference materials

**(5) Method of Assessment**

The candidate will be required to orally, or by other methods of communication:

- answer questions put by the assessor
- identify colleagues/supervisors 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

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.

**(6) Context of Assessment**

This unit may be assessed on the job, off the job, or a combination of both. Aspects of this unit will need to be assessed in a work situation. The context in which the OH&S principles are applied should be consistent with the individual's field of work. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. Assessment should be conducted in an environment that the individual is familiar with.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**LISLIB0011A: Assist with circulation services**

## Competency Descriptor:

This unit deals with the knowledge and skills required to provide assistance to clients who borrowing materials, and applies to individuals working in the Library and Information Service Industry.

Competency Field: Library and Information Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Provide information to clients in relation to circulation	1.1 Clients are informed of basic lending rules in an accurate and courteous manner and/or are referred appropriately. 1.2 Client inquiries are dealt with promptly or referred to appropriate person(s).
2. Process loan transactions	2.1 Client registration details are checked and processed in accordance with the service provider's procedures. 2.2 Client transactions are carried out in accordance with policies, procedures and client service standards. 2.3 Competing demands for service are dealt with tactfully and helpfully. 2.4 Material is checked in accordance with the service provider's requirements, and organised for shelving or other use.
3. Implement security procedures	3.1 Client behaviour and use of the library are monitored for security breaches. Clients are advised of rules as related to discipline. 3.2 Suspected breaches are dealt with in a diplomatic manner and in accordance with the organisation's client service standards and legal requirements, and/or referred to appropriate person(s). 3.3 Disputes are resolved and/or are referred to appropriate person(s).
4. Process financial transactions	4.1 Cash is handled in accordance with the organisation's procedures and within prescribed limits.

- 4.2 Credit card and electronic funds transfer transactions are handled in accordance with the organisation's procedures.
- 4.3 Receipts are issued and costings are allocated in accordance with the organisation's policies and accounting procedures.
- 4.4 Income is balanced to receipts.
- 4.5 Irregularities are noted and appropriate action is taken promptly.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- communication channels
- quality and continuous improvement processes and standards
- compliance with legislation, codes and workplace standards

Circulation/lending system may be automated, self-charging or it may be manual.

Lending policies and procedures may include:

- loan periods and their provisions
- overdue items
- overdue notices
- damaged or missing items
- client access
- effects on client access because of particular behaviour
- financial matters
- reserving materials

Standard procedures are those in the organisation's procedural manuals and policy statements, or commonly agreed to be part of the organisation's culture and way of operating.

Items may be checked for damage, missing pages/pieces or need for repair.

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaux

Financial transactions will relate to lending activities, eg:

- fines
- replacement charges

Clients may be:

- in the information service
- in contact with the organisation by mail, phone, fax or other means

## EVIDENCE GUIDE

Competency is to be demonstrated by assisting clients courteously and promptly in accordance with the information provider's regulations and client service standards.

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- the ability to work effectively with clients in an environment similar to a commercial environment when return business is essential for survival

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- client service
- communication principles
- planning and organisation
- information literacy
- the service provider's policies, rules and regulations in relation to lending, interlibrary loans, handling money security, discipline and client relations
- the principles underpinning the operations of manual and automated circulation systems, including self-charging systems
- circulation activities
- computerised catalogues-\*

#### Skills

The ability to:

- respond positively to routine enquiries and handling minor disputes in relation to specified client relations policies
- work effectively in a team environment
- communicate effectively in a work environment and with clients
- acquire and use information appropriate to work responsibilities
- operate computer hardware to manage files and disks, print documents and use a keyboard and mouse
- follow basic information technology instructions
- perform circulation activities efficiently and in line with specified policies and procedures
- operate serials and closed reserve collections
- maintain and monitor security systems
- use both manual and automated systems

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by a typical lending unit of an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for clients

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- discussion of examples of assistance provided to clients, handling client complaints, referrals, etc
- examination of candidate's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions
- examples of work undertaken in loans, interlibrary loans, bookkeeping activities, etc.
- examples of authenticated assessments and/or assignments from formal education courses

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISLIB0021A: Prepare, process and store resources**

### Competency Descriptor:

This unit deals with the knowledge and skills required to provide consistent organisation and maintenance of informational, materials and equipment. Individuals should process and store resources in accordance with the information service provider's policies and procedures.

Competency Field: Library and Information Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare newly acquired resources	1.1 Material and equipment are labelled and examined. Protective and security measures are applied, in accordance with procedures. 1.2 Client inquiries are dealt with promptly or referred to appropriate person(s) Suggestions are given for action taking into account the expected life, use of, and demand for the material and equipment. 1.3 Statistics of processed resources are recorded in accordance with the service provider's procedures.
2. Undertake basic processing of information	2.1 Information is processed in accordance with the organisation's procedures. 2.2 The particular requirements of the processing system used are identified and met. 2.3 Minor problems in the processing system or procedures are promptly brought to the attention of relevant person(s) for action.
3. Arrange material to facilitate access to resources by clients	3.1 Material is checked processed and organised promptly for shelving. 3.2 Material is shelved efficiently tidily and correctly within the classification system used by the service provider. 3.3 Material is regularly checked for correct shelving and to detect missing or damaged items. 3.4 Material is moved and transferred to correct destination, as directed and in accordance with OHS requirements.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- communication channels
- quality and continuous improvement processes and standards
- compliance with legislation, codes and workplace standards

Resources may cover a wide range of material, equipment and other information resources obtained by the organisation by purchase exchange or donation, including:

- print
- non-print, eg CD-ROMs, toys, videos, cassettes
- equipment, eg audio-visual hardware and items, computers and printers
- information in electronic format, eg software and content items

Classification system may include:

- standard classification schemes, eg Dewey, Library of Congress
- standard book numbering schemes, eg Cutter-Sanborn or author/title marks
- other common arrangements, eg by size, format, class, genre
- specialist classifications or arrangements

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaux
- databases

Damage may include:

- wear and tear
- vandalism
- water
- smoke
- pest infestation damage
- desensitisation

## EVIDENCE GUIDE

Competency is to be demonstrated by Individuals processing and storing resources in accordance with the information service provider's policies and procedures as listed within the range of variables statement relevant to the work orientation

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- a broad understanding of the institution's preservation policies and procedures for conservation
- a knowledge and application of materials care and repair principles and practices

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- basic communication
- information literacy
- basic planning and organising
- processing materials accurately in line with service provider's procedures
- shelving, rearranging, shelf checking reading and stocktaking in line with policies and procedures
- information technology
- technology security procedures
- service provider's policies, rules and regulations in relation to processing, storage, conservation and preservation of material
- standard methods of organising and arranging materials, equipment and information, including
- common classification systems, format
- arrangements, and other arrangements
- designed to facilitate client access to materials and information
- standard stocktaking procedures
- basic book repair procedures

#### Skills

The ability to:

- acquire and use information appropriate to work responsibilities
- work effectively and constructively in a team
- report anomalies in processing system promptly and efficiently
- operate computer hardware to manage files and disks, print documents and use a keyboard and mouse
- following basic instructions
- assess likely wear and tear on resources and making recommendations for protection and storage



**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by a typical lending unit of an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for clients

**(5) Method of Assessment**

Evidence may be gained in a variety of ways including:

- observation
- oral questioning
- examples of repair work
- examination of candidate's portfolio/CV
- authenticated assessments and/or assignments from relevant education courses
- self assessment reports
- supporting statement from section manager

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISLIB0041A: Process orders**

### Competency Descriptor:

This unit deals with the knowledge and skills needed for the acquisition of resources and requires individuals to liaise with suppliers, to order resources and to maintain accurate records in keeping with the information provider's policies and guidelines.

Competency Field: Library and Information Services

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Determine details of resources required and suppliers	1.1	All necessary details of required resources are obtained, checked and verified for effective ordering.
		1.2	Appropriate suppliers are chosen from approved lists or in accordance with the organisation's guidelines.
		1.3	Performance of suppliers is monitored in accordance with specified criteria and mechanisms, and information about supplier issues is provided to appropriate person(s) in a timely way.
2.	Order material	2.1	Orders include all required information for supplier(s) and are sent in a format which meets the organisation's and supplier's requirements.
		2.2	Urgent orders are dealt with promptly and pick-up or other method of delivery is arranged to ensure earliest receipt by the most cost effective method.
		2.3	Progress of orders is checked and appropriate follow-up action is taken.
		2.4	Relevant databases are routinely accessed in the work area.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement of processes and standards where necessary

Information service providers include a range of organizations or agencies that provide information, e.g.:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organization
- community advisory organisations or bureaus
- resource persons

Materials may be acquired by purchase or be free of charge.

Suppliers may include:

- local suppliers eg retail outlets and agents
- interparish and regional
- international

Type of system for ordering and recording aspects of the acquisition process may be:

- automated, including stand alone systems or as a component of the organisation's automated management system
- manual
- on-line, using the Internet or email to access remote servers

Legislation, codes and national standards relevant to the workplace may include:

- government and/or organisational purchase agreements
- Copyright Act and amendments

Materials may cover a wide range of items and information resources obtained by the organisation by purchase exchange or donation, include:

- print
- non-print, e.g. CD-ROMs, toys, videos, cassettes
- equipment, eg audio-visual hardware and items
- information in electronic format

Supplier issues may include consideration of:

- cost
- time
- quality
- quantity
- number

Delivery systems may be:

- mail
- courier
- electronic
- personal

## EVIDENCE GUIDE

Competency is to be demonstrated by liaising with suppliers, to order resources and to maintain accurate records within the information provider's policies and guidelines.

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- demonstrated accuracy in the preparation and verification of orders
- demonstrated accuracy in organisational abilities
- sound knowledge of bibliographic record components

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- communication and promotion
- information literacy
- bibliographic tools,
- trade catalogues and other aids
- components of a bibliographic record
- bibliographic searching and verification methods
- information technology
- the basic functions of applications, back up data
- technology security procedures
- Copyright Act and amendments
- Intellectual Property Rights (IPR)

#### Skills

The ability to:

- communicate effectively and appropriately on email, using attachments
- use bibliographic tools
- apply bibliographic searching and verification methods
- acquire and use information appropriate to work responsibilities
- work within a network and understand its related library functions
- evaluate the quality and relevance of information that can be accessed through the Internet
- select and use available technology appropriate to the task
- operate computer hardware to manage files and disks, print documents and use a keyboard and mouse
- operating computer software to launch applications, retrieve and save files

## Underpinning Knowledge and Skills (Cont'd)

### Skills

The ability to:

- establish and follow procedures, and add simple data and records to information systems
- following basic instruction

### **(4) Resource Implications**

Competency in this unit s hould be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg purchase order and requisition forms

### **(5) Method of Assessment**

Evidence may be gained in a variety of ways including:

- observation
- oral questioning
- examination of candidate's portfolio/CV
- authenticated assessments and/or assignments from relevant education courses
- supporting statement from section manager or equivalent
- position descriptions from relevant workplaces
- self assessment reports
- examples of work covering the ordering and receipt of materials

### **(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both .

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ITICOR0011A: Carry out data entry and retrieval procedures**

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer, to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field:

Information Technology and Communications - Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
		1.2	The hardware components of the computer and their functions are correctly identified.
		1.3	Equipment is powered up correctly.
		1.4	Access codes are correctly applied.
		1.5	Appropriate software is selected or loaded from the menu.
2.	Enter data	2.1	Types of data for entry correctly identified and collected.
		2.2	Input devices selected and used are appropriate for the intended operations.
		2.3	Manipulative procedures of Input device conform to established practices.
		2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
		2.5	Computer files are correctly located or new files are created, named and saved.
		2.6	Data is accurately entered in the appropriate files using specified procedure and format.
		2.7	Data entered is validated in accordance with specified procedures.



- 2.8 Anomalous results are corrected or reported in accordance with specified procedures.
- 2.9 Back-up made in accordance with operating procedures.
- 3. Retrieve data
  - 3.1 The identity and source of information are established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information is retrieved, using approved procedure.
  - 3.6 Formats to retrieved report or information conform to requirements.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.

- |    |  |     |   |
|----|--|-----|---|
| 6. | Monitor the operation of equipment               | 6.1 | The system is monitored to ensure correct operation of tasks.   |
|    |  | 6.2 | Routine system messages are promptly and correctly dealt with.  |
|    |  | 6.3 | Non-routine messages are promptly referred in accordance with operating requirements.   |
|    |  | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.                         |
|    |  | 6.5 | Output devices and materials are monitored for quality.   |
| 7. | Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures.  |
|    |  | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
|    |  | 7.3 | E-Mail is sent and retrieved competently.   |
| 8. | Close down computer system                       | 8.1 | The correct shut down sequence is followed.   |
|    |  | 8.2 | Problem with shutting down computer is reported promptly.   |
|    |  | 8.3 | All safety and protective procedures are observed.  |
|    |  | 8.4 | The system integrity and security are preserved.  |
| 9. | Maintain computer equipment                      | 9.1 | Cleaning materials and/or solutions used meet specified recommendation.   |
|    |  | 9.2 | The equipment is cleaned as directed.   |
|    |  | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply

### Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

### Data:

- textual
- numerical
- graphical

### Software systems to include for:

- word processing
- spread sheet
- internet access

### File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

### Files save on:

- network
- magnetic media
- personal PC

### Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry
  - management system
- methods of locating files
- organisation's standards applicable to
  - accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of
  - information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, and personal Computer

Input devices: Keyboard, mouse, other selection devices

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

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Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## LISCOR0021A: Manage own work performance and learning

Competency Descriptor:

The knowledge and skills required for individuals to manage their own performance and contribute to their own professional development within the context of the organisation.

Competency Field: Library and Information Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Manage self	<p>1.1 Personal qualities and performance serve as a model in the workplace.</p> <p>1.2 Personal goals and plans reflect the organisation's plans, and personal roles, responsibilities and accountabilities.</p> <p>1.3 Action is taken to achieve personal goals beyond those planned.</p> <p>1.4 Consistent personal performance is maintained in varying work conditions and work contexts and in line with work standards.</p> <p>1.5 Relevant OHS requirements are identified and the need for equipment or other assistance to meet them are brought to the attention of appropriate person(s).</p>
2. Set and meet own work priorities	<p>2.1 Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives.</p> <p>2.2 Technology is used efficiently and effectively to manage work priorities and commitments.</p>
3. Develop and maintain professional competence	<p>3.1 Personal knowledge and skills are assessed against competency standards to determine development needs.</p> <p>3.2 Feedback from management, clients and colleagues is used to identify ways to improve competence.</p> <p>3.3 Management development opportunities suitable to personal learning styles are selected and used to develop competence.</p>

	3.4	Participation in industry networks and associations enhances personal knowledge, skills and relationships.
	3.5	New skills are identified and developed to add value to work performance.
4. Participate in identifying and meeting own learning needs	4.1	Steps are taken, in consultation with appropriate person(s) as needed, to identify own learning needs and ways to meet them.
	4.2	Action is taken to meet own learning needs through consultation with and seeking assistance of appropriate person(s) as needed.
	4.3	Opportunities to meet identified learning needs are accepted where possible.
5. Participate in workplace change and development	5.1	Changes to own work requirements which have been agreed with supervisor, team leader or the workgroup/team, are implemented.
	5.2	Opportunities for the implementation of new or improved work practices and policy changes are identified and suggested to the appropriate person/s.

## RANGE STATEMENT

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organization
- community advisory organisations or bureaus

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement processes and standards





Legislation, codes and national standards relevant to the workplace may include:

- Copyright Act
- Archives Act
- Organization policy guidelines

Standards of work may:

- include formal or informal standards
- be set by the work group, the organisation or by other bodies

Standards may be:

- contained in the organisation's policies and procedures
- in ethical standards or codes of conduct
- accepted international, national or local standards or protocols for library and information service work
- part of quality assurance mechanisms or guidelines
- contained in legislation affecting the organisation

Learning may take place through a range of methods such as:

- mentoring
- coaching
- exchange/rotation
- shadowing
- structured training programs
- field work/work experience

Learning may take place through a range of experiences, activities and processes through which people acquire new skills and knowledge and may include:

- own study
- development of skills through practice
- informal or formal training
- structured instruction
- assistance by others or through self-paced learning materials
- other programs designed to teach specific skills

Own development and learning needs may include gaps in knowledge and skills for present work, or the need to obtain competencies to fulfil career aspirations or current and future library needs and objectives.



## EVIDENCE GUIDE

Competency is to be demonstrated by managing their own performance and contributing to their own professional development within the context of the organisation and as listed within the range of variables statement relevant to the work orientation.

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- the ability to take responsibility for own work performance and professional development
- the ability to recognise weak areas and suggest corrective measures

### (2) Pre-requisite Relationship of Units

- LISCOR0011A      Develop own information literacy skills

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

## Communication

- managing work outputs within a specified time and setting priorities
- basic communication and promotion
- selecting and using available learning methods to maintain current competence
- monitoring own work and introducing strategies to improve performance
- applying OHS principles in work routines
- working to set ethical standards and in a flexible manner
- Copyright Act and amendments

Skills

The ability to:

- seek feedback and integrating constructive advice into work routines communicate effectively in a work environment and with clients
- work effectively in a team
- demonstrate effective interpersonal skills
- communicate effectively and appropriately on email
- retrieve and save files
- back up data, and add simple data and records to information systems
- use the basic functions of applications

## Information Technology

- Copyright Act and amendments
- selecting and using technology which is available and appropriate to work responsibilities
- operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
- operating simple computer software
- awareness of the potential damage caused by viruses
- procedures to prevent viruses
- following basic information technology security procedures

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for clients

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- supporting statement from section manager or equivalent
- position description
- samples of work
- relevant certificates or statements of attendance at relevant professional development activities such as computer applications, OHS, change management, negotiation, interpersonal skills
- career plan
- professional development plan
- simulation of various workplace situations
- examples of authenticated relevant assessments and/or assignments from related education courses

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both.



## CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"><li>Carries out established processes</li><li>Makes judgement of quality using given criteria</li></ul>	<ul style="list-style-type: none"><li>Manages process</li><li>Selects the criteria for the evaluation process</li></ul>	<ul style="list-style-type: none"><li>Establishes principles and procedures</li><li>Evaluates and reshapes process</li><li>Establishes criteria for evaluation</li></ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISLIB0031A: Assist with programs, activities and promotion**

Competency Descriptor:

In assisting in the promotion of the service provider's key role by the provision of information. Practitioners may contribute to the design, visual communication and organisation of displays and other events.

Competency Field: Library and Information Services

### **ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Set up and maintain displays	<p>1.1 Purpose of the display is confirmed and is consistent with the goals and objectives of the organization.</p> <p>1.2 Design and construction follow required procedures.</p> <p>1.3 Action is taken to add to, amend, update or remove display when its usefulness, currency or attractiveness deteriorate, and/or recommendation is made for such action.</p> <p>1.4 Information is maintained on details of displays for future reference.</p>
2. Assist with the preparation of information and materials for promotion	<p>2.1 Specifications regarding timing, costs, scope and nature of publicity materials are confirmed with appropriate person(s).</p> <p>2.2 Information is collected, edited and prepared for publicity purposes in accordance with specified requirements.</p> <p>2.3 Assistance with programs and activities is in accordance with requests and directions.</p> <p>2.4 Activities meet specified requirements.</p>

### **RANGE STATEMENT**

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices workplace standards
- communication channels
- quality and continuous improvement processes and standards
- compliance with legislation, codes and

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organization
- community advisory organisations or bureaus

Displays may:

- promote use of the information service
- provide information
- attract specific clients
- promote sales

Types of publicity or information material may include:

- printed material, eg directional and other signage
- bookmarks
- book lists
- maps/floor plans
- newsletters or advertisements
- non-printed material, eg models
- electronic media, eg hyper-card programs

Information about the display may include:

- timing
- location
- materials displayed
- purpose

## EVIDENCE GUIDE

Competency is to be demonstrated by individuals assisting in the promotion of the service provider's key role by the provision of information. Practitioners may contribute to the design, visual communication and organisation of displays and other events in accordance with the information service provider's policies and procedures as listed within the range of variables statement relevant to the work orientation

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- demonstrated care and attention to detail
- ability to follow instructions and work within specified guidelines

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Client service
- promotional strategies to be used in client relations activities,
- Communication and promotion
- a range of display techniques, including those suitable for refreshing and updating existing displays
- the principles of design and display work
- collecting, organising and formatting information for display and promotional events
- standard display equipment
- Information literacy
- acquiring and using information appropriate to work responsibilities the work environment the service provider's policies, rules and regulations in relation to promotion, publicity and display, client relations, security and OHS

Skills

The ability to:

- use promotional strategies in dealing with clients on a day -to-day basis
- plan and mount a simple display within existing guidelines,
- use a range of display techniques, including those suitable for refreshing and updating existing displays
- work effectively and constructively in a team designing, creating and mounting signs to achieve specified objectives
- select and use standard display equipment effectively and within OHS guidelines
- collect, organise and format information for display and promotional events
- apply OHS principles in promotion and publicity activities and events
- monitor and implement security procedures under direction
- apply awareness of security needs

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:

- relevant policies and procedures manuals
- other organisational documentation, eg organisational charts, floor plans, instructions for clients

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- supporting statement from section manager or equivalent
- appropriate position descriptions
- portfolio comprising examples of display work, eg photographs of displays, promotional materials developed and published such as, flyers, leaflets, booklets
- other relevant productions such as newsletters, posters, plans, models, computer produced packages



**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both .

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISLIB0061A: Use bibliographic methods/tools**

### Competency Descriptor:

This unit deals with the knowledge and skills required to identify the variety of information systems used by information providers and requires individuals to understand the principles underpinning the organisation of bibliographic and other relevant information and classification systems.

Competency Field: Library and Information Services

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Retrieve data from an information system	1.1	The information system is interrogated using a range of search keys.
		1.2	Linking mechanisms, or reference structures, are used to locate relevant information/records.
		1.3	Data elements are selected, or manipulated, to produce required outputs.
2.	Identify components of an information system	2.1	The nature, purpose and organisation of the information system are identified.
		2.2	Data elements are identified and their function as part of an information record are verified.
3.	Contribute to the development of an information system	3.1	Principles and standards underpinning the organisation of the information system are verified.
		3.2	Data which conforms to the principles and organisation of the information system are entered under supervision.
		3.3	Data are checked for accuracy, suitability, relevance and legal compliance according to established procedures.
4.	Organise materials according to a classification scheme	4.1	Principles underpinning the classification system and its particular characteristics are confirmed.
		4.2	Materials are sorted, grouped and organised to meet the arrangement/s determined by the classification scheme.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement processes and standards

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Sources of information/material may include local or remote sources.

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources
- in contact by mail, phone, fax or electronically with the organisation

Remote sources include:

- remote storage facility
- other information agencies
- information sources such as companies, societies, organisations or commercial vendors

Legislation, codes and national standards may include:

- government and/or organisational purchase agreements
- Copyright Act
- various classification systems

Resources may include:

- people
- finance
- information
- equipment
- power/energy
- time
- buildings/facilities
- technology

Sources may be accessed electronically, using appropriate technology and software, eg ABN interlibrary loan module.

Standards and procedures may be:

- national
- international
- set down by the organisation
- by formal or informal agreement between the organisation and the remote source

Requests for information/material may be made by mail, phone, fax or other electronic means.

Information appropriate to the clients' needs will include consideration of factors relating to the client:

- age, eg pre-schoolers, adolescents
- educational background or general knowledge
- cultural and language background
- language, literacy and numeracy needs
- disabilities, both physical and intellectual

Client requirements may include:

- format including language
- timeframe
- delivery method

Advice on alternative document delivery options may include format, timeframe and cost details.

Delivery of information may be physical or electronic.

Other assistance may include assistance to client to:

- identify the most cost effective transaction
- use an electronic document supply service

Follow-up action may take place with the remote source or another source.

## EVIDENCE GUIDE

Competency is to be demonstrated by understand the principles underpinning the organisation of bibliographic and other relevant information and classification systems as listed within the range of variables statement relevant to the work orientation

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- knowledge and application of the organisation's policies and procedures in relation to its bibliographic standards and procedures
- knowledge of bibliographic records and components

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- information literacy
- bibliographic tools and standard reference resources
- bibliographic searching and verification methods
- Copyright Act, legal liability
- information technology
- interlibrary lending policies
- the organisation's interlibrary loan processes

Skills

The ability to:

- working effectively with information information sources, both standard, eg other libraries, and non-standard, eg government agencies, societies, commercial vendors
- use bibliographic tools and standard reference resources
- input data accurately according to system protocols
- select and use technology appropriate to the task
- operate relevant computer hardware and software
- apply interlibrary lending policies

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:

- relevant bibliographical materials and tools
- relevant policies and procedures manuals
- access to other information providers' catalogues
- other organisational documentation, eg organisational charts, floor plans, instructions for clients

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- examination of assessee's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions
- authenticated documentation of bibliographic tasks that candidate has executed
- examples of authenticated assessments and/or assignments formal education courses
- discussion of bibliographic problem solving approaches used by applicant
- simulation
- case studies

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of both.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## LISLIB0071A: Assist with cataloguing activities

### Competency Descriptor:

This unit deals with the knowledge and skills required to perform basic or descriptive cataloguing and catalogue maintenance duties and requires individuals to work in accordance with well-established procedures and guidelines.

Competency Field: Library and Information Services

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Undertake cataloguing/classification of material	<p>1.1 Suitable hard copy and electronic sources of ready -made cataloguing records are selected.</p> <p>1.2 Material is checked accurately against existing catalogue records in accordance with organisational procedures.</p> <p>1.3 Record is corrected and modified to conform to the organisation's cataloguing/classification system(s), requirements and relevant standards.</p> <p>1.4 Detection of errors in cataloguing/classification copy or inappropriate subject headings reflects understanding of relevant cataloguing tools and subject matter.</p> <p>1.5 Difficulties or uncertainties are discussed with appropriate person(s) and resolved and referred to appropriate persons for cataloguing/classification or other action.</p> <p>1.6 Cataloguing practices reflect knowledge of organisation's cataloguing system(s), and use of national network and organisation's computer system.</p>
2. Provide cataloguing support	<p>2.1 Material to be catalogued by others is checked against existing records and details added or corrections made to facilitate cataloguing.</p> <p>2.2 Catalogue maintenance is carried out in accordance with organisational procedures and priorities.</p> <p>2.3 An accurate and accessible record of the classification and holdings of the organisation is created and/or maintained, in accordance with national and relevant standards and guidelines.</p>

- |   |                        |     |  |
|---|------------------------|-----|--|
|   |                        | 2.4 | Statistics/records of information catalogued are accurately recorded in accordance with organisational procedures. |
| 3 | Create item level data | 3.1 | Assisted in creating item level data.  |
|   |                        | 3.2 | Relevant access points are recorded.   |
|   |                        | 3.3 | Item maintenance requirements are recorded.  |

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement processes and standards
- defined resource parameters

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Legislation, codes and national standards relevant to the workplace may include:

- copyright Act and amendments
- archives Act
- equal Opportunity legislation
- various cataloguing standards such as AACR2, DDC etc

Cataloguing may include:

- basic descriptive cataloguing
- a record which is flagged as being from a source known to be normally complete and reliable
- an apparently complete existing record found in the national database but from a source which may be less complete or reliable but acceptable to the library

Cataloguing will be within clear parameters and guidelines and in accordance with well-established rules. It will include basic copy cataloguing where an existing record is found from onsite or offsite sources.



Resources may include:

- people
- finance
- information
- equipment
- power/energy
- buildings/facilities
- technology

Catalogue maintenance includes:

- relocating items
- re-cataloguing items, eg from manual to computerised format
- updating of files
- correcting holdings information
- weeding
- guiding

Material to be catalogued may include:

- books
- journals
- audio-visual items
- CD-ROMs
- music
- maps
- toys
- games
- material in English or languages other than English
- computer files and software
- electronic documents and journals
- network resources
- microforms

Systems and standards may include:

- AUSMARC
- USMARC
- OCLC
- AACR (latest edition and amendments)
- SCIS Subject Headings
- Dewey Decimal Classification
- Library of Congress
- Sears list of subject heading
- Library of Congress List of subject heading

Appropriate person(s) for referral may include more experienced or senior staff in the library or other experts.

Catalogues will generally be automated, but may be in paper or electronic formats.

Access conditions includes recording specific conditions which apply to materials such as:

- not for loan
- shelved in specific areas of the organisation
- housed on or off site
- restrictions on loans periods

Item maintenance includes:

- checking disks for viruses on a regular basis
- checking special material to ensure all components are correct, eg pictorial materials, slides

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

## EVIDENCE GUIDE

Competency is to be demonstrated by individuals working in accordance with well-established procedures and guidelines as listed within the range of variables statement relevant to the work orientation

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- demonstrated accuracy and organisational abilities
- sound knowledge of bibliographic and catalogue record components
- knowledge and understanding of cataloguing conventions

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- communication
- information literacy
- library cataloguing policies and procedures
- bibliographic details
- information management applying international standards and systems used in libraries, eg AACR, USMARC, DDC, LCC OCLC and SCIS applying the principles of bibliographic description and access applying the principles of subject heading and classification schemes
- including files
- information technology operating computer hardware to
- manage files and disks, print
- documents and use a keyboard and
- mouse operating computer software
- to launch applications, retrieve and save files, use the basic functions of applications, back up data, establish and follow procedures, and add simple data and records to information systems the potential damage caused by applying principles of best practice to own work
- levels appropriate to different types of libraries applying catalogue maintenance
- processes locating suitable bibliographic records to match items preparing basic descriptive cataloguing records
- checking subject headings and
- classification numbers, using latest
- editions of suitable tools
- resolving simple cataloguing problems
- maintaining cataloguing records,
- viruses and procedures to deal with them following basic information technology security procedures
- maintaining and managing information
- technology for stand-alone computers
- working within a network and understanding its related information functions
- the work environment the role, functions and services of the organisation Copyright Act and amendments Intellectual property rights

## **Underpinning Knowledge and Skills (Cont'd)**

### Skills

The ability to:

- working effectively as part of a cooperative network
- check bibliographic details
- adapt/upgrade bibliographic records to suit client needs
- acquire and use information appropriate to work responsibilities
- evaluate the quality and relevance of information that can be accessed through the Internet searching databases efficiently

## **(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided in the cataloguing unit of an information service provider. Specific assessment tools may include:

- strategic plans and relevant policies and procedures manuals
- relevant cataloguing tools

## **(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- examination of assessee's portfolio/CV
- authenticated examples of assessments and/or assignments from formal education courses
- supporting statement from section manager or equivalent
- position descriptions
- samples of cataloguing and classification work
- discussion of case studies
- procedures manual written by applicant

## **(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of both.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISCOR0022A: Maintain service area environment, resources and equipment**

### Competency Descriptor:

This unit deals with the knowledge and skills required for the maintenance of service area environments, resources and equipment. This requires individuals to monitor the status of resources and equipment to ensure that OHS legislation and organizational policy's are met and the service area is operational for clients and staff.

### Competency Field:

Library and Information Services

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Maintain service area requirements	1.1 All aspects of the service area are monitored and appropriate action is taken to address problems.  1.2 The requirements of clients with special needs are met and the area is monitored to ensure that provision is in accordance with equity principles and policies and procedures.  1.3 Ways to improve service area safety, convenience and atmosphere are sought and implemented within area of responsibility and/or recommendations are made to appropriate person(s).  1.4 OHS and other safety requirements are identified and monitored.  1.5 The response to incidents and difficult issues concerning clients and staff is appropriate given the nature of the incident, the potential effect on different clients and staff, and relevant procedures and guidelines.
2. Maintain physical requirements of service area	2.1 Physical requirements for service area are met, taking into account client needs, relevant standards and policies and guidelines, and/or referred to appropriate person(s).  2.2 Specified processes are implemented and monitored to ensure material is stored or shelved consistent with sequencing system and easy retrieval.

- 2.3 Effective use of available storage/shelving is made and placement of equipment, fittings and furniture is safe and convenient.
  - 2.4 Placement and arrangement of material takes account of the individual qualities, expected use and promotional factors.
  - 2.5 Materials are checked on a regular basis and appropriate action is taken for missing or damaged items or the matter is referred to appropriate person(s).
- 3. Maintain facilities for storage and display
  - 3.1 Requirements for shelving and storage are identified and assessed in relation to facilities or industry standards .
  - 3.2 Any additional facilities or changes to facilities are identified and assessed and recommendations are made to appropriate person(s).
  - 3.3 Assessment and recommendations take account of client needs, cost, OHS requirements and developments in available facilities or industry standards.
  - 3.4 Planning for changes in storage or shelving includes any temporary or transitional arrangements.
  - 3.5 All changes are planned and supervised with the aim of ensuring minimal disruption to clients and staff.
- 4. Implement and monitor maintenance of equipment operation and functions
  - 4.1 Problems with the operation of equipment are identified and resolved and/or reported to the appropriate person.
  - 4.2 Resolution of problems reflects knowledge of common problems and ways to solve them, what constitutes a major problem requiring expert services, and implications regarding warranties.
  - 4.3 Resolution of problems reflects knowledge of common problems and ways to solve them, what constitutes a major problem requiring expert services, and implications regarding warranties.

- 4.4 Arrangements for repair or maintenance of equipment are negotiated to ensure minimal disruption to clients and staff, and staff are informed of likely disruptions.
- 4.5 Maintenance schedules for equipment are implemented in accordance with specified requirements.
- 5 Implement and monitor security processes
  - 5.1 Security systems and procedures are implemented and monitored to meet identified requirements.
  - 5.2 Warning systems are regularly checked and maintained.
  - 5.3 Activated warning system is immediately investigated and appropriate action taken.
  - 5.4 Suspected security breaches are dealt with promptly, diplomatically and in accordance with procedures and requirements.
  - 5.5 Where security officers are employed, all systems and procedures relating to security are implemented and monitored cooperatively.
  - 5.6 Client offences are dealt with firmly and appropriately in the light of the nature of the offence and rules and procedures.
  - 5.7 Disputes are resolved and/or referred to appropriate person(s).



## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement processes and standards
- defined resource parameters

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Resources may include:

- people
- finance
- information
- equipment
- power/energy
- time
- buildings/facilities
- technology

Legislation, codes and national standards relevant to the workplace which may include:

- Copyright Act and amendments
- Archives Act
- OHS legislation
- Organization policy guidelines

Occupational Health & Safety legislation may include:

- a knowledge of organisation's safety policies including working alone policy
- relevant OHS legislative requirements including
- use of safety clothing/equipment
- manual/material handling,
- storing chemicals/harmful substances
- ergonomic working arrangements

Clients with special needs will include consideration of factors relating to the client:

- age, eg pre-schoolers, adolescents
- educational background or general knowledge
- cultural and language background
- language, literacy and numeracy needs
- disabilities both physical and intellectual

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Difficult issues involving clients or incidents cover a wide range of situations and may include:

- safety and health issues
- client dissatisfaction with the information service, with decisions made by the organisation or with service
- behaviour by clients which is not in keeping with rules, regulations or security or behaviour requirements
- client demands which the information service cannot satisfy
- difficulties in communication with some clients
- client behaviour which is aggressive or threatening to staff or other clients
- small children left unattended

Physical requirements of service area may include:

- physical layout
- signage
- lighting
- facilities for reading
- provision or replacement of equipment, fitting eg shelving
- furniture
- noise levels

## EVIDENCE GUIDE

Competency is to be demonstrated by an individual maintaining service area environment resources and equipment to ensure that clients and others are provided with a safe and orderly environment in which to satisfy their information needs

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- knowledge and understanding of organisational policies and procedures
- familiarity with OHS legislation as applied in the organisation
- sound understanding and application of client service principles and skills

### (2) Pre-requisite Relationship of Units

- LISCOR0051A Assist with the maintenance of service area

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- client services
- clients special needs
- storage/housing facilities
- communication
- promotion and appropriate
- signage
- information literacy
- problem solving techniques
- conflict resolution techniques
- maintaining records
- stocktaking
- planning and supervising relocation of
- stock
- maintaining equipment
- monitoring security systems and
- equipment
- information technology
- the work environment
- library and information service standards and standards setting
- safe work practices

Skills

The ability to:

- identify needs of the clients with
- special needs
- organise storage/housing facilities effectively and in line with client needs
- work effectively with clients
- acquire and use information appropriate to work responsibilities
- work within a network and understand its related information service functions
- evaluate the quality and relevance of information that can be accessed through the Internet
- use techniques for monitoring the operations of a service area, including client satisfaction,
- OHS, issues relating to client behaviours etc
- operate computer software to launch applications, retrieve and save files
- operate computer hardware to manage files and disks, print documents and use a keyboard and mouse
- use the basic functions of applications, back up data,
- follow procedures, and add simple data and records to information systems
- select and use available technology appropriate to the task
- understand and use conflict resolution
- mediate and negotiate constructively and effectively
- apply principles of best practice in a client service unit

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by a client service unit of an information service provider. Specific assessment tools may include:

- strategic plans and relevant policies and procedures manuals

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- discussion of examples of assistance provided to clients, handling client complaints, referrals
- discussion of physical and/or behavioural contingency scenarios involving duty of care
- examination of candidate's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions
- evidence from other workplaces
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of both.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISLIB0032A: Assist with client access to information**

Competency Descriptor:

This unit deals with the knowledge and skills required for assisting clients to obtain information from readily accessed sources and requires individuals to locate the information, or refer clients appropriately, or assist clients to find and access the information themselves.

Competency Field: Library and Information Services

### **ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Determine client information requirements and ways to meet them	1.1 All appropriate opportunities are taken to support the client in developing and applying information literacy skills independently. 1.2 The nature of client information requirements is jointly identified with the client using appropriate techniques. 1.3 Assessment and interpretation of client requirements reflect awareness of common client information requirements. 1.4 An assessment is made quickly of the likely availability of the required information from readily accessed sources, and the level and nature of the assistance appropriate to meet client requirements.
2. Provide information or refer appropriately	2.1 Information is provided from readily and easily accessed sources, and the level and nature of the assistance is appropriate to meet client requirements. 2.2 Information is provided in a language and format appropriate to the client. 2.3 Client is consulted to ensure that information meets requirements. 2.4 Action is taken to resolve remaining issues and/or client is referred appropriately.
3. Assist clients to access reserves and material from other sources	3.1 Clients are informed about arrangements for reserves, inter-library loans or other relevant access means and likely procedures to satisfy their requirements. 3.2 Progress in providing information is monitored and action taken as appropriate to advise client of delay or other difficulties.

- |    |  |     |  |
|----|--|-----|--|
| 4. | Assist clients to access required information directly | 4.1 | Appropriate reference tools and equipment that may be used by the client are identified, and client knowledge of them and skills in their use are confirmed.                 |
|    |  | 4.2 | Directions, instructions and demonstrations to assist clients to use reference tools and equipment are in a language and at a level and pace appropriate to clients .        |
|    |  | 4.3 | Clients are informed of any constraints regarding their access to information or use of reference tools or equipment.  |
|    |  | 4.4 | Advice to clients on information provided reflects relevant knowledge of the subject matter and client interests, or client is referred to appropriate person(s) for advice. |
| 5  | Maintain relevant Library records                      | 5.1 | Records are compiled and maintained in accordance with the organisation's procedures.  |

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's:

- goals, values, objectives, plans,
- systems and processes
- business and performance plans
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement
- processes and standards
- defined resource parameters

Clients may be:

- internal or external
- drawn from existing or new sources

Legislation, codes and national standards relevant to the workplace may include:

- Copyright Act and amendments
- Archives Act
- Organization rules and regulations

Information sources may include:

- catalogues
- on-line and other databases
- reference sources

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or commercial establishments
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Resources may include:

- people
- finance
- information
- equipment
- time
- buildings/facilities
- technology

Readily and easily accessed sources will include:

- the organisation's collection or other sources of information that are routinely accessed in the organisation, through standard search processes for which there are well established and clear cut procedures, eg searching for known items.
- Material from other sources may include inter-library loans or copies of information in
- print, non-print and/or electronic formats

Constraints may include:

- cost
- organisational policy
- restrictions on access to required information
- availability of other assistance
- competing demands
- ethical considerations

Appropriate techniques to clarify client requirements, and to provide appropriate format and information, will depend on factors such as:

- the preferred format
- age, eg pre-schoolers, adolescents
- educational background or general knowledge
- cultural and language background
- language, literacy and numeracy needs
- disabilities both physical and intellectual

Clients may be internal or external. In relation to this unit, client needs and requirements will be relatively easily determined from client interviews or written requests.

Client contact may be:

- in person
- by phone
- in writing
- electronically

Techniques may include basic interview techniques involving:

- client observation
- open-ended questioning
- active listening and summarising
- questionnaire
- simple ready reference queries
- community information

Client information requirements may include:

- current or topical information for a client group, e.g. school assignments
- frequently requested information



## EVIDENCE GUIDE

Knowledge to provide advice to clients on information provided is likely to be limited to a particular area of the organisation's collection and may include literature in languages other than English.

### (1) Critical Aspects of Evidence

- sound understanding and application of client service skills
- highly developed application of information literacy skills
- sound knowledge of the information service's reference resources
- sound knowledge of bibliographic tools

### (2) Pre-requisite Relationship of Units

- LISCOR0041A Use network services effectively to provide access to information
- LISCOR0061A Assist clients to use an information service effectively
- LISLIB0061A Use bibliographic methods/tools

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- client service
- communication and promotion
- planning and organisation – (basic)
- information literacy skill
- information technology
- the work environment
- organisational policies in relation to client assistance, such as inter-library lending
- Copyright Act and amendments
- strategic plans and relevant policies and procedures manuals

#### Skills

The ability to:

- use client interviewing techniques
- interact positively with clients
- categorise client needs
- assisting clients to locate information, internally or externally
- listen actively to determine or confirm requests or instructions
- communicate effectively and appropriately on email
- use attachments effectively
- use bibliographic tools
- select and use searching strategies
- operate computer software to launch applications
- retrieve and save files
- back up data, establish and follow procedures, and add simple data and records to information systems
- follow basic information technology security procedures

**Underpinning Knowledge and Skills (Cont'd)****Skills**

The ability to:

- use standard reference resources
- assist clients to use standard reference tools efficiently
- acquire and using information appropriate to work responsibilities
- work within a network and understand its related library functions and the information that can be obtained from networks
- evaluate the quality and relevance of information that can be accessed through the Internet
- apply principles of best practice to own work
- apply time management skills and setting priorities
- demonstrate attention to detail
- use inter-library loan processes

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided for clients and staff by an information service provider. Specific assessment tools may include:

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- discussion of examples of assistance provided to clients, handling client complaints, referrals
- examination of candidate's portfolio/CV
- authenticated assessments and/or assignments from formal education courses
- supporting statement from section manager or equivalent
- position descriptions
- examples of documentation supporting candidate's work to assist client in obtaining information
- self assessment reports
- description of work undertaken to support client's access to information

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, or in a combination of both.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **LISLIB0042A: Assist with the structuring of bibliographic and other information systems**

### Competency Descriptor:

This unit deals with the knowledge and skills required to ensure that the satisfaction of client information needs is enhanced by the ongoing monitoring, development and organisation of bibliographic and other information systems to achieve quality outcomes for clients.

Competency Field: Library and Information Services

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Assess client needs for information	1.1	Needs analysis surveys and feedback provided by customer service staff are used to continuously assess the specific information needs of clients.
		1.2	Frequently requested resources/information are organised to facilitate client access and/or retrieval.
2.	Use databases effectively	2.1	Database protocols and structures are observed to ensure that client information and/or borrowing needs are anticipated and effectively met.
		2.2	Recommendations on the creation and/or use of database, or other information systems, are made to appropriate person(s) according to established procedures.
		2.3	Mechanisms to ensure effective client feedback on their use of the organisation's information systems are planned and implemented.
		2.4	All necessary documentation for maintenance, use and operation of databases, and other information systems to facilitate client access, is maintained.
3.	Contribute to the development of policy and processes to improve databases and other information management systems	3.1	Current knowledge of new bibliographic and other databases of relevance to the organisation's business is maintained.
		3.2	Constructive contributions are made to the development of policy and processes in relation to database and other information systems' access and use.

## RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the organisation's.

- goals, values, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement processes and standards
- defined resource parameters

Legislation, codes and national standards relevant to the workplace may include:

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation

Clients may be:

- internal or external
- drawn from existing or new sources

Information service providers include a range of organisations or agencies that provide information, eg:

- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Resources may include:

- people
- finance
- information
- equipment
- power/energy
- time
- buildings
- facilities

Sources of information/material may include local or remote sources.

Remote sources include:

- remote storage facility
- other information agencies in Jamaica and overseas
- information sources such as companies, societies, organisations or commercial vendors

Delivery of information may be:

- initiated by client
- organised by library/information practitioner
- by physical means eg mail or courier
- by electronic means eg fax, email, ftp

Client requirements may include:

- format including language
- timeframe
- delivery method

Other assistance may include assistance to client to:

- support clients in their information literacy needs
- identify the most appropriate access tools
- use keyboards
- understand systems protocols
- use a range of information management access systems
- identify the most cost effective transaction
- use an electronic document supply service

Format of the information/material may include:

- original
- copy or facsimile
- electronic, eg file, internet/intranet
- appropriate formats for clients with special needs, such as with sight or other impairments, cultural, language or literacy needs

Sources may be accessed electronically, using appropriate technology and software, eg ABN inter-library loan module.

Requests for information/material may be made by mail, phone, fax or other electronic means.

Information appropriate to the clients' needs will include consideration of factors such as:

- age, eg pre-schoolers, adolescents
- educational background or general knowledge
- cultural and language background
- language, literacy and numeracy needs
- disabilities both physical and intellectual

Standards and procedures may be:

- organisational
- national
- international
- set down by the organisation
- by formal or informal agreement between the organisation and the remote source

Advice on alternative document delivery options may include format, timeframe and cost details.

Follow-up action may take place with the remote source or another source.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- knowledge and application of the organisation's policies and procedures in relation to its bibliographic standards and procedures
- knowledge of bibliographic records and components
- demonstrated ability to apply appropriate organisational tools and protocols in the use of information and information systems

### (2) Pre-requisite Relationship of Units

- LISLIB0061A Use bibliographic methods/tools

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- information literacy
- client service
- bibliographic tools and standard reference resources
- bibliographic searching and verification methods
- Copyright Act, legal liability
- information technology
- interlibrary lending policies
- the organisation's interlibrary loan processes
- information sources both standard eg other libraries and non-standard eg government agencies, societies commercial vendors

Skills

The ability to:

- working effectively with information sources, both standard, eg other libraries, and non - standard, eg government agencies, societies, commercial vendors
- use bibliographic tools and standard reference resources
- input data accurately according to system protocols
- select and use technology appropriate to the task
- operate relevant computer hardware and software
- apply interlibrary lending policies
- interpret client needs using active listening and questioning
- return information expeditiously
- undertaking bibliographic searching and verification
- follow inter-library lending policies standards

**(4) Resource Implications**

Competency in this unit should be assessed using all the relevant resources commonly provided by an information service provider. Specific assessment tools may include:

- relevant database and other information management tools
- relevant bibliographical materials and tools
- strategic plans and relevant policies and procedures manuals
- access to other information providers' catalogues

**(5) Method of Assessment**

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- examination of assessee's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions
- authenticated documentation of bibliographic achievements that candidate has executed in the workplace

**Method of Assessment (cont'd)**

- simulation of assistance for developing client information literacy skills
- examples of authenticated assessments and/or assignments from formal education courses
- examples of bibliographic problem solving approaches used by applicant
- simulation
- case studies

**(6) Context of Assessment**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of both.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**BSBSBM0012A: Craft personal entrepreneurial strategy**

## Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

## Competency Field:

Small Business Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Demonstrate knowledge of the nature of entrepreneurship	1.1 Concepts associated with entrepreneurship are clearly defined. 1.2 Factors, which influence entrepreneurship in and outside of Jamaica, are correctly identified and explained. 1.3 The importance of entrepreneurship to economic development and employment is explained clearly. 1.4 The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format. 1.5 Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1 Relevant research is carried out and required entrepreneurial characteristics identified. 2.2 Entrepreneurial characteristics identified are assessed and ranked. 2.3 An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated. 2.4 Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.
3. Develop self-assessment profile	3.1 Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. 3.2 The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.

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- 3.3 Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
4. Craft an entrepreneurial strategy
- 4.1 A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
- 4.2 Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
- 4.3 Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
- 4.4 Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
- 4.5 Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
- 4.6 Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
- 4.7 Potential problems, obstacles and risks in meeting goals are identified.
- 4.8 Specified action steps that are to be performed in order to accomplish goals are identified.
- 4.9 The method by which results will be measured is indicated.
- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress commitment to a premature path with the desirability of flexibility can lead to disaster
- milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

### (1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan
  - and a business plan
- understanding the difference between entrepreneurial culture and management culture

#### Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

### (4) Resource Implications

The following resources should be made available:

Personal computer with access to the Internet and appropriate software that will enable one to conduct the necessary analysis using the Internet.

**(5) Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6) Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.