Australian Government

Department of Education, Employment and Workplace Relations

CULINL501A Promote literature and reading

Release: 1

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Modification History

Release	Comments
Release 1	This unit of competency first released with *CUL11 Library, Information and Cultural Services Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to promote literature and reading in a wide variety of contexts. Particular emphasis is on promoting literacy by creating environments that provide access to relevant and attractive reading material in a variety of formats to suit a range of ages and reading levels.

Application of the Unit

This unit applies to individuals responsible for promoting literature and reading to clients as a way of meeting their needs. It applies in many industries, including library, information and cultural services, community services and health.

Work is undertaken with limited supervision according to organisational guidelines.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Maintain knowledge about literature and reading	1.1 Research the *promotion of literacy, literature and reading* and its importance for an informed society
	1.2 Recognise different reading levels and tastes of different customer groups
	1.3 Maintain a record of the key types of *publications* that provide information about *literature*
	1.4 Source independent, print and electronic publisher reviews 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 the use of 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 strategies used by *organisations* to promote reading and assess suitability 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

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - conduct interviews in a reader advisory role
  - provide customer assistance
  - share information with colleagues
  - use social networking to promote literature
- information literacy skills to:
  - process information from a range of sources
  - recognise different types of literature and how to access them
- initiative and enterprise skills to develop and implement strategies to promote literature and reading in ways that take account of different reading levels and tastes
- learning skills to improve own knowledge about literature and reading
- planning and organising skills to:
  - implement strategies to promote literature collections and reading
  - systematically organise information in a collection to promote access and encourage reading
- research skills to:
  - identify current or emerging technologies
  - locate literary works and information to meet customer needs
- self-management skills to:
  - follow workplace procedures
  - prioritise work tasks and meet deadlines
- technology skills to search electronic databases, the internet and online catalogues.

Required knowledge

- concept of literacy and the role organisations play in promoting reading
- scope and arrangement of literature collections in libraries and related organisations
- literature information sources, such as:
  - blogs
  - catalogues
  - databases
  - websites
- methods for arranging literature collections
- frequently asked literature requests and strategies for answering such requests
- literature reference resources and their applications
- categories and genres into which literature is divided.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • develop and implement strategies to promote literature and reading • meet customer literature requests • apply information literacy skills when promoting literature and reading • promote the use of an organisation's collections and resources.
Context of and specific resources for assessment	Assessment must ensure access to: • literature reference tools and resources • current industry systems to research information about literature • information about current and emerging technologies to promote literature.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • case study or problem-solving exercises to assess ability to respond to a variety of literary information needs, including a range of clients, formats and categories of literary works • verbal or written questioning to assess the knowledge of literature-based resources • direct observation of the candidate presenting literature-based promotional activities • direct observation of the candidate working with customers and promoting a range of literature • review of portfolios of evidence, such as promotional materials and third-party workplace reports of on-the-job performance. Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULEVP503A Develop and promote activities, events and public programs.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Promotion of literacy, literature and reading may relate to:	• author talks • blogs • book clubs • book talks • competitions • displays • online book discussion groups • posters • print and electronic annotated bibliographies • print and electronic booklists • reader's advisory network • signage • staff and client recommendations • story times for all ages • websites • writing workshops.

Publications may relate to:	• books about books
	• best book guides:
	   • most popular
	   • award winners
	• bibliographies
	• guides on:
	   • authors
	   • genres
	   • themes
	• literary resources, such as:
	   • blogs
	   • criticisms
	   • databases
	   • dictionaries
	   • encyclopaedias
	   • guides
	   • histories

	- reviewing journals - trade journals - websites.

Literature relates to:	- children's fiction, including picture books and readers
	- classics and popular works
	- collections of literature in languages other than English
	- different formats, such as:
	  - audiovisual:
	    - audio books
	    - DVDs
	    - blu-ray
	  - electronic books
	  - print in hardback and paperback
	- drama
	- essays
	- fiction genres, such as:
	  - fantasy
	  - historical
	  - humour
	  - mystery
	  - romance
	  - young adult fiction
	- graphic novels
	- imaginative or creative writing
	- independent and publisher reviews
	- non-fiction, such as:
	  - biographies
	  - memoirs
	  - travel logs
	  - true crime
	- poetry
	- short stories.

Methods may include:	- access via library catalogues
	- alphabetically by author
	- blogs
	- by format
	- by intended age group or other criteria related to audience, such as:
	  - genre
	  - language level

	- reading interests - themes - classification schemes - client reviews - content enhancements from online catalogues, such as: - links to reviews - tables of contents - fiction and non-fiction collections - literary databases.
Strategies may include:	- adult literacy programs - book clubs - conducting programs for children and young adults from diverse cultural backgrounds - pre-school story times - providing suitable reading materials in a variety of formats that are relevant for a range of reading abilities - rhyme times.
Literature requests may relate to:	- age - author read-a-likes or books similar to those already read - literary research for school or tertiary education, such as: - author biographies - character and plot information - critical analysis - reviews - reading level - recommending a book or worthwhile reading - sequels and series - text of literary works where the complete title and/or author are unknown - titles within a genre or theme.
Organisations may include:	- community centres - cultural centres - educational organisations - galleries - knowledge centres - libraries, in particular: - academic - public - school - museums - physical and online bookstores and library suppliers

	• virtual libraries.

Unit Sector(s)

Knowledge management - Information literacy