



Australian Government

BSBLIB507 Promote literature and reading

Release: 1

BSBLIB507 Promote literature and reading

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to research and implement strategies that encourage and enhance literature and reading in a wide variety of contexts. Particular emphasis is on improving the literacy of customers by creating environments that provide access to relevant and attractive reading material in a variety of formats to suit a range of ages, reading levels and needs.

It applies to individuals responsible for promoting literature and reading to clients as a way of meeting their needs. It applies in many industries, including libraries, information and cultural services, community services and health. Work is undertaken with limited supervision according to organisational guidelines.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Library – Information Literacy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Maintain knowledge about literature and reading	1.1 Research promotion of literacy, literature and reading and its importance for an informed society 1.2 Recognise reading levels and tastes of different customer groups 1.3 Maintain a record of key types of publications that provide information about literature 1.4 Source independent, print and electronic publisher reviews

ELEMENT	PERFORMANCE CRITERIA
	about literature 1.5 Use recognised classification systems to physically locate literary works and literary information 1.6 Update own knowledge of a broad range of literary works, publishing trends and formats 1.7 Share information collected on literary works, publishing trends and formats with colleagues
2 Implement a range of strategies to promote literature and reading	2.1 Research methods used to organise and access literature collections 2.2 Develop own strategies to promote literature and reading, including using current or emerging technologies 2.3 Interview and provide advice to customers to meet their literature and reading needs 2.4 Source information to meet customer literature requests 2.5 Identify and assess strategies used by organisations to promote reading, and adapt as appropriate for the organisation 2.6 Recommend purchase of literary works and literary information based on customer requests and analysis of reviews
3 Monitor and evaluate effectiveness of strategies to promote literature and reading	3.1 Analyse usage data to determine effectiveness of strategies 3.2 Track solicited and unsolicited feedback to the organisation regarding literature collections 3.3 Recommend changes to strategies in response to evaluation feedback

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.6, 2.1, 2.4-2.6, 3.1, 3.2	<ul style="list-style-type: none"> Selects, synthesises and critically evaluates ideas and information from multiple texts, continually reflecting on relevance of texts to meet identified need
Writing	1.3, 1.7, 2.2-2.4, 2.6, 3.1, 3.3	<ul style="list-style-type: none"> Uses written text to develop hypotheses, explore complex issues, plan and problem-solve, as well as a

		functional tool to maintain records, share information and provide advice
Oral Communication	1.7, 2.3, 2.4, 2.6, 3.2, 3.3	<ul style="list-style-type: none"> Utilises a range of oral structures to convey precise meaning Adapts language to audience, context and purpose Employs active listening skills particularly when conducting interviews in a reader advisory role or sharing information with colleagues
Numeracy	1.5, 1.7, 3.1	<ul style="list-style-type: none"> Interprets and utilises mathematical information related to statistical data, trends and classification systems
Navigate the world of work	1.1, 1.5, 1.6, 2.2, 2.5, 3.3	<ul style="list-style-type: none"> Works independently and collectively in making decisions to achieve organisation outcomes Seeks to improve policies and procedures to better meet organisational goals Takes personal responsibility for following explicit and implicit workplace procedures
Interact with others	1.7, 2.3, 2.4, 2.6, 3.2, 3.3	<ul style="list-style-type: none"> Provides support in field of expertise to management team Cooperates with others and contributes to work practices where joint outcomes are expected
Get the work done	1.2-1.6, 2.1-2.6, 3.1, 3.3	<ul style="list-style-type: none"> Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes Evaluates effectiveness of systems and processes to inform decisions on how to implement improvements Systematically gathers and analyses all relevant information and evaluates options to make informed decisions Uses analytical and lateral thinking to review current practices and develop new or improved processes, models and services Uses a range of digitally based technology and applications to access and filter data, and then extract, organise, integrate and share relevant information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLIB507 Promote	CULINL501A	Updated to meet	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
literature and reading	Promote literature and reading	Standards for Training Packages Unit moved from Library, Information and Cultural Services Training Package to Business Services Training Package.	

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>