

**MUSEUM AND LIBRARY/INFORMATION SERVICES
INDUSTRY TRAINING PACKAGE
CUL99**

Library and information services

Leading to qualifications in:

Certificate II in library and information services	CUL20199
Certificate III in library and information services	CUL30199
Certificate IV in library and information services	CUL40199
Diploma of library and information services	CUL50199
Advanced Diploma of library and information services	CUL60199

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Foreword

Welcome to the national industry training package for library and information services. The training package covers vocational occupations in libraries and information services and it is part of a broader industry training package that includes museums and galleries. The package can be used to train or assess existing employees and new entrants to the industries.

The training package gives enterprises and industry bodies more scope to be involved in establishing and providing training. It offers individuals the opportunity to gain formal recognition for their skills and knowledge, regardless of where they acquired those skills - whether in education institutions, through practical experience in the workplace or through a combination of both.

The package is the starting point for relevant and quality training. It builds on the national competency standards and curriculum that were previously developed for library and information services and offers an expanded set of national qualifications from which state and territory training authorities, registered training organisations, enterprises and individuals can select.

The training package provides a framework for training and assessing employees at times and in locations that suit their needs and those of their employers. And it permits many possible ways of learning, from apprenticeships and traineeships, to in-house programs, to study in education institutions.

CREATE Australia's priority is to ensure that the training package is implemented successfully. CREATE and its state and territory ITABs will work in partnership with the industry and registered training organisations to develop innovative and practical training arrangements. We are committed to ensuring the package's use across Australia.

Many people helped make this training package a reality. Thank you to the project reference group, the state and territory industry training advisory bodies, the Board and staff of CREATE and the project manager, Joy Sotheran. Finally, thank you to the many individuals and organisations in library and information services who donated their valuable time to help us develop the training package.

Jan Stoneham
Chair

Cassandra Parkinson
Chief Executive Officer

Table of contents

The library and information services industry	1
The industry training package	2
A summary of the library and information services national qualifications	3
What are competency standards?	7
What do competency standards look like?	8
Packaging and customising the standards	10
Index of standards	11
The national competency standards	13
Assessment guidelines	
Assessment system overview	365
Assessment principles	365
Benchmarks for assessment	367
The role of registered training organisations	368
Assessment options	370
Pathways to a qualification	370
Recording assessment outcomes	371
Reporting assessment outcomes	372
Appeal and reassessment processes	372
External audits	372
Review and maintenance	373
Assessor qualifications	373
Using qualified assessors	374
Guidelines for designing assessment resources	374
Sources of information on assessment	375
Vocational education and training qualifications in the museum and library/information services industries	
Vocational education and training qualifications in the museum and library/information services industries	377
The qualifications for library and information services	382
The national museum qualifications	384
Appendix	398
Acknowledgements	399

The library and information services industry

This industry training package is the foundation for vocational education and training for the diverse work environments that comprise the library and information services industry. People who are employed in library and information services (LIS) work within all industries and in many different types of libraries. They may work in the public or private sectors, in small or large organisations, in libraries that operate as separate entities or, more often, in libraries which form part of another organisation or enterprise.

LIS organisations are information agencies, whose workers may be employed in financial institutions, business and commerce, major corporations, in government and community environments. LIS organisations also include a range of libraries: state and public libraries; educational libraries in schools, vocational and higher education settings; specialist libraries for science, business, culture, sport, and government departments; library and information departments within corporate organisations and institutions; and national and state archives and local collections of historical and cultural significance. Alongside larger and specialist libraries, local public and school libraries make a significant contribution to information provision, education, recreation and community cultural development.

Meeting client needs is the primary purpose of library and information services, whether those clients borrow books or use up-to-date electronic information in a range of settings. The key to balancing the range of information and knowledge needs for diverse clients begins with those clients. Libraries will continue to seek out new ways to meet their clients' changing needs, while at the same time dealing with significant changes in delivery mechanisms.

Library and information services are at the centre of the information age. Information and knowledge are valued, among other things, as levers by which business enterprises can enhance their position in the global marketplace. The value of knowledge is now a question of major importance, placing the competencies of library and information services practitioners at the centre of economic, social and cultural life.

In this information environment, lifelong learning is crucial and practitioners must develop information literacy competencies for themselves, their colleagues and their clients. As new organisational titles emerge, such as information or knowledge centre, the competencies that enable practitioners to best serve their clients remain constant. Using competencies in analysing, acquiring, synthesising, organising, conserving, evaluating and disseminating information, LIS practitioners add value to the information they provide for clients. These competencies support, and are enhanced by, technological and social transformation.

The national industry training package recognises all these elements in current and future library practice. It aims to help people entering the industry and those already working in it maintain and improve their competencies in meeting and anticipating the information needs of clients.

The industry training package

The term 'training package' has been used for many years to describe many different training products and services. However, since 1997, 'training package' has taken on a quite distinct meaning. Training packages bring together through one industry-managed process the previously disconnected approaches to standards, programs, qualifications and learning resources, creating a comprehensive tool kit for learning and assessment that leads to nationally recognised qualifications.

Training packages:

- give enterprises and individuals more opportunity to be involved in establishing and providing training
- offer industry the opportunity to determine national qualifications based directly on national competency standards
- to increase the number of learning and assessment pathways by which a person may be awarded a qualification, with more opportunities for people to receive formal recognition for skills and knowledge acquired outside the formal education system
- provide training for people entering the industry and those already working in it and offer many possible ways of learning, from apprenticeships and traineeships, to workplace programs, to study at education institutions.
- increase flexibility in training and assessment with, assessment and training offered at times and in locations that suit the needs of employees and employers.

The library and information services industry introduced a national system for vocational education and training in the 1990s, with national competency standards published in 1995 and a national curriculum introduced in 1997. When the standards were first completed, the industry agreed to review them within two to five years. That review was the starting point for the development of the training package. The competency standards were revised substantially, with particular attention being given to the inclusion of more detailed evidence guides to describe underpinning knowledge and skills.

The package includes:

- **national competency standards** - the skills and knowledge a person must demonstrate at work
- **the national qualifications** a person can receive when they are assessed as competent for a specified group of competency standards
- **guidelines for assessing competencies** - the requirements that must be met by people who are involved in assessing competence
- **resources** to assist in the transition from the national curriculum for library and information services

Certificate II in Library and Information Services

Certificate III in Library and Information Services

COMPLETE ALL COMPULSORY UNITS	COMPLETE ONE OTHER UNIT
<ul style="list-style-type: none"> ▪ Assist clients to use an information service effectively ▪ Assist with the maintenance of service area ▪ Develop own information literacy skills ▪ Manage own work performance and learning ▪ Prepare, process and store resources ▪ Assist with circulation services 	<p><i>Complete one other unit, from below or from another endorsed industry training package at Certificate II level.</i></p> <ul style="list-style-type: none"> ▪ Assist with programs, activities and promotion

COMPLETE ALL COMPULSORY UNITS	COMPLETE THREE OTHER UNITS
<ul style="list-style-type: none"> ▪ Assist clients to use an information service effectively ▪ Assist with the maintenance of service area ▪ Develop own information literacy skills ▪ Manage own work performance and learning ▪ Prepare, process and store resources ▪ Participate in a work team ▪ Use bibliographic methods ▪ Use multimedia equipment ▪ Train small groups 	<p><i>Select at least two units from the group below. The other unit may come from another endorsed industry training package at Certificate III level.</i></p> <ul style="list-style-type: none"> ▪ Accession and process resources ▪ Contribute to promotional programs and activities for clients ▪ Process orders ▪ Respond to requests from other information providers for material

Certificate IV in Library and Information Services	
COMPLETE ALL COMPULSORY UNITS	COMPLETE SIX OTHER UNITS
<ul style="list-style-type: none"> ▪ Contribute to client access to information ▪ Contribute to effective working relationships ▪ Develop and apply own information literacy skills in working with clients ▪ Contribute to structuring bibliographic and other information systems ▪ Manage own work, development and learning ▪ Organise and coordinate work activities ▪ Use networked services effectively to provide access to information ▪ Use multimedia equipment ▪ Train small groups 	<p><i>Select at least three units from the group below. The other three units may come from another endorsed industry training package at Certificate IV level.</i></p> <ul style="list-style-type: none"> ▪ Acquire and process resources for access ▪ Maintain service area environment, resources and equipment ▪ Obtain information resources from remote sources for clients ▪ Provide promotion and programs and activities for clients ▪ Undertake cataloguing activities

Diploma of Library and Information Services	
COMPLETE ALL COMPULSORY UNITS	COMPLETE 8 OTHER UNITS
<ul style="list-style-type: none"> ▪ Contribute to client access to information ▪ Contribute to effective working relationships ▪ Develop and apply own information literacy skills in working with clients ▪ Manage own work, development and learning ▪ Organise and coordinate work activities ▪ Use networked services effectively to provide access to information ▪ Contribute to the organisation and coordination of the work of others ▪ Deliver information literacy programs for clients ▪ Organise information for client access ▪ Provide clients with access to required information ▪ Use multimedia equipment ▪ Train small groups ▪ Plan assessment ▪ Conduct assessment ▪ Review assessment 	<p><i>Select at least four units from the group below. The other four units may come from another endorsed industry training package at Diploma level.</i></p> <ul style="list-style-type: none"> ▪ Analyse and describe material ▪ Catalogue and classify material ▪ Contribute to collection development ▪ Develop and improve systems and processes to increase access to information ▪ Coordinate selection and acquisition of information ▪ Establish and maintain consultation with, and promotion to, client groups ▪ Lead a team ▪ Maintain & modify technological applications in the library ▪ Manage maintenance of physical resources and environment ▪ Provide assistance for research and projects

Advanced Diploma of Library and Information Services	
COMPLETE ALL COMPULSORY UNITS	COMPLETE EIGHT OTHER UNITS
<ul style="list-style-type: none"> ▪ Contribute to the organisation and coordination of the work of others ▪ Deliver information literacy programs for clients ▪ Provide clients with access to required information ▪ Develop and improve systems and processes to increase access to information ▪ Provide assistance for research and projects ▪ Contribute to the development of the organisation's bibliographic management system ▪ Evaluate and extend own information literacy skills in working with clients ▪ Manage a major functional area ▪ Use multimedia equipment ▪ Train small groups ▪ Plan assessment ▪ Conduct assessment ▪ Review assessment 	<p><i>Select at least four units from those listed below. Select at least one unit from Group A. The remaining 3 units may be selected from Group A or Group B.</i></p> <p><i>Group A</i></p> <ul style="list-style-type: none"> ▪ Manage care and maintenance of the collection ▪ Manage collection development ▪ Provide database development <p><i>Group B</i></p> <ul style="list-style-type: none"> ▪ Analyse and describe material ▪ Catalogue and classify material ▪ Establish and maintain consultation with, and promotion to, client groups ▪ Maintain & modify technological applications in the library <p><i>The other four units may come from other endorsed industry training packages at Advanced Diploma level.</i></p>

National Competency Standards

What are competency standards?

Competency standards are nationally agreed industry statements that describe the skills, knowledge and attitudes required for effective performance in an industry. They describe what a person can do at work and include the ability to:

- do a particular task
- manage several different tasks within a job
- handle irregularities in a routine and respond appropriately to the unexpected
- deal with the responsibilities of the workplace, including work with others

The national museum and library, information services competency standards describe the skills, and knowledge used by practitioners. They also provide guidance on assessment.

Providing national benchmarks for training and assessment, competency standards are the keys to ensuring that all training and assessment meets the needs of industry. However, they can also be used for much more than this: they can form the basis of an integrated human resource system.

The standards can be used to:

- compile job descriptions
- identify and address the training needs of individuals and organisations
- develop training programs and resources, and
- assist career path planning and development

Competency standards can be used to build qualifications or to develop skills and knowledge in specific areas. Thus, the competency standards are a useful tool for ongoing training and development, as well as for formal study.

Key competencies

The seven key competencies are incorporated within competency standards in all industries. They are generic competencies that apply to work broadly, rather than to specific occupations or industries. The Mayer Committee, which developed the key competencies in 1992 identified them as being:

- part of general education, but not the whole
- essential and generic to work in the future
- of value to all young people, regardless of their post school pathways
- crossing fields of study
- able to be developed in a wide range of settings
- focusing on outcomes and application
- assuming a foundation of knowledge, skills and understanding
- integrated in practice

The key competencies apply at three broad levels of performance.

What do competency standards look like?

Unit Code: CULLIB2D

Unit code
The unit number

Unit: Manage own work performance and learning

Unit title
followed by a brief description

Description: Practitioners are responsible for managing their own performance and taking responsibility for their own professional development within the context of the organisation.

ELEMENT

PERFORMANCE CRITERIA

Manage self

Suggestions are made for action, taking into account the expected life, uses of and demand for the material
 Personal qualities and performance serve as a model in the workplace

Elements
The building blocks that make up the unit

Set and meet own work priorities

Personal goals and plans reflect the organisation's plans, and personal roles, responsibilities and accountabilities
 Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives
 Technology is used efficiently and effectively to manage work priorities and commitments

Performance criteria
The level of performance that is required for each element.
The tools for assessment.

Develop and maintain professional competence

Personal knowledge and skills are assessed against competency standards to determine development needs

KEY COMPETENCIES

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

Key competencies
Shows the key competencies and their performance

RANGE OF VARIABLES

Standards of work may:

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

Range of Variables
Guidelines on the different situations and contexts that apply to the standard

EVIDENCE GUIDE

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.

Underpinning knowledge and skills

Skills and knowledge are required in:

monitoring own work and introducing strategies to improve performance
managing work outputs within a specified time and setting priorities

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

Concurrent assessment:

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

- CULLUB2C - Develop information literacy skills

Method and 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.

Context of assessment

Assessment should be conducted:

- off the job
- on the job
- combination of on and off the job

Evidence Guide
The underpinning knowledge and skills needed for the unit.
Guidelines for assessment.

Packaging and customising the standards

Competency standards are packaged and aligned to qualifications in the Australian Qualifications Framework. Individual standards do not specify levels because it is the combination of a group of standards that forms a qualification at a particular level.

The national competency standards apply industry-wide. Naturally, the industry's diversity cannot be fully covered in such statements. The standards have been developed to enable organisations to adapt them to best suit their particular needs.

An organisation may wish to customise the standards to ensure that assessment and training based on the standards is relevant to the workplace. For example, assessment may be undertaken on equipment and according to organisational procedures that are unique to the individual workplace.

The standards may be customised to accommodate such requirements by adding detail to the range of variables to cover equipment, procedures or other relevant organisational requirements. Where such information is added, complementary information may need to be incorporated in the evidence guides.

Index of standards

CULLB201A	Assist clients to use an information service effectively	13
CULLB202A	Assist with the maintenance of service area	18
CULLB203A	Develop own information literacy skills.....	25
CULLB204A	Manage own work performance and learning	29
CULLB205A	Prepare, process and store resources.....	34
CULLB206A	Assist with circulation services	38
CULLB207A	Assist with programs, activities and promotion	42
CULLB301A	Participate in a work team	46
CULLB302A	Use bibliographic methods	51
CULLB303A	Accession and process resources	56
CULLB304A	Contribute to promotional programs and activities for clients	61
CULLB305A	Process orders	66
CULLB306A	Respond to requests from other information providers for material	70
CULLB307A	Use multimedia equipment	75
CULLB401A	Contribute to client access to information	79
CULLB402A	Contribute to effective working relationships	85
CULLB403A	Develop and apply own information literacy skills in working with clients	91
CULLB404A	Contribute to structuring bibliographic and other information systems.....	96
CULLB405A	Manage own work, development and learning.....	102
CULLB406A	Organise and coordinate work activities	108
CULLB407A	Use networked services effectively to provide access to information.....	114
CULLB408A	Acquire and process resources for access.....	119
CULLB409A	Maintain service area environment, resources and equipment	125
CULLB410A	Obtain information resources from remote sources for clients	132
CULLB411A	Provide promotion and programs and activities for clients	139
CULLB412A	Undertake cataloguing activities	146
BSZ401A	Plan assessment.....	152
BSZ402A	Conduct assessment.....	159
BSZ403A	Review assessment.....	167
BSZ404A	Train small groups	173
CULLB501A	Contribute to the organisation and coordination of the work of others	178
CULLB502A	Deliver information literacy programs for clients.....	185
CULLB503A	Organise information for client access.....	190
CULLB504A	Provide clients with access to required information.....	195
CULLB505A	Analyse and describe material	202
CULLB506A	Catalogue and classify material	207
CULLB507A	Contribute to collection development.....	213
CULLB508A	Develop and improve systems and processes to increase access to information	218
CULLB509A	Coordinate selection and acquisition of information.....	224
CULLB510A	Establish and maintain consultation with, and promotion to, client groups	229
CULLB511A	Lead a team	235
CULLB512A	Maintain and modify technological applications in the library	240
CULLB513A	Manage maintenance of physical resources and environment	247

CULLB514A	Provide assistance for research and projects.....	253
CULLB601A	Contribute to the development of the organisation's bibliographic management system	258
CULLB602A	Evaluate and extend own information literacy skills in working with clients	264
CULLB603A	Manage a major functional area	268
CULLB604A	Manage care and maintenance of the collection	274
CULLB605A	Manage collection development	279
CULLB606A	Provide database development	285
CULLB701A	Analyse and describe specialist and/or complex material	291
CULLB702A	Collect, analyse and evaluate information	296
CULLB703A	Facilitate client learning	303
CULLB704A	Initiate and carry out projects.....	310
CULLB705A	Lead a functional/major policy area	316
CULLB706A	Maintain and develop client services in a special area	321
CULLB707A	Manage external working relationships	328
CULLB708A	Manage information access	334
CULLB709A	Manage research program	339
CULLB710A	Market the library and library services	345
CULLB711A	Provide clients with access to information in a specialist area	351
CULLB712A	Provide consultancy service	358

Assessment guidelines

Assessment system overview

The assessment guidelines provide an assessment system that offers enterprises, employees and trainees:

- a way of determining the competencies of individuals
- a cooperative way of setting standards, of measuring performance, and of analysing learning needs to ensure that training is targeted
- a consistent and accurate way of recognising existing competencies, which may have been gained in a variety of settings, including workplaces
- pathways for training and skill development
- nationally recognised, portable qualifications.

Assessment principles

This assessment system follows the guidelines endorsed by the Ministerial Council of the Australian National Training Authority (ANTA) in 1998.

1. Where they exist, endorsed industry/enterprise standards are the benchmarks for assessment. The national competency standards for library and information services form the benchmarks for assessment of vocational education and training.
2. Assessment guidelines within endorsed industry training packages provide the framework for assessment of the units of competency within that industry, industry sector or enterprise.
3. Where they exist, endorsed industry/enterprise standards form the basis of qualifications and Statements of Attainment in the vocational education and training sector.
4. Assessment conducted for the purposes of national recognition should lead to a qualification or Statement of Attainment under the Australian Qualifications Framework.
5. Assessment should be undertaken by, or auspiced through, a registered training organisation (RTO).
6. Assessment for national recognition purposes shall be conducted within a quality assurance framework.
7. Responsibility for assessment resides with the body that issues the qualification or Statement of Attainment under the Australian Qualifications Framework.
8. Assessment processes shall be valid, reliable, flexible and fair.

9. Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.
10. Assessment reporting systems should indicate the units of competency that the individual has attained.
11. Assessment systems should incorporate ongoing monitoring and review processes.
12. Assessment processes shall provide for the recognition of prior learning, regardless of where this has been acquired.

Valid, reliable, flexible and fair assessment processes

To be valid, the assessment must assess what it claims to assess. The evidence should relate clearly to the unit of competency and demonstrate that the unit has been achieved.

To be reliable, the assessment must ensure that competency standards are interpreted and applied consistently. Assessment procedures and criteria should be clear, unambiguous and well documented; assessors should be well trained and briefed consistently for their task; and, where possible, multiple parallel forms of evidence should be used to measure the same competencies.

To be flexible, the assessment must be able to accommodate the scope of knowledge and skills required by the unit of competency. Assessment should give assessee enough choice to ensure that the form of assessment matches their particular situation.

To be fair, the assessment must not disadvantage any individuals. Assessment should be available to all eligible persons, and assessee should understand clearly what is expected of them and what forms the assessment will take. As far as possible, assessment should place all assessee on equal terms.

The assessment guidelines for library and information services support clear, simple assessment based on the above principles and the following criteria.

Emphasis on collecting evidence

The process is not one of 'testing', but of collecting evidence of competence, frequently from a number of sources, including the workplace.

Assessee role

As well as participating in the assessment the assessee should help to plan the assessment by:

- clarifying with the assessor the units of competency to be assessed
- clarifying with the assessor the evidence the assessee should collect to demonstrate competence, and
- familiarising himself or herself fully with the assessment process before it begins.

Self-assessment can help the assessee clarify his or her readiness for assessment, and it can help minimise costs. The assessor encourages and works collaboratively with individuals, often on the job, to help them prepare for formal recognition of their competencies.

Cooperative process

The workplace assessor should work cooperatively with the assessee to collect the evidence the assessee needs to establish competence.

Cost effectiveness

As far as possible, costs should be minimised. For example, where assessment occurs on the job it should, where possible, be part of everyday work. Without compromising the assessment principles, assessment should aim to minimise costs, time off the job, new equipment and procedures.

Compliance with occupational health and safety requirements

All assessment must be carried out in accordance with occupational health and safety requirements.

Benchmarks for assessment

The national competency standards for library and information services are the benchmarks for assessment for this training package.

Each unit of competency:

- specifies any resources that are required for assessment
- recommends methods of assessment
- gives advice on any units that may be assessed concurrently with the present unit, and
- describes the context of assessment. This may include advice on the location of assessment and the number of occasions on which assessment should occur to ensure consistency of performance.

The role of registered training organisations

Assessment should be conducted by a qualified assessor, acting for a body responsible for certifying the results of the assessment and issuing the qualification.

This responsible body can be:

- an organisation registered with state or territory authorities to conduct training and assessment (which can be an enterprise, a training organisation, or some other body)
- an organisation registered with the state or territory authorities to conduct just assessment only (which can be an enterprise, a training organisation, or some other body)
- a registered organisation in partnership with an enterprise

Registered training organisation (training and assessment)

An RTO is any organisation registered by a state or territory training authority to:

- conduct training that meets the requirements of the national industry training package for museum and library/information services
- conduct assessments
- issue Statements of Attainment when some (but not all) the required units of competency for a qualification have been attained
- award nationally recognised qualifications when all the required units of competency are attained.

Enterprises can be registered. This allows them to:

- be fully responsible for the assessment and training process within formal quality guidelines
- issue nationally recognised qualifications
- register all their operations nationally in one step. Organisations registered in one state or territory are automatically registered in all other states and territories at no extra cost.

Regardless of the basis of their employment, individuals can approach an RTO for training and assessment.

Among other things, organisations to be registered must show how they will meet quality criteria covering:

- approved assessors who meet minimum requirements
- a simple appeals process for both individuals and enterprises
- planning and conducting assessments
- recording and reporting assessment results

- the relevant state or territory training authority quality assurance requirements

Registered training organisation (assessment only)

An RTO (assessment only) is any organisation that has gained 'assessment only registration' by a state or territory training authority. It is then nationally recognised to:

- conduct assessments
- issue Statements of Attainment when some (but not all) the required units of competency for a qualification have been attained
- issue nationally recognised qualifications when all the required units of competency are attained

Enterprises can be registered. Registration allows them to:

- issue nationally recognised qualifications
- rely on other training providers to conduct the training (either wholly or as a partnership)
- register all their operations nationally in one step (organisations registered in one State or Territory are automatically registered in all other States and Territories at no extra cost)

Regardless of the basis of their employment, individuals can approach an RTO for assessment.

The enterprise in partnership with a registered training organisation

In many cases, the enterprise might want to form a partnership with an RTO. Partnerships might be suitable:

- where the enterprise is small, or otherwise doesn't want to involve itself in the formalities of registration
- where the enterprise is satisfied with the training it is receiving from a provider

In a partnership, the training can be shared between the enterprise and the RTO, depending on the basis of the agreement. The RTO might use its own assessors to conduct assessments. Or it might take responsibility for the quality of workplace assessments, with the enterprise's assessors conducting individual assessments. In the latter case, the RTO and the enterprise would establish agreed quality checks and the RTO would audit the enterprise's assessment operations regularly to ensure the integrity of the system.

If an RTO and an enterprise form a partnership, the RTO should, as part of the agreement, agree to issue Statements of Attainment and qualifications.

Partnerships:

- make good use of existing RTO and enterprise resources and
- allow enterprises to have a major say in how, when and where services will be provided (especially when and where)

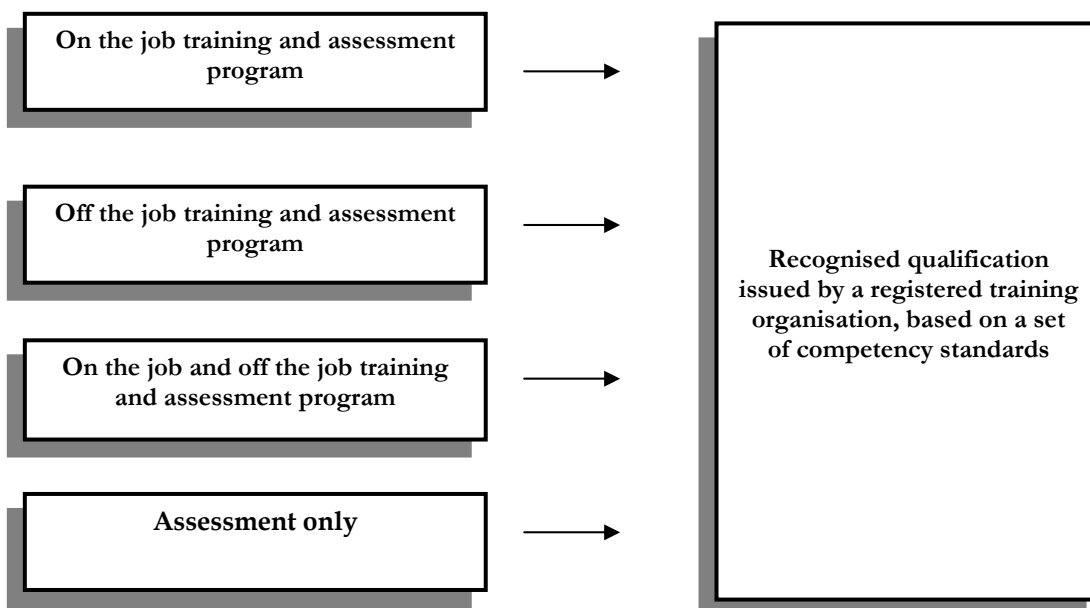
CREATE Australia will provide information and offer advice to providers and enterprises to ensure that all parties are aware of the most effective ways to establish and maintain partnerships.

Assessment options

There are many different ways in which individuals can undertake assessment. Assessment can occur in a range of settings: in the workplace, in an education institution or other RTO, or in a combination of both. It can occur as part of a structured education and training program or through an 'assessment only' process, where individuals receive recognition of their prior learning and current competencies.

Pathways to a qualification in library and information services

The award of a recognised qualification in library and information services is based on successful completion of a package of competency standards. The following diagram summarises the four main pathways to a qualification.



A qualification may be obtained through an apprenticeship or traineeship where the trainee is engaged in training that is wholly on the job or in a combination of on the job and off the job training.

Qualifications may also be obtained through:

- a formal course of training delivered by an RTO
- recognition of current competencies and prior learning which is based on either previous training and/or work experience. In this assessment pathway, candidates are assessed and, if required, undertake an

- individual training program to pick up any outstanding requirements, before final assessment of competence.
- undertaking other employment and training arrangements where the employment may or may not be linked to off the job training or a formal course offered by an RTO. In some instances, the candidate may seek to have their prior learning or work experience recognised to gain credit towards completion of their formal qualification.

The national competency standards for library and information services are the benchmarks for determining competence. Some standards require assessment in the workplace. If these standards are included in a qualification, a person cannot obtain the qualification unless they have undertaken that workplace assessment.

The assessee must be advised before they start training of any standards that require workplace assessment. When the standard requires workplace assessment and the assessee is learning off the job, the training provider should help the assessee obtain workplace assessment and work experience.

The workplace assessment requirement can be met through:

- employment in an enterprise
- placement in an enterprise
- participation in an apprenticeship or traineeship
- use of a simulated work environment, where this is stated in the competency standard, provided that the resources specified in the standard are available

Competencies acquired through previous work or life experiences should be recognised. In many cases, recognition of prior learning and competency development will form part of the workplace assessment process. Assessing prior learning in the context of the competency standards should be undertaken by a qualified assessor, using original evidence and other assessment tools which may be required to determine competency.

Recognition of prior learning of underpinning knowledge may occur in any situation, including learning institutions.

Recording assessment outcomes

Assessment outcomes should be recorded at the competency standards unit level. Recording assessment outcomes is the responsibility of the RTO. Who should maintain full details of completed units of competency and make these available to individuals who have been assessed.

Reporting assessment outcomes

All assessment outcomes recorded by RTOs will lead to either a qualification under the Australian Qualifications Framework or a Statement of Attainment, which can be used for articulation or credit transfer purposes.

The museum and library/information services industry training package specifies the only acceptable nomenclature and industry descriptors for qualifications issued under the training package. Where a Statement of Attainment is issued in recognition of partial completion of a qualification, the full industry descriptor must be included.

Any qualification or Statement of Attainment issued under the museum and library/information services industry training package must include a list of the achieved units of competency standards. The list must be attached to the qualification.

Appeal and reassessment processes

RTOs are responsible for the quality of outcomes and for issuing the final qualification under the Australian Qualifications Framework. They have overall responsibility for ensuring that an appropriate assessment system is in place.

The focus of the appeal resolution process is to obtain a valid, reliable and fair judgement and to minimise further disputed assessments in the future. It is stressed that an adversarial and/or punitive approach should be avoided. Under the Australian Recognition Framework, RTOs are required to provide timely and appropriate information, advice and support services to assist clients in meeting their assessment objectives. This includes information about the RTO's appeals process.

External audits

Audit processes will be developed and managed by state and territory training authorities. It is desirable that the audit processes audit both the operation and outcomes of the assessment system and examine:

- the number and outcomes of assessments undertaken in workplaces
- the use and effectiveness of assessment instruments, workplace evidence gathering practices, mentor support for assessees and other national industry training package materials
- the use and outcomes of the appeals process, including re-assessments
- the outcomes of strategies designed to improve the system

The library and information services industry encourages state/territory training authorities to conduct external audits in conjunction with CREATE Australia and its state/territory ITABs.

Review and maintenance

Subject to available funding, the national industry training package will be reviewed every three to five years. Based on these reviews, the training package will be amended and RTOs will be given advice on quality assurance and other matters.

Assessor qualifications

Assessments against competencies in the library and information services industry training package should be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those people who conduct assessments. They allow for situations where more than one person may contribute to the assessment and where the required technical and assessment competencies are not all held by any one person. All assessments should be carried out under the auspices of an RTO.

To satisfy nationally agreed requirements for qualified assessors, and to establish high levels of quality control in library and information services, assessors must be competent in the following combination of competencies:

- the national assessor competency standards (*Plan assessment, Conduct assessment and Review assessment*)
- the individual library and information services industry competency standards to at least the same level as those which are being assessed and, as a minimum, to at least Diploma level

Assessors should also have a demonstrated knowledge and understanding of current industry practice.

In some cases, individual assessors may possess some, but not all, of the required competencies. In other cases, a potential assessor may be competent in the relevant industry competency standards but not the national assessor competency standards. In both circumstances, team assessments should be conducted, with members of the team possessing between them the full range of required competencies. A qualified assessor who is not competent in the relevant industry competency standards could, for example, team up with a workplace supervisor or other person in the workplace to conduct assessments.

CREATE encourages team assessments because:

- they make good use of industry and educational expertise;
- they make good use of industry and educational expertise;
- they may improve the quality of the assessment; and
- they give assessors an opportunity to share their ideas

Assessors who do not meet all the required industry competencies may achieve the additional competencies by completing a recognised training program or an approved recognition of prior learning process, provided that all requirements set out in the competency standards are met.

Using qualified assessors

The cost of the assessment process must not place an undue burden on the training system. The library and information services industry will work closely with RTOs to establish ways of minimising the costs of workplace assessment.

Guidelines for designing assessment resources

The library and information services competency standards are the basis for designing assessment materials, with close attention being paid to the performance criteria, range of variables and evidence guides.

Registered assessors are required to follow the principles listed at the beginning of this document. They must use methods that enable the gathering of sufficient, valid and reliable information to allow a genuine assessment decision to be made. The process must also be flexible, fair and cost effective.

Assessment materials should be designed as a cooperative process, involving people with assessment and technical expertise, with consideration given to:

- interpreting national competency standards to meet the requirements of individual enterprises
- using evidence gathering methods appropriate to the context, the persons assessed and the assessor
- using evidence gathering methods that are gender and culture inclusive, and which take into account the language, literacy and numeracy needs of the assessee and the assessor
- using a range of assessment methods, including:
 - direct: workplace performance, demonstration, simulation and role play
 - indirect: products, services, presentations, third party reports
 - supplementary: questioning, tests, portfolios, presentations
- using assessment processes that do not place an undue cost burden on the industry and the training system
- using self assessment, particularly in the preparation phase and in the assessment of underpinning knowledge and skills. Self-assessment will improve the efficiency of the assessment process.

In the interests of both an integrated approach to assessment and cost-effective practices, assessors are encouraged to develop methods which favour assessment of a number of related competencies through one assessment process or event.

Sources of information on assessment

- A guide to the competency standards for assessment, 1997, ANTA
- Assessment arrangement in the national training framework, 1996, ANTA
- Assessment system design, 1994, AGPS
- Assessment technical manual, 1994, AGPS
- Assuring quality and choice in national training, 1997, ANTA
- Australian recognition framework arrangements, 1999, ANTA
- Updated guidelines for training package developers, 1998, ANTA
- Industry training package for assessment and workplace training, 1998, ANTA
- Integrating assessment of learning outcomes: an approach to holistic assessment, 1996, Assessment Centre for Vocational Education, TAFE NSW
- On-the-job and off-the-job assessment - an issues paper, 1994, Assessment Centre for Vocational Education, TAFE NSW

**Vocational education and training
qualifications in the museums and library/
information services industries**

Qualifications in museum and library/ information services

The national museum and library/information services qualifications:

- are based directly on national industry competency standards
- can be taught on-the-job, or have a major work-based component
- recognise the existing competencies of workers
- provide a framework to help identify training needs

There are ten vocational education and training qualifications in the museum and library/information services industry training package:

- | | |
|---------------------------------------|--|
| - Certificate II in Museum Practice | - Certificate II in Library and Information Services |
| - Certificate III in Museum Practice | - Certificate III in Library and Information Services |
| - Certificate IV in Museum Practice | - Certificate IV in Library and Information Services |
| - Diploma of Museum Practice | - Diploma of Library and Information Services |
| - Advanced Diploma of Museum Practice | - Advanced Diploma of Library and Information Services |

These qualifications form part of the Australian Qualifications Framework (AQF), a national framework for all qualifications in Australia. There are twelve qualifications in the AQF, with six being relevant to vocational education and training. The AQF provides consistent qualifications across Australia. The twelve qualifications are:

SCHOOLS SECTOR	VET SECTOR	HIGHER EDUCATION SECTOR
Senior Secondary Certificate of Education	Advanced diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral degree Masters degree Graduate diploma Graduate certificate Bachelor degree Advanced diploma Diploma

Statement of attainment

If a qualification is only partly achieved, a Statement of Attainment can be issued for successful assessment of any unit or units. Training can continue at a later date and additional competencies can be added to the Statement of Attainment until a full

qualification is achieved. Registered training organisations must recognise and give credit for the competencies that have been recorded on the Statement of Attainment.

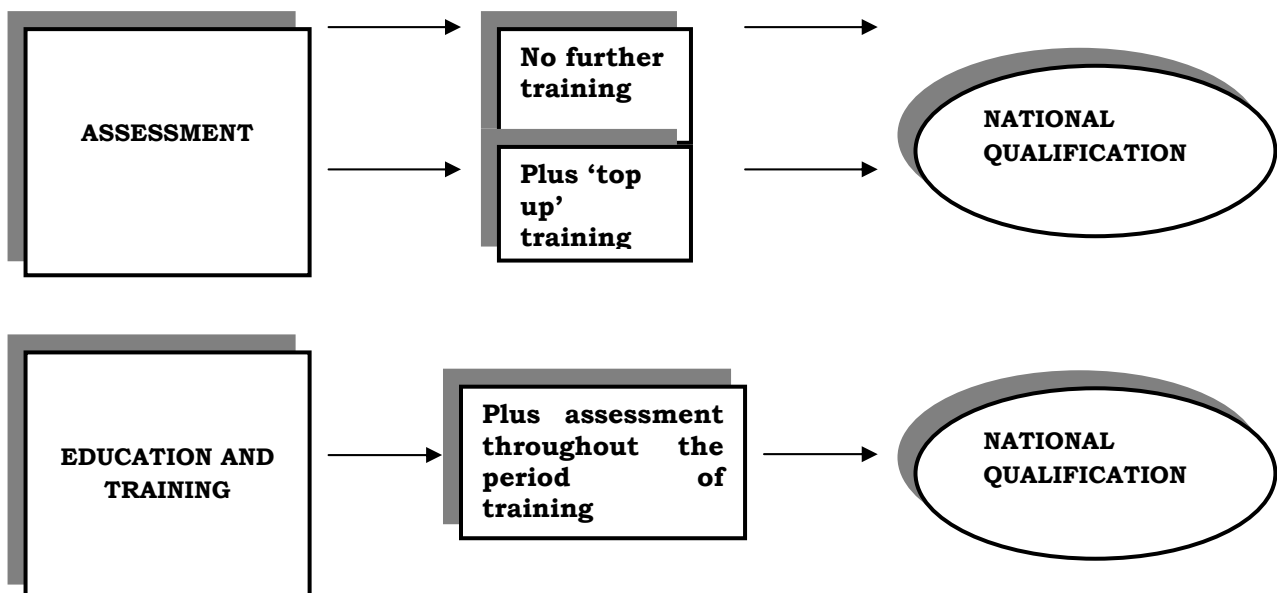
Pathways to qualifications

There are two main pathways to a national vocational education and training qualification in museum and library/information services. The first is through formal education and training. The second is through assessment, which recognises prior learning and current competencies.

This second pathway is an important feature of the national industry training package. For the first time, a person who demonstrates the required competencies can receive formal recognition for their existing skills and knowledge, without being required to enroll in a course of study. The training package encourages people with work experience to undertake assessment for which they can receive a national qualification. Individuals can also receive credit for competencies in related fields of employment.

Often, the two pathways will merge. A person with some, but not all, of the competencies required for a qualification may undertake an initial assessment to identify their prior learning and current competencies and follow that assessment with vocational education and training before receiving a national qualification. Alternatively, a student may enter an education and training program without an initial assessment but, as a component of the training, regularly undergo assessment.

In summary, the pathways to a qualification are:



Assessment and training can occur in an education institution, in the workplace, or in a combination of both, under the direction of an RTO. Specific assessment requirements are identified in the evidence guides for each competency standard.

People who are already employed in museums or library and information services and those wishing to enter the industry can obtain national qualifications. Current employees may attain a qualification through assessment conducted entirely at work or through a combination of assessment in the workplace and in an education institution. These people will generally have considerable work experience, but they might not have received any formal recognition for that experience.

New entrants to the industry may be:

- employed full or part time under training contracts (new apprenticeships)
- full or part time students who may supplement their training with practical experience through work experience, internships or similar arrangements. Work placements may occur concurrently with, or on completion of, formal study. Frequently, an RTO will help a person obtain a placement.

Many people study entirely at an RTO. However, the museum and library/information services industries strongly favour training which is supplemented by work placement or work experience, because competence in many of the competency standards requires practical experience which can improve employment prospects. RTOs are strongly encouraged to form close links with industry to maximise learning benefits and employment outcomes for students.

Regardless of the pathway chosen by the individual, assessment must be carried out in the workplace where this is specified in the competency standards. Workplace assessment and experience is strongly recommended in all other cases.

New apprenticeships

The flexible pathways and learning delivery modes available through the national training package for museum and library/information services allow employers and trainees to enter into apprenticeship or traineeship agreements to suit their particular workplaces. A qualification may be obtained through an apprenticeship or traineeship where the trainee is engaged in training that is wholly on the job or in a combination of on the job and off the job training.

New apprenticeship arrangements cover both traineeships and apprenticeships and can be offered at any qualification level, with trainees or apprentices being employed full time or part time. Generally, they will undergo a combination of training and assessment at work and at an education institution, or undertake all their training in the workplace. They are employed by an enterprise under a training contract that sets out the training to be provided. Alternatively, the employer can be a group training company, which employs trainees and rotates them between a number of employers.

All qualifications are awarded by an RTO, with the enterprise vouching for any required work experience component.

Packaging units of competency for a qualification

Choosing a qualification

People seeking a national qualification can start and finish their training at any level, provided they meet any pre-requisites specified for individual standards. A person might, for example, begin training at Certificate II, finish at Certificate III, and then at a future date return to study at Certificate IV (or higher if they have gained relevant industry experience in the meantime). Alternatively, they may complete single units of competency and over time accumulate a qualification.

Qualification titles

The titles of the qualifications are:

- Certificate II in Museum Practice
- Certificate III in Museum Practice
- Certificate IV in Museum Practice
- Diploma of Museum Practice
- Advanced Diploma of Museum Practice
- Certificate II in Library and Information Services
- Certificate III in Library and Information Services
- Certificate IV in Library and Information Services
- Diploma of Library and Information Services
- Advanced Diploma of Library and Information Services

The qualification should include as an attachment a full list of all units of competency achieved.

Customising the qualifications

The qualifications framework provides a flexible set of qualifications which aims to maximise choice for individuals, employers and RTOs.

In addition to the museum or library/information services competency standards, relevant units of competency from other industries can be used when making up a qualification. Some of these standards, such as the Workplace Trainers and Assessors competency standards, have been included in this training package. The Diploma and Advanced Diploma of Library and Information Services specify the inclusion of four compulsory workplace trainer and assessor competency standards. Completion of these units meets the minimum requirements for workplace assessors and also gives credit towards the Certificate IV in Workplace Training and Assessment.

A list of standards included from other industries is included as an appendix to this publication. RTOs and assessors should check these industries' requirements and ensure that the standards to be assessed are consistent with any recent changes the industry may have made.

The qualifications may also be customised through the incorporation of competency standards from other industries not included in the training package. Standards from other industries may be incorporated into qualifications as electives, provided that:

- the standards are packaged at the same level as the relevant museum or library/information services industry qualification
- the proposed electives are part of an endorsed industry training package or endorsed national competency standards, and
- the total qualification includes the minimum number of museum or library/information services industry competency standards specified for that level.

Units that make up the qualifications

The charts on the following pages set out the units required to achieve a qualification at each level. To receive a qualification, an individual must be competent in the required number of units for each qualification.

For each qualification, there are two types of units:

- compulsory units which all individuals must complete
- 'other' units, a minimum number of which must be completed at each level. These other units include museum or library/information services units and related units from other endorsed industry training packages or national competency standards. Each qualification sets out the required number of museum or library/information services units to be completed and the maximum number of units that may be included from other industry training packages.

The qualifications for library and information services

Employment in library and information services

People who are employed in library and information services work within all industries and in diverse information agencies and libraries. They may work in the public or private sectors, in research, special, corporate, educational or public libraries. They also work in corporate, government and community environments, adding value to organisations by assisting them to manage knowledge – to analyse, synthesise, evaluate, organise and use information.

Library and information services workers assist many client groups. Employees may, for example, provide assistance with research, with records management, with database management, and with multimedia production.

Within these various environments, library and information services workers perform a wide range of duties and exercise diverse competencies. They may design, plan, manage and evaluate services; formulate and implement policy; develop and deliver highly specialised services for discrete client groups; organise and manage resources; and manage, supervise, operate and maintain systems and their associated technologies.

Underpinning all these functions is the need to meet the information needs of clients and to provide high quality customer service. Also important is the need to work effectively with information technology. Client service and information technology competencies - vital to current and future library and information services practice - are embedded within all competency standards and in the qualifications at all levels.

Thus, the library and information services qualifications framework is designed to respond to and anticipate present and future education and training needs. The framework also encourages library and information services workers to identify and meet their own skill development needs, with the competency standards in information literacy being an important means by which this objective may be met.

Because library and information services workers are able to transfer their competencies across many different environments, the national industry training package provides both horizontal and vertical career path opportunities. The qualifications provide a basis for study and employment in other, related fields across all industries. In addition, qualifications at Diploma and Advanced Diploma levels may articulate with, and grant credit towards, professional qualifications in library and information services.

Principles underpinning the qualifications structure

The national qualifications for library and information services are based on seven key principles.

1. The qualifications give individuals and registered training organisations (RTOs) maximum flexibility in building programs of study that meet regional, provider and individual student needs. In providing this flexibility, the qualifications also seek to make the best use of available resources. Because competency standards from other industries may be incorporated into individual qualifications, RTOs may draw on expertise and resources from related fields of study in assembling a qualification. However, library and information services should be the major focus of each qualification.
2. The competencies develop incrementally from one level to the next. A person may commence study at any level, or they may be assessed and receive recognition for their prior learning and current competencies, either receiving a full qualification or using their existing competencies as a foundation for formal study.
3. Articulation arrangements should ensure career progression and facilitate transfer of credits into related programs. These may include credits into related fields of study at the same level of qualification as well as credit into higher level programs.
4. All qualifications should include the following areas as a basis for practice:
 - information and information formats
 - information literacy and methods of access, including training and educating clients to access information effectively
 - information agencies, outlets and networks
 - work and work effectiveness in a service environment, including own performance and development
 - ethical and legal obligations in providing information services
5. Qualifications should ensure that individuals are capable of comprehension, application and communication and can use and evaluate services. Thus, all assessment leading to the award of a qualification should guarantee that the relevant theoretical and conceptual skills and knowledge have been demonstrated.
6. All qualifications should aim to develop attitudes of client service. High quality customer service is crucial to the future development of library and information services and hence this important competency is embedded within all units of competency and in each qualification.
7. Qualifications should aim to provide practical experience as an integrated component of learning.

The national library and information services qualifications at a glance

To attain a qualification

... the individual must be competent in these units...

Certificate II	=	7 units	
		6 compulsory	+ 1 other (which may be either the LIS optional unit, or from another endorsed industry training package or endorsed national competency standards)

Certificate III	=	12 units	
		9 compulsory	+ 3 others (at least 2 must be LIS optional units)

Certificate IV	=	15 units	
		9 compulsory	+ 6 others (at least 3 must be LIS optional units)

Diploma	=	23 units	
		15 compulsory	+ 8 others (at least 4 must be LIS optional units)

Advanced Diploma	=	21 units	
		13 compulsory	+ 8 others (at least 4 must be LIS optional units)

Trainees or assesseses must:

- complete the compulsory units for the qualification
- complete the total number of units stated for that level

Certificate II in Library and Information Services

CUL20199

To attain a Certificate II in Library and Information Services, complete seven units: six compulsory units and one other unit.

The other unit may be the LIS optional unit from the right hand column below, or it may come from another related endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate II in Museum Practice.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 1 OTHER UNIT
CULLB201A Assist clients to use an information service effectively CULLB202A Assist with the maintenance of service area CULLB203A Develop own information literacy skills CULLB204A Manage own work performance and learning CULLB205A Prepare, process and store resources CULLB206A Assist with circulation services	Complete one other unit, which may come from another endorsed industry training package, or endorsed national competency standards, or the following LIS unit: CULLB207A Assist with programs, activities and promotion

Certificate III in Library and Information Services

CUL30199

To attain a Certificate III in Library and Information Services, complete 12 units: nine compulsory units and three other units. Two of the other units must be selected from the LIS group.

One of the other units may come from another related endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate III in Museum Practice.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 3 OTHER UNITS
<p>CULLB201A Assist clients to use an information service effectively</p> <p>CULLB202A Assist with the maintenance of service area</p> <p>CULLB203A Develop own information literacy skills</p> <p>CULLB204A Manage own work performance and learning</p> <p>CULLB205A Prepare, process and store resources</p> <p>CULLB301A Participate in a work team</p> <p>CULLB302A Use bibliographic methods</p> <p>CULLB307A Use multimedia equipment</p> <p>BSZ404A Train small groups</p>	<p><u>LIS UNITS</u> <i>Select at least two units from the group below:</i></p> <p>CULLB303A Accession and process resources</p> <p>CULLB304A Contribute to promotional programs and activities for clients</p> <p>CULLB305A Process orders</p> <p>CULLB306A Respond to requests from other information providers for material</p> <p><i>One unit may come from another endorsed industry training package or national competency standards at the same level, such as the Certificate III in Museum Practice.</i></p>

Certificate IV in Library and Information Services

CUL40199

To attain a Certificate IV in Library and Information Services, complete 15 units: nine compulsory units and six other units. Three of the other units must be selected from the LIS group.

Three of the other units may come from other endorsed industry training packages or endorsed national competency standards at the same level, such as the Certificate IV in Museum Practice.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 6 OTHER UNITS
<p>CULLB401A Contribute to client access to information</p> <p>CULLB402A Contribute to effective working relationships</p> <p>CULLB403A Develop and apply own information literacy skills in working with clients</p> <p>CULLB404A Contribute to structuring bibliographic and other information systems</p> <p>CULLB405A Manage own work, development and learning</p> <p>CULLB406A Organise and coordinate work activities</p> <p>CULLB407A Use networked services effectively to provide access to information</p> <p>CULLB307A Use multimedia equipment</p> <p>BSZ404A Train small groups</p>	<p><u>LIS UNITS</u> <i>Select at least three units from the group below</i></p> <p>CULLB408A Acquire and process resources for access</p> <p>CULLB409A Maintain service area environment, resources and equipment</p> <p>CULLB410A Obtain information resources from remote sources for clients</p> <p>CULLB411A Provide promotion and programs and activities for clients</p> <p>CULLB412A Undertake cataloguing activities</p> <p><i>Three of the other units may come from other endorsed industry training packages or national competency standards as outlined above.</i></p>

Diploma of Library and Information Services

CUL50199

To attain a Diploma of Library and Information Services, complete 23 units: 15 compulsory units and eight other units. Four of the other units must be selected from the LIS group.

Four of the other units may come from other related endorsed industry training packages or endorsed national competency standards at the same level, such as the Diploma of Museum Practice. To complete the Certificate IV in Workplace Trainer and Assessment, four units may be selected from that industry training package.

COMPLETE ALL COMPULSORY UNITS		COMPLETE 8 OTHER UNITS
CULLB401A	Contribute to client access to information	<p><u>LIS UNITS</u> <i>SELECT AT LEAST FOUR UNITS FROM THE GROUP BELOW</i></p> <p>CULLB505A Analyse and describe material</p> <p>CULLB506A Catalogue and classify material</p> <p>CULLB507A Contribute to collection development</p> <p>CULLB508A Develop and improve systems and processes to increase access to information</p> <p>CULLB509A Coordinate selection and acquisition of information</p> <p>CULLB510A Establish and maintain consultation with, and promotion to, client groups</p> <p>CULLB511A Lead a team</p> <p>CULLB512A Maintain and modify technological applications in the library</p> <p>CULLB513A Manage maintenance of physical resources and environment</p> <p>CULLB514A Provide assistance for research and projects</p> <p><i>Four of the other units may come from other endorsed industry training packages or national competency standards as outlined above.</i></p>
CULLB402A	Contribute to effective working relationships	
CULLB403A	Develop and apply own information literacy skills in working with clients	
CULLB405A	Manage own work, development and learning	
CULLB406A	Organise and coordinate work activities	
CULLB407A	Use networked services effectively to provide access to information	
CULLB501A	Contribute to the organisation and coordination of the work of others	
CULLB502A	Deliver information literacy programs for clients	
CULLB503A	Organise information for client access	
CULLB504A	Provide clients with access to required information	
CULLB307A	Use multimedia equipment	
BSZ404A	Train small groups	
BSZ401A	Plan assessment	
BSZ402A	Conduct assessment	
BSZ403A	Review assessment	

To attain an Advanced Diploma of Library and Information Services, complete 21 units: 13 compulsory units and eight other units. Four of the other eight units must be selected from the LIS units in Group A or Group B in the table below, and at least one of these units must come from Group A.

The remaining four units may come from other related endorsed industry training packages or national competency standards, or from the specialist units that follow.

COMPLETE ALL COMPULSORY UNITS		COMPLETE 8 OTHER UNITS	
CULLB501A	Contribute to the organisation and coordination of the work of others	<u>LIS UNITS</u> <i>Select 4 LIS units. At least one unit must be selected from Group A. The remaining 3 units may be selected from Group A or Group B.</i>	
CULLB502A	Deliver information literacy programs for clients		
CULLB504A	Provide clients with access to required information	<i>Group A</i>	
CULLB508A	Develop and improve systems and processes to increase access to information	CULLB604A	Manage care and maintenance of the collection
CULLB514A	Provide assistance for research and projects	CULLB605A	Manage collection development
CULLB601A	Contribute to the development of the organisation's bibliographic management system	CULLB606A	Provide database development
CULLB602A	Evaluate and extend own information literacy skills in working with clients	<i>Group B</i>	
CULLB603A	Manage a major functional area	CULLB505A	Analyse and describe material
CULLB307A	Use multimedia equipment	CULLB506A	Catalogue and classify material
BSZ404A	Train small groups	CULLB510A	Establish and maintain consultation with, and promotion to, client groups
BSZ401A	Plan assessment	CULLB512A	Maintain and modify technological applications in the library
BSZ402A	Conduct assessment	<i>Four of the other units may come from other endorsed industry training packages or national competency standards or from the specialist units.</i>	
BSZ403A	Review assessment		

Specialist units

The following units of competency may be packaged with the Advanced Diploma as outlined above or used in professional development programs.

CULLB701A	Analyse and describe specialist and/or complex material	CULLB707A	Manage external working relationships
CULLB702A	Collect, analyse and evaluate information	CULLB708A	Manage information access
CULLB703A	Facilitate client learning	CULLB709A	Manage research program
CULLB704A	Initiate and carry out projects	CULLB710A	Market the library and library services
CULLB705A	Lead a functional/major policy area	CULLB711A	Provide clients with access to information in a specialist area
CULLB706A	Maintain and develop client services in a special area	CULLB712A	Provide consultancy service

The National Museum Qualifications

Employment opportunities in museums

The industry training package offers qualifications that underpin many different employment opportunities. The qualifications provide the opportunity for multi-skilling, and incorporate competencies from other industries where appropriate. This flexibility is particularly suited to small and regional centres where a mix of skills may be required.

Museums perform five core functions: acquisition, conservation, research, communication, and exhibition. To meet these responsibilities, museums need employees with strong education and vocational backgrounds and high level skills in communication and client service.

As the roles of museums change and develop, so too do the competencies of their employees. On the one hand, careers in museums are developing in their specialisations and community involvement. On the other, employees are acquiring knowledge and skills in business management, marketing, client service, accountability and entrepreneurship to support their core museum qualifications and experience. The national industry training package incorporates this variety of competencies and provides flexibility in the ways in which they may be packaged to form qualifications.

Some examples of employment opportunities in museums are listed below.

- Administrator
- Artisan/technician
- Audiovisual technician
- Attendant/security officer
- Manager across a range of areas
- Conservator
- Curator, associate or assistant curator
- Designer (exhibitions, graphics)
- Director
- Editor/publications officer
- Education officer
- Exhibition/display officer
- Finance manager
- Librarian
- Maintenance engineer
- Marketing manager
- Membership coordinator
- Photographer
- Preparator/ technician/taxidermist
- Public programs manager
- Registrar
- Retail manager
- Tourism officer
- Travelling exhibitions coordinator
- Visitor services coordinator

The national museum qualifications at a glance

To attain a qualification ... the assessee must be competent in these units...

...

Certificate II	=	8 units	
		7 compulsory	+ 1 other (must be a museum optional unit)
Certificate III	=	13 units	
		8 compulsory	+ 5 others (at least 3 must be museum optional units)
Certificate IV	=	16 units	
		6 compulsory	+ 10 others (at least 8 must be museum optional units)
Diploma	=	20 units	
		7 compulsory	+ 13 others (at least 11 must be museum optional units)
Advanced Diploma	=	23 units	
		6 compulsory	+ 17 others (at least 15 must be museum optional units)

Trainees or assesseees must:

- complete the compulsory units for the qualification
- complete the total number of units stated for that level

Certificate II in Museum Practice

CUL20299

To attain the Certificate II in Museum Practice, complete eight units: seven compulsory units plus one other selected from the units listed in the right hand column.

COMPLETE ALL COMPULSORY UNITS		COMPLETE 1 OTHER UNIT
CULMS201A	Develop and apply knowledge of the institution	<i>Complete one unit from the group below</i> CULMS207A Assist with the presentation of public activities and events CULMS208A Maintain appearance of the institution CULMS209A Provide and sell products and services to visitors CUECLE1A Undertake general administration procedures
CULMS202A	Assist clients to access services and facilities	
CULMS203A	Assist in maintaining public areas	
THHCOR03A	Follow health, safety and security procedures	
CUECOR1A	Manage own work and learning	
CULMS205A	Observe and report basic condition of collection	
CUECOR2A	Work with others	

Certificate III in Museum Practice

CUL30299

To attain the Certificate III in Museum Practice, complete 13 units: eight compulsory plus five others.

Of the other units three must be selected from the units listed in the right hand column.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate III in Library and Information Services.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 5 OTHER UNITS
<p>CULMS201A Develop and apply knowledge of the institution</p> <p>CULMS301A Apply knowledge of the institution's disaster preparedness plan</p> <p>CULMS202A Assist clients to access services and facilities</p> <p>CULMS203A Assist in maintaining public areas</p> <p>THHCOR03A Follow health, safety and security procedures</p> <p>CUECOR1A Manage own work and learning</p> <p>CULMS205A Observe and report basic condition of collection</p> <p>CUECOR2A Work with others</p>	<p><i>Complete at least three units from the group below</i></p> <p>CULMS302A Assist with movement and storage of objects</p> <p>CULMS303A Establish and maintain security</p> <p>CULMS304A Protect the collection</p> <p>CULMS209A Provide and sell products and services to visitors</p> <p>CULMS305A Provide assistance with installing and dismantling exhibitions</p> <p>THHGHS03A Provide First Aid</p> <p>CULMS306A Transport objects to new locations</p> <p>CUECLE1A Undertake general administration procedures</p> <p><i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate III in Library and Information Services.</i></p>

Certificate IV in Museum Practice

CUL40299

To attain the Certificate IV in Museum Practice, complete 16 units: six compulsory plus ten others.

Eight of the other units must be selected from the units listed in the right hand column.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate IV in Library and Information Services.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 10 OTHER UNITS
<p>CULMS301A Apply knowledge of the institution's disaster preparedness plan</p> <p>CULMS401A Use legislative and cultural protocols in the institution</p> <p>CULMS402A Maintain a safe and secure environment</p> <p>BSXFMI401A Manage personal work priorities and professional development</p> <p>BSXFMI404A Participate in, lead and/or facilitate work teams</p> <p>CULMS304A Protect the collection</p>	<p><i>Complete at least 8 units from the group below</i></p> <p>CULMS403A Contribute with institution's marketing</p> <p>CULMS404A Contribute to the preservation of objects</p> <p>THTSMA01A Coordinate the production of brochures and marketing materials</p> <p>CULMS406A Deliver information, activities and events</p> <p>CULMS407A Install and dismantle exhibitions</p> <p>CULMS408A Maintain the condition and security of the institution</p> <p>CULMS409A Plan and carry out the movement and storage of objects</p> <p>THHGHS03A Provide First Aid</p> <p>CULMS410A Provide research assistance</p> <p>CULMS411A Provide technical support for the accommodation of objects</p> <p>CULMS412A Record and maintain information about the collection</p> <p>CULMS413A Use information technology</p> <p><i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Certificate IV in Library and Information Services.</i></p>

Diploma of Museum Practice

CUL50299

To attain the Diploma of Museum Practice, complete 20 units: seven compulsory plus thirteen others.

Eleven of the other units must be selected from the units listed in the right hand column.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Diploma of Library and Information Services.

COMPLETE ALL COMPULSORY UNITS		COMPLETE 13 OTHER UNITS	
		<i>Complete at least 11 units from the group below</i>	
CULMS401A	Use legislative and cultural protocols in the institution	CULMS501A	Apply basic preservation techniques
BSXFMI503A	Establish and manage effective workplace relationships	CULMS502A	Arrange to acquire or dispose of objects
CULMS402A	Maintain a safe and secure environment	CULMS503A	Contribute to budget development
BSXFMI501A	Manage personal work priorities and professional development	CULMS504A	Coordinate installation and dismantling of small exhibitions
BSXFMI507A	Manage quality customer service	CULMS505A	Document objects
BSXFMI404A	Participate in, lead and/or facilitate work teams	BSXFMI505A	Manage operations to achieve planned outcomes
CULMS304A	Protect the collection	BSXFMI506A	Manage workplace information
		CULMS409A	Plan and carry out the movement and storage of objects
		CULMS506A	Plan, develop and deliver activities, events and programs
		CULMS410A	Provide research assistance
		CULMS507A	Promote the institution
		THHGHS03A	Provide First Aid
		CULMS508A	Provide information technology support
		CUEMAR2A	Undertake market research
		CUEMAR3A	Undertake marketing activities
		CULMS413A	Use information technology
		<i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Diploma of Library and Information Services.</i>	

Advanced Diploma of Museum Practice

CUL60299

To attain the Advanced Diploma of Museum Practice, complete 23 units: six compulsory plus seventeen others.

Fifteen of the other units must be selected from the units listed in the right hand column below.

Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Advanced Diploma of Library and Information Services.

COMPLETE ALL COMPULSORY UNITS	COMPLETE 17 OTHER UNITS
CULMS401A Use legislative and cultural protocols in the institution CULMS402A Maintain a safe and secure environment BSXFM401A Manage personal work priorities and professional development. BSXFMI507A Manage quality customer service CULMS304A Protect the collection CULMS413A Use information technology	<p><i>Complete at least 15 units from the group below</i></p> CULMS601A Assist the conservator in conserving the collection BSXFMI511A Contribute to the development of a workplace learning environment CULMS602A Contribute to planning and acquisition of computer systems CULMS603A Coordinate exhibitions and/or public programs CULMS604A Coordinate the acquisition and disposal of objects CULMS605A Coordinate the movement and storage of objects and the maintenance of information records CUEFIN1A Develop a budget CULMS607A Develop small exhibitions CULMS608A Develop, implement and evaluate plans CULMS609A Develop policies and strategies CULMS505A Document objects CULMS610A Identify and describe objects CULMS611A Lend and borrow objects CUEFIN2A Manage a budget BSXFMI505A Manage operations to achieve planned outcomes CULMS613A Manage volunteer services BSXFMI506A Manage workplace information CULMS507A Promote the institution BSXFMI502A Provide leadership in the workplace CULMS615A Pursue and develop sponsorship opportunities CULMS616A Recruit and select volunteers and paid staff CULMS617A Undertake research CUEMAR3A Undertake marketing activities
	<p><i>Two of the other units may come from another endorsed industry training package or endorsed national competency standards at the same level, such as the Advanced Diploma of Library and Information Services.</i></p>

Appendix One: National competency standards from other industries

The following units of competency have been incorporated from other industries.

CODE	UNIT OF COMPETENCY	INDUSTRY
THHCOR03A	Follow health, safety and security procedures	Tourism and Hospitality
THHGH03A	Provide First Aid	Tourism and Hospitality
THTSMA01A	Coordinate the production of brochures and marketing materials	Tourism and Hospitality
BSXFMI511A	Contribute to the development of a workplace learning environment	Business Services
BSXFMI503A	Establish and manage effective workplace relationships	Business Services
BSXFMI505A	Manage operations to achieve planned outcomes	Business Services
BSXFMI401A	Manage personal work priorities and professional development	Business Services
BSXFMI507A	Manage quality customer service	Business Services
BSXFMI506A	Manage workplace information	Business Services
BSXFMI404A	Participate in, lead and/or facilitate work teams	Business Services
BSXFMI502A	Provide leadership in the workplace	Business Services
CUECOR1A	Manage own work and learning	Entertainment
CUECOR2A	Work with others	Entertainment
CUECLE1A	Undertake general administrative procedures	Entertainment
CUEMAR2A	Undertake market research	Entertainment
CUEMAR3A	Undertake marketing activities	Entertainment
CUEFIN1A	Develop a budget	Entertainment
CUEFIN2A	Manage a budget	Entertainment
BSZ401A	Plan assessment	Workplace trainers and assessors
BSZ402A	Conduct assessment	Workplace trainers and assessors
BSZ403A	Review assessment	Workplace trainers and assessors
BSZ404A	Plan a training program	Workplace trainers and assessors

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Assist clients to use an information service effectively

CULLB201A

To help clients make effective use of information providers' services and facilities, practitioners assist clients to access the facilities or refer them to the appropriate person. Feedback from clients is treated in a courteous and ethical manner to add value to the client focussed organisation.

ELEMENT

PERFORMANCE CRITERIA

Assist clients

Clients are assisted and/or instructed in the use of equipment and facilities, or are referred to appropriate persons(s)

Assistance and directions reflect knowledge of the basic structure, functions and roles of the service provider, and of the areas most likely to satisfy common client requirements

Client needs, requirements and expectations are identified and handled in an ethical manner

Competing demands for service are dealt with tactfully and helpfully

Provide information about services and facilities

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

Clients are accurately informed of relevant rules and regulations in a courteous manner

Deal with clients' comments, suggestions and complaints

Clients' comments and suggestions about information services are noted and passed on to appropriate person(s)

Client complaints are listened to carefully and courteously and recorded in accordance with standard procedures

Assessments of the seriousness of complaints and the appropriate method of dealing with individual complaints are made quickly

Action is taken to resolve the complaint or refer it to the appropriate person(s) in accordance with standard procedures

Clients are told clearly and courteously what action will be taken

RANGE OF VARIABLES

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

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

Clients may be:

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

Information may be provided:

- orally or in writing
- face-to-face or by phone, mail or electronic means

Information may include:

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

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

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 of equipment provided for clients that can be used with minimal instruction such as:

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

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.

Facilities include special services, collections, or other types of assistance, support or amenity available to clients.

EVIDENCE GUIDE

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

Concurrent assessment of units

This unit may be assessed in conjunction with the following unit:
Develop own information literacy skills

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - dealing with a range of clients' needs courteously and promptly and accommodating their special needs
 - communicating effectively with a wide range of people, including external and internal users of the service
 - accurately assessing client needs at a basic level

- using referral techniques effectively
- dealing with conflicting demands for services
- recording client complaints quickly and accurately
- identifying and using standard sources of information
- demonstrating respect for client comments and complaints

- communication and promotion
 - working effectively and constructively in a team

- information literacy
 - understanding the role, function and services of different types of information provided
 - applying information literacy skills to own work practices
 - identifying and using service provider's facilities
 - acquiring and using information appropriate to work responsibilities

- information management
 - using information formats common to information providers
 - providing a basic level of information service
 - applying library policies in relation to the provision of services and information

- information technology
 - selecting and using technology appropriate for the task
 - operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
 - following basic information technology security procedures

- the work environment
 - following service provider's rules and regulations
 - using standard office and library equipment and facilities

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

Method and context 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

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 on and off the job.

KEY COMPETENCIES

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

Assist with the maintenance of service area

CULLB202A

Practitioners use 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.

ELEMENT

PERFORMANCE CRITERIA

Maintain an attractive and pleasant environment for clients

Service areas are kept tidy and clean and problems are dealt with or reported to appropriate person(s)

Display shelves and notice boards are kept up-to-date and attractive

Suggestions for making resources and environment attractive and appealing are made and/or acted upon

The environment is monitored to check that organisational policies and procedures in relation to clients with special needs are applied

Repair material

Damage to an item is assessed and practicability of repair is determined in consultation with appropriate person(s) in relation to cost, time, materials and expertise required for repair and organisational policies and practices

Alternatives to repair and repair options are considered and assessed and recommendations made to appropriate person(s)

Method of repair is determined and the repair is carried out, or item is prepared for and referred to the appropriate person(s) for other action

Contribute to the maintenance of equipment

Equipment is regularly checked to ensure it is operational and functional

Problems with equipment operation and maintenance are identified and rectified or referred to appropriate service contact, and clients and staff are informed

	Efforts are made to develop awareness of characteristics of new equipment so that common and minor problems are dealt with promptly
Maintain materials and supplies for equipment	Supplies are monitored and replaced promptly or reported to appropriate person(s) Minor materials are purchased using organisation's purchasing policy and procedures Signs in relation to equipment are maintained, created if necessary and placed in the appropriate location
Recognise and report unsafe/unsatisfactory work conditions	Equipment and furniture are regularly checked for safety and removed if found to be dangerous and/or reported to appropriate person(s) Damage to buildings and property is identified and reported promptly to the appropriate person(s) Storage of dangerous substances is secure and complies with relevant OHS standards Potential health and safety hazards are identified and dealt with or reported promptly to appropriate person(s)
Respond appropriately to incidents concerning staff and clients	Situation is assessed promptly and degree of problem is established Appropriate action is taken calmly and any procedures covering the situation are followed The potential effect of incidents on different clients, including those with special needs, is recognised and is taken into account in determining the appropriate action to be taken Necessary information is communicated promptly to appropriate person(s) All incidents are reported and recorded accurately and in accordance with relevant procedures and guidelines

RANGE OF VARIABLES

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 shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Equipment covers a wide range of equipment commonly available in library and information services 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
- vehicles
- automatic doors/lighting
- clocks
- fax machines
- microfilm readers and printers
- typewriters
- security systems
- PA systems
- safes and furniture

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

Alternatives to repair may include:

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

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

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

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

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
- 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
- the type of information service, such as whether branch or main service point
- communication and security systems
- time of day

In relevant situations, appropriate action will include implementation of emergency evacuation procedures in the absence of safety officers or other staff.

OHS standards are as established in relevant individual State/Territory legislation, Commonwealth legislation and/or the organisation's policies and procedures.

EVIDENCE GUIDE

Critical aspects of evidence

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

- resolve difficulties or unforeseen contingencies discreetly and strategically

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - understanding communication principles and strategies for dealing with clients
 - applying the principles of communication in working effectively and constructively with clients
 - handling conflict situations, including breaches of security, within specified guidelines
 - working effectively and constructively in a team
 - maintaining library supplies and materials
 - applying agreed ethical standards to own work
- information literacy
 - acquiring and using information appropriate to work responsibilities
 - computerised catalogues
- information technology
 - operating computer hardware to manage files and disks, print documents and use a keyboard and mouse

- the work environment
 - the service provider's policies, rules and regulations in relation to client service, client management and behaviours, OHS, layout and maintenance of public areas, and conservation and preservation
 - housing and storage facilities appropriate to a wide range of resources
 - protecting and repairing print and non-print materials to specified standards, including use of appropriate equipment, such as binders, laminators, guillotines
 - applying principles of best practice to own work
 - maintaining fully functional equipment, including monitors and other security devices
 - maintaining supplies needed for full functional equipment and other stores
 - observing OHS regulations, including:
 - using safe handling techniques
 - taking prompt action in the case of accidents or unforeseen events
 - assessing the extent of damage and making recommendations for appropriate treatment, including:
 - selecting appropriate repair methodology and equipment, and/or
 - selecting alternatives to repair

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

Method and context 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

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 on and off the job.

KEY COMPETENCIES

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

Develop own information literacy skills

CULLB203A

Recognising the critical importance of self education and lifelong learning, practitioners enhance their own ability to access and use information through various systems and in a variety of formats.

ELEMENT

PERFORMANCE CRITERIA

Develop own information literacy skills

Own learning and learning needs are assessed against planned career outcomes

Strategies to develop own information literacy skills are planned and implemented

Information literacy skills are applied to self and own professional development

Interpret and determine the information need

The nature of the information problem or need is determined

The information need is interpreted and confirmed

The purpose, or required outcome, of the information search is accurately defined

Information search processes are evaluated in the context of original purpose

Identify a range of sources

A range of potentially appropriate sources of information is identified, regardless of format or location

Appropriate information retrieval strategies are selected and used

Sources of information are selected appropriate to information needs

Refine analysis of information need or problem

Information need or problem is analysed in the light of information retrieved

Sources are interpreted and interrogated for information which is relevant to the information need

Organise and manage retrieved information

Information is recorded in line with requirements of service provider

Information is presented in a context or format appropriate to the purpose

RANGE OF VARIABLES

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:

- Equal Opportunity legislation
- Copyright Act and amendments
- Occupational Health and Safety legislation

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

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

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

Strategies to develop information literacy may include:

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

EVIDENCE GUIDE

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

Concurrent assessment of units

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

- Assist clients to use an information service effectively
- Manage own work performance and learning

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - contributing to the development of the workplace as a learning organisation
- information literacy
 - the principles of lifelong learning and ability to develop and implement learning strategies in career and personal development planning
 - applying information literacy principles to work undertaken in an information service organisation
 - reflecting on the application of information literacy skills in the workplace
 - acquiring and using information appropriate to work responsibilities
 - using information literacy strategies for own career and professional development
 - reflecting the application of information literacy skills in work practice
- 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 and enter simple data and records accurately
- the work environment
 - applying principles of best practice to own work

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

Method and context 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

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 on and off the job.

KEY COMPETENCIES

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

Manage own work performance and learning

CULLB204A

Practitioners are responsible for managing their own performance and contributing to their own professional development within the context of the organisation.

ELEMENT	PERFORMANCE CRITERIA
Manage self	<p>Personal qualities and performance serve as a model in the workplace</p> <p>Personal goals and plans reflect the organisation's plans, and personal roles, responsibilities and accountabilities</p> <p>Action is taken to achieve personal goals beyond those planned</p> <p>Consistent personal performance is maintained in varying work conditions and work contexts and in line with work standards</p> <p>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>
Set and meet own work priorities	<p>Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives</p> <p>Technology is used efficiently and effectively to manage work priorities and commitments</p>
Develop and maintain professional competence	<p>Personal knowledge and skills are assessed against competency standards to determine development needs</p> <p>Feedback from management, clients and colleagues is used to identify ways to improve competence</p> <p>Management development opportunities suitable to personal learning styles are selected and used to develop competence</p>

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

RANGE OF VARIABLES

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
- Equal Opportunity legislation

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

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

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.

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

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

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

EVIDENCE GUIDE:

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

Concurrent assessment of units:

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

- Develop own information literacy skills

Underpinning knowledge and skills:

Skills and knowledge are required in:

- client service
 - managing work outputs within a specified time and setting priorities
 - seeking feedback and integrating constructive advice into work routines

- communication and promotion
 - communicating effectively in a work environment and with clients
 - working effectively in a team and demonstrating effective interpersonal skills
 - communicating effectively and appropriately on email

- information literacy
 - selecting and using available learning methods to maintain current competence

- information technology
 - 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 to retrieve and save files, use the basic functions of applications, back up data, and add simple data and records to information systems
 - awareness of the potential damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures

- the work environment
 - monitoring own work and introducing strategies to improve performance
 - applying OHS principles in work routines
 - working to agreed ethical standards and in a flexible manner
 - Copyright Act and amendments

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

Method and context 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
- examples of workplace procedures developed by assessee or suggestions for workplace improvements
- simulation of various workplace situations
- examples of authenticated relevant assessments and/or assignments from formal education courses

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 on and off the job.

KEY COMPETENCIES

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

Prepare, process and store resources

CULLB205A

To ensure consistent organisation and maintenance of information, materials and equipment, practitioners process and store resources in accordance with the information service provider's policies and procedures.

ELEMENT

PERFORMANCE CRITERIA

Prepare newly acquired resources

Material and equipment is labelled and protective and security measures are applied, in accordance with procedures

Suggestions are made for action taking into account the expected life, use of, and demand for the material and equipment

Statistics of processed resources are recorded in accordance with procedures

Undertake basic processing of information

Information is processed in accordance with the organisation's procedures

The particular requirements of the processing system used are identified and met

Minor bugs or problems in the processing system or procedures are promptly brought to the attention of relevant person(s) for action

Arrange material to facilitate access to resources for clients

Material is checked and organised promptly for shelving

Material is shelved tidily and correctly within the classification order used by the service provider

Material is regularly checked for correct shelving and to detect missing or damaged material

Material is moved and transferred to correct destination, as directed and in accordance with OHS requirements

RANGE OF VARIABLES

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

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 cover a wide range of material, equipment and other information resources obtained by the organisation by purchase 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

Damage may include:

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

Classification order 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

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - reporting anomalies in processing system promptly and efficiently
 - working effectively and constructively in a team
- information literacy
 - acquiring and using information appropriate to work responsibilities
- planning and organisation
 - processing materials in line with service provider's procedures
 - accurately shelving, rearranging, shelf checking and stocktaking in line with policies and procedures used by different service providers, and within OHS guidelines
 - taking prompt action in the case of accidents or unforeseen events
- information technology
 - operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
 - following basic information technology security procedures
- the work environment
 - 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
 - service provider's OHS policies and procedures
 - assessing likely wear and tear on resources and making recommendations for protection and storage
 - applying a range of protective and security devices to materials in different formats
 - compiling statistics in line with specified procedures
 - using standard library equipment
 - compiling required statistics
 - observing OHS requirements and using safe handling techniques

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

Method and context of assessment

Evidence may be gained in a variety of ways including:

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

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 on and off the job.

KEY COMPETENCIES

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

Assist with circulation services

CULLB206A

When borrowing materials, clients are assisted courteously and promptly in accordance with the information provider's regulations and client service standards

ELEMENT

PERFORMANCE CRITERIA

Provide information to clients in relation to circulation/lending

Clients are informed of basic lending rules in an accurate and courteous manner and/or are referred appropriately

Client inquiries are dealt with promptly or referred to appropriate person(s)

Process loan transactions

Client registration details are checked and processed in accordance with the service provider's procedures

Client transactions are carried out in accordance with policies, procedures and client service standards

Competing demands for service are dealt with tactfully and helpfully

Material is checked in accordance with the service provider's requirements, and organised for shelving or other use

Implement security procedures

Client behaviour and use of the library are monitored for security breaches

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)

Disputes are resolved and/or are referred to appropriate person(s)

Process financial transactions

Cash is handled in accordance with the organisation's procedures and within prescribed limits

Credit card and electronic funds transfer transactions are handled in accordance with the organisation's procedures

Receipts are issued and costings are allocated in accordance with the organisation's policies and accounting procedures

Income is balanced to receipts

Irregularities are noted and appropriate action is taken promptly

RANGE OF VARIABLES

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

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

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

Lending policies and procedures may include:

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

Financial transactions will relate to lending activities, eg:

- fines
- reservation charges

Clients may be:

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

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.

Other action may include:

- processing
- dispatch
- collection for reservations
- repair or removal from access

Security/monitoring system may be electronic or visual.

EVIDENCE GUIDE

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 retail environment when return business is essential for survival

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - responding positively to routine enquiries and handling disputes in line with specified client relations policies
 - working effectively in a team environment
- communication and promotion
 - communication principles
 - communicating effectively in a work environment and with clients
- planning and organisation
 - acquiring and using information appropriate to work responsibilities
 - working effectively within the organisation's client service standards
 - demonstrating effective interpersonal skills
 - demonstrating attention to detail
- information literacy
 - operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
 - following basic information technology security procedures
 - computerised catalogues
- the work environment
 - the service provider's policies, rules and regulations in relation to lending, interlibrary loans, handling money and security, and client relations

- the principles underpinning the operations of manual and automated circulation systems, including self-charging systems
- performing circulation activities efficiently and in line with specified policies and procedures, including:
 - operating serials and closed reserve collections
 - maintaining and monitoring security systems
 - performing simple bookkeeping transactions
 - undertaking financial procedures
- using both manual and automated systems

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

Method and context 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 assessee’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

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 on & off the job.

KEY COMPETENCIES

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

Assist with programs, activities and promotion

CULLB207A

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

ELEMENT

PERFORMANCE CRITERIA

Set up and maintain displays

Purpose of the display is confirmed and is consistent with the goals and objectives of the organisation

Displays are stable and safe, located in an appropriate position and set up to optimise attraction of clients and security of material

Design and construction follow required procedures

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

Information is maintained on details of displays for future reference

Assist with the preparation of information and materials for promotion

Specifications regarding timing, costs, scope and nature of publicity materials are confirmed with appropriate person(s)

Information is collected, edited and prepared for publicity purposes in accordance with specified requirements

Assistance with programs and activities is in accordance with requests and directions

Activities meet specified requirements

RANGE OF VARIABLES

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

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

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 hypercard programs

Information about the display may include:

- timing
- location
- materials displayed
- purpose

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - promotional strategies to be used in client relations activities, and ability to use such strategies in dealing with clients on a day-to-day basis
- communication and promotion
 - the principles of design and display work
 - planning and mounting a simple display within existing guidelines, noting timing, costs, and objectives of promotion
 - using a range of display techniques, including those suitable for refreshing and updating existing displays
 - selecting and using standard display equipment effectively and within OHS guidelines
 - working effectively and constructively in a team
 - designing, creating and mounting signs to achieve specified objectives
- information literacy
 - acquiring and using information appropriate to work responsibilities
- planning and organisation
 - collecting, organising and formatting information for display and promotional events
 - working within established timeframes to achieve specified objectives
- the work environment
 - the service provider's policies, rules and regulations in relation to promotion, publicity and display, client relations, security and OHS
 - applying OHS principles in promotion and publicity activities and events
 - monitoring and implementing security procedures under direction
 - applying awareness of security needs

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

Method and context 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

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 on and off the job.

KEY COMPETENCIES

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

Participate in a work team

CULLB301A

Coordination of work activities in a limited area of responsibility or of a small work group requires practitioners to participate in the work team.

ELEMENT

PERFORMANCE CRITERIA

Participate in team planning

Clearly defined team purpose, roles, responsibilities and accountabilities are established within the organisation's goals and objectives

The team performance plan contributes to the organisation's business plan, policies and practice

Agreed processes to monitor and adjust team performance are within the organisation's continuous improvement policies

Team plans include ways in which the team can benefit from the diversity of its membership

Participate in team commitment and cooperation

Open communication processes are established and used to obtain and share information in the team

Innovation and initiative with the team are encouraged and exploited

Support is provided to the team to establish a commitment to shared goals

Participate in the development of team performance

The team is supported in making decisions within its agreed roles and responsibilities

Action is taken to ensure that the results achieved by the team contribute positively to the organisation's business plans

Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals

Mentoring and coaching supports team members to enhance their knowledge and skills

	Performance of team members is monitored to confirm that they have completed their delegation/assignment
Participate in team activities	<p>Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes</p> <p>Individuals and teams are actively encouraged to take individual and joint responsibility for their actions</p> <p>The team is given support to identify and resolve problems which impede its performance</p> <p>Up-to-date records of operation are maintained in accordance with library or legal requirements</p>

RANGE OF VARIABLES

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, 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

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

A range of learning methods may be used such as:

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

Teams may be one or a mixture of:

- ongoing
- work based
- project based
- cross functional

Participation in the work team will be within established procedures and clear guidelines. Within an area the team may be led by another staff member, or by the practitioner for a limited period of time, such as part of rostered shift responsibilities or a temporary project.

Members of the work group may include:

- full time employees
- part time employees
- contractors
- students/trainees
- volunteers

EVIDENCE GUIDE

Critical aspects of evidence

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

- ability to work constructively with others to achieve agreed outcomes
- ability to plan and carry out work activities within a given timeframe

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - team and group work processes
 - working constructively with organisational and group cultures
 - group dynamics
 - interpersonal communication
 - working positively with individual differences

- identifying and dealing with conflict
- using cooperative work practices
- information literacy
 - acquiring and using information appropriate to work responsibilities
- planning and organisation
 - clarifying roles
 - managing work to achieve goals and results
 - maintaining records and statistics
 - evaluating own performance
- information technology
 - selecting and using available technology appropriate to the task
- the work environment
 - EEO policies

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

Method and context of assessment

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

- observation
- oral questioning
- descriptions or documentation relating to workplace relations, group processes, action, outcomes
- examination of assessee's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions
- examples of authenticated assessments and/or assignments from further formal education courses
- details of relevant courses or training sessions such as working in a team, supervisory activities, OHS, communication
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

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

The variety of information systems used by information providers requires practitioners to understand the principles underpinning the organisation of bibliographic and other relevant information and classification systems.

ELEMENT

PERFORMANCE CRITERIA

Retrieve data from an information system

The information system is interrogated using a range of search keys

Linking mechanisms, or reference structures, are used to locate relevant information/records

Data elements are selected, or manipulated, to produce required outputs

Identify components of an information system

The nature, purpose and organisation of the information system are identified

Data elements are identified and their function as part of an information record are verified

Contribute to the development of an information system

Principles and standards underpinning the organisation of the information system are verified

Data which conforms to the principles and organisation of the information system are entered under supervision

Data are checked for accuracy, suitability, relevance and legal compliance according to established procedures

Organise materials according to a classification scheme

Principles underpinning the classification system and its particular characteristics are confirmed

Materials are sorted, grouped and organised to meet the arrangement/s determined by the classification scheme

Ways to improve access to classified materials are proposed to relevant person(s) in accordance with established procedures

RANGE OF VARIABLES

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 may include:

- government and/or organisational purchase agreements
- Copyright Act
- various cataloguing standards such as AACR2, DDC

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

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

Resources may include:

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

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

Remote sources include:

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

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

Delivery of information may be physical or electronic.

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

Other assistance may include assistance to client to:

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

Client requirements may include:

- format including language
- timeframe
- delivery method

Format of the information/material may include:

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

Standards and procedures may be:

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

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

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - interpreting client needs
 - interviewing
 - returning information expeditiously
 - working effectively with clients
- information literacy
 - working effectively with information
 - information sources, both standard, eg other libraries, and non-standard, eg government agencies, societies, commercial vendors
 - using bibliographic tools and standard reference resources
 - bibliographic searching and verification methods
 - acquiring and using information appropriate to work responsibilities
 - developing networks of sources
- problem solving
- planning and organisation
 - demonstrating accuracy and organisational ability
 - inputting data accurately according to system protocols
 - documenting delivery alternatives, including electronic options
 - time management strategies and setting priorities
- information technology
 - selecting and using technology appropriate to the task
 - operating relevant computer hardware and software
- the work environment
 - keeping accurate records
 - legal aspects, eg Copyright Act, legal liability
 - obtaining and applying interlibrary lending policies, standards
 - applying the organisation's interlibrary loan processes
 - standard financial procedures
 - legal and ethical responsibilities

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

Method and context 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

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 on and off the job.

KEY COMPETENCIES

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

Accession and process resources

CULLB303A

Accessioning and processing of resources requires practitioners to maintain quality acquisition procedures.

ELEMENT

PERFORMANCE CRITERIA

Accession material

Material is accepted and checked accurately for condition and against invoice and order details

Invoice is recommended for payment or is questioned with supplier

Appropriate claims are made to suppliers for missing, damaged or incorrect material in accordance with organisation's procedures

Details of material received are recorded accurately and in the format required by the organisation

Material is sorted ready for processing and cataloguing and arrangements are made for priority material to be processed promptly

All processes are undertaken carefully, appropriate checks are made and all relevant records are kept

Contribute to information processing

Material is accurately sorted and located ready for processing/cataloguing

Checking and processing prior to cataloguing is undertaken in accordance with organisation's procedures

Relevant catalogue records are located and retrieved from databases in a timely cost efficient manner

Work reflects a knowledge of databases routinely accessed in the work area, and the means to access the information in them

RANGE OF VARIABLES

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:

- government and/or organisational purchase agreements
- legal deposit legislation
- Archives Act
- Copyright Act

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

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

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

Checking of materials may include checking for:

- supply of correct materials, type and quantity
- pagination
- binding
- missing sections
- damaged goods

Databases may be the information provider's databases, local, state, national or international, eg ABN, OCLC, suppliers' databases.

Suppliers may include:

- local suppliers, such as retail outlets, agents
- suppliers interstate
- international suppliers

Invoices may be print and/or electronic.

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - working constructively with others to achieve planned outcomes
 - communicating effectively and appropriately on email, using attachments
- information literacy
 - locating full bibliographic records
 - adding local data to national records
 - using bibliographic checking and verification methods
 - acquiring and using information appropriate to work responsibilities
 - evaluating the quality and relevance of information that can be accessed through the Internet
- planning and organisation
 - following policies and procedures for receiving material
 - applying acquisitions processes
 - checking materials against invoice
 - making and following up claims
 - processing material
 - keeping records
 - demonstrating attention to detail
 - meeting deadlines and setting priorities
- information technology
 - using bibliographic databases
 - selecting and using available technology appropriate to the task
 - 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 viruses and procedures to prevent them
 - following basic information technology security procedures
 - working within a network and understanding its related library functions, and the information that can be obtained from networks
- the work environment
 - broad knowledge and understanding of the role, functions and services of the organisation
 - financial procedures and committals
 - legal and ethical responsibilities
 - Copyright Act and amendments

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

Method and context 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 relevant assessments and/or assignments from formal education courses
- supporting statement from section manager or equivalent
- position descriptions
- discussion of work undertaken in processing and accessioning
- awareness of best practices in a technical services area

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 on and off the job.

KEY COMPETENCIES

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

Contribute to promotional programs and activities for clients

CULLB304A

Effective contribution to programs and activities for target client groups requires practitioners to apply organisational and team working skills to confirm, achieve and continuously improve required customer outcomes.

ELEMENT

PERFORMANCE CRITERIA

Assist in the preparation of programs and activities

The purpose and objectives of arranged program/activity and the practitioner's role and responsibilities are identified and are consistent with the organisation's goals and objectives

Constructive suggestions on planning and preparation of program/activity are made to appropriate person(s)

Required materials and equipment are provided on time and in the required condition for the program/activity

Appropriate procedures to obtain required materials and equipment are implemented

Bookings and access arrangements cater for participants with special needs

Required advertising or promotion of the program/activity is carried out in accordance with established procedures

Participate in programs and activities

Participation in programs/activities is in accordance with agreed requirements and client outcomes

Sessions/activities are suited to the size and nature of the group and characteristics of the participants, including clients with special needs

Problems are resolved promptly or referred to appropriate person(s)

Assist in the follow up to programs and activities

Clean-up and materials and equipment check are carried out as required

Materials and equipment are safely returned to appropriate locations or action is taken to arrange repairs

Statistical or other information is collected and collated in accordance with specified requirements

Suggestions are made on ways to improve similar future program/activity to achieve required objectives

RANGE OF VARIABLES

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 and amendments
- Archives Act
- Equal Opportunity legislation
- Occupational Health & Safety legislation

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

Programs and activities will generally be of short duration and targeted to a particular client group, eg:

- children's or young people's activities
- particular cultural groups

They may include promotional or client awareness activities such as talks, tours or demonstrations.

Participation in programs/activities may include:

- conduct of particular activities
- conduct of session(s) in a longer program
- other assistance to person(s) responsible for the program/activity

A range of commonly used materials or equipment including internal or interactive presentations may be required.

Special needs may include:

- access for people with physical disabilities
- assistance in relation to hearing, sight or other impairments
- translation or interpreting for people who speak languages other than English
- culturally appropriate activities
- assistance in relation to other language or literacy problems

EVIDENCE GUIDE

Critical aspects of evidence

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

- locating and gathering materials for promotional activities
- using technology effectively to support programs and activities

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - working effectively with a range of clients and client groups to promote the organisation
 - matching activities with client group
- communication and promotion
 - the role of design and display in promotional activities
 - the role of promotional activities and materials in a service agency
 - the purpose of different types of promotional activities and programs
 - arranging advertising and promotion of programs
 - networking with supporting agencies
 - working constructively with others to achieve planned outcomes
- information literacy
 - acquiring and using information appropriate to work responsibilities
- monitoring and problem solving
 - monitoring activities and events and responding to outcomes
 - solving problems
- planning and organisation
 - a range of techniques for organising, implementing and evaluating programs and activities

- gathering and collating processes suitable for information and materials
- organising bookings and access to achieve required outcomes
- information technology
 - selecting and using available technology appropriate to the task
 - operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
 - computer graphics
- the work environment
 - organisation's goals, objectives and directions
 - applying OHS principles
 - Copyright Act and amendments

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
- examples of display work

Method and context of assessment

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

- observation
- appropriate position descriptions
- description of promotional activities and practitioner's role
- portfolio of authenticated materials containing items such as photographs of displays in those activities and promotional materials developed and published
- other relevant authenticated productions such as newsletters, posters, plans, models, web pages, computer produced packages, such as CD-ROM, videos
- reports and feedback on relevant activities
- oral questioning
- supporting statement from section manager or equivalent

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 on and off the job.

KEY COMPETENCIES

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

The acquisition of resources requires practitioners to liaise with suppliers, to order resources and to maintain accurate records within the information provider's policies and guidelines.

ELEMENT

PERFORMANCE CRITERIA

Determine details of resources required and suppliers

All necessary details of required resources are obtained, checked and verified for effective ordering

Appropriate suppliers are chosen from approved lists or in accordance with the organisation's guidelines

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

Order material

Orders include all required information for supplier(s) and are sent in a format which meets the organisation's and supplier's requirements

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

Progress of orders is checked and appropriate follow-up action is taken

Records of ordered material are accurate and in accordance with organisation's requirements

Relevant databases are routinely accessed in the work area

RANGE OF VARIABLES

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:

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

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

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

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

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

Suppliers may include:

- local suppliers eg retail outlets, agents
- suppliers interstate
- international suppliers

Supplier issues may include considerations of:

- cost
- time
- quality

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

Delivery systems may be:

- mail
- courier
- electronic

EVIDENCE GUIDE

Critical aspects of evidence

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

- demonstrated accuracy and organisational abilities
- sound knowledge of bibliographic record components

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - communicating effectively and appropriately on email, using attachments
- information literacy
 - using bibliographic tools, trade catalogues and other aids
 - components of a bibliographic record
 - applying bibliographic searching and verification methods
 - acquiring and using information appropriate to work responsibilities
 - working within a network and understanding its related library functions, and the information that can be obtained from networks
 - evaluating the quality and relevance of information that can be accessed through the Internet
- planning and organisation
 - applying policies and procedures for the ordering of materials
 - implementing acquisition processes
 - library suppliers, local and international, and library supplier databases
 - maintaining order records and statistics
 - demonstrating attention to detail
 - taking responsibility for own work
 - meeting deadlines and setting priorities
- information technology
 - selecting and using available technology appropriate to the task
 - 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
 - damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures
- the work environment
 - financial procedures and committals
 - Copyright Act and amendments

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

Method and context of assessment

Evidence may be gained in a variety of ways including:

- observation
- oral questioning
- examination of assessee's portfolio/CV
- authenticated assessments and/or assignments from formal 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

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 on and off the job.

KEY COMPETENCIES

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

Respond to requests from other information providers for material

CULLB306A

In responding to lending and information requests from remote clients or other information providers, practitioners follow established procedures to verify, retrieve, locate and provide the required materials in a timely and cost effective manner.

ELEMENT

PERFORMANCE CRITERIA

Determine details of required information and delivery

Bibliographic and other relevant details of required information are determined and/or verified accurately and in sufficient detail to facilitate search

A systematic approach is taken to details that are difficult to determine

Client is given detailed advice on alternative document delivery options, and other assistance as required

Any other client requirements in relation to requested information are identified and appropriate action is taken

Locate and retrieve information

Access to the required information takes into account the nature of the information, the organisation's relevant policies and procedures, and legal issues

Requested information within own organisation is located and retrieved in accordance with policies and procedures

The information format is selected, taking into account client requirements, the nature of the information and the organisation's policies and procedures

If requirements cannot be satisfied by the organisation, possible alternatives and sources are suggested or appropriate action is taken

Client is kept informed of relevant matters, problems are explained clearly and alternatives are suggested, in a timely way

Provide information/resources/materials	<p>Information/material is in the format appropriate to client requirements and in accordance with organisation's policies and procedures</p> <p>Information/material is sent as agreed with client, or by means that are appropriate to the client requirements, the format of the information and in accordance with the organisation's procedures</p> <p>Action to provide information/material reflects awareness of cost implications of alternative methods and policies and procedures in relation to them</p> <p>Action to provide information reflects knowledge of current developments in inter-library loan and document delivery standards and procedures</p>
Undertake financial and other administrative procedures	<p>Action is taken to ensure accurate accounts are sent to other libraries in accordance with policy and procedures and relevant charging agreements</p> <p>Statistics and records are compiled and maintained in accordance with the organisation's procedures</p>

RANGE OF VARIABLES

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 and amendments
- licensing agreements
- Archives Act
- Freedom of Information
- Equal Opportunity legislation

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

Standards and procedures may be:

- national
- international
- set down by the organisation
- formal or informal agreements between the organisation and the recipient

Delivery of information may be physical or electronic.

Advice on alternative document delivery options will include:

- format
- timeframe
- cost details

Other assistance may include assistance to client to identify the best way to obtain a cost effective transaction.

Client requirements may include:

- format
- timeframe
- delivery method
- specific details about client needs

Information appropriate to the clients' needs may include consideration of:

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

Information about these needs may be provided by the remote client.

Remote clients may include:

- interstate/international libraries and information agencies
- internal and external clients of the organisation
- those drawn from existing or new sources
- those in contact by mail, fax, phone or electronically

Electronic access may include ABN inter-library loan module, email, the Internet.

If requirements cannot be satisfied by the organisation, appropriate action may include obtaining the information from remote source for the client within established guidelines.

Format of the materials may include:

- original formats
- copy or facsimile
- electronic transfer
- other formats as requested by the client

EVIDENCE GUIDE

Critical aspects of evidence

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

- familiarity with the organisation's policies and procedures in relation to document delivery
- familiarity with Copyright and other relevant legislation
- understanding of bibliographic records and their components

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - library formats, client service areas and client groups
 - interacting constructively with, and reporting to, clients
- communication and promotion
 - communicating effectively and appropriately on email, using attachments
- information literacy
 - the role and function of different libraries and information agencies
 - document delivery systems and strategies commonly used in libraries and information agencies
 - verifying bibliographic citations
 - undertaking bibliographic searching
 - acquiring and using information appropriate to work responsibilities
 - working within a network and understanding its related library functions, and the information that can be obtained from networks
 - evaluating the quality and relevance of information that can be accessed through the Internet
- planning and organisation
 - maintaining records such as statistical and accounting records
 - demonstrating attention to detail
- information technology
 - operating automated circulation and information retrieval systems
 - operating a document delivery system
 - selecting and using available technology appropriate to the task
 - 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
 - damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures

- the work environment
 - financial procedures relevant to loans
 - library policies and procedures
 - current legal requirements, eg Copyright Act and amendments, for both print and non print materials

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

Method and context 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 relating to this unit of competency
- examination of components of assessee’s portfolio/CV relating to assistance for remote clients or other information providers
- supporting statement from section manager or equivalent
- authenticated supporting statements from clients
- position descriptions
- descriptions of difficult items to locate and provide
- simulation or practical demonstration by assessee
- discussion of case studies

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 on and off the job.

KEY COMPETENCES

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

Use multimedia equipment

CULLB307A

Assistance to clients in libraries and information agencies requires practitioners to understand, use and maintain a range of multimedia technologies and programs.

ELEMENT

PERFORMANCE CRITERIA

Use multimedia equipment safely

Multimedia technologies and programs used in the library or information agency are set up and operated in accordance with the organisation's procedures

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

Clients are assisted to use multimedia technologies and programs safely and in accordance with the organisation's procedures

Implement programs to monitor equipment use and maintenance

All information needed to monitor multimedia use, maintenance and service history is compiled and reviewed regularly

Minor operational faults are identified and corrected safely, and in accordance with the organisation's procedures

Routine preventative maintenance, including making arrangements for performing repairs, are implemented

A booking/reservation system for the use of equipment is maintained

Assist with the purchase of multimedia equipment

Current information on multimedia technologies, programs, products and services is assembled to inform decisions on purchase and maintenance

Criteria to evaluate technologies and programs are developed and applied, as appropriate, to selected tasks or functions in a library or information agency

Proposals are made for the purchase of new or replacement items, with a justification and relevant supporting information given for the recommendation

RANGE OF VARIABLES

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, 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

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

Critical aspects of 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

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - working constructively with internal and external clients who have varied experience in using multimedia
 - using cooperative work practices
 - making and justifying recommendations verbally and/or in writing
 - identifying and reporting hazards, problems or client needs
- planning and organisation
 - operating a booking system
 - arranging routine maintenance
- information technology
 - selecting and operating multimedia technologies and programs appropriate to the library and information industry
 - correcting simple equipment or software faults
 - keeping up to date on new multimedia products and services and their potential application to the library and information industry and using relevant sources of information on multimedia and audio-visual equipment, products and services such as catalogues, price lists and critical reviews
- the work environment
 - policies and procedures for the implementation of OHS standards
 - organisation policies and procedures, particularly as they relate to purchasing and maintenance

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

- 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

Method and context 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

It is essential that individual students are given the time and opportunity to set up and operate a wide range of items commonly used in libraries and information agencies, demonstrating the safe and efficient operation of equipment, the diagnosis and correction of minor operational faults, and skills in instructing users in the safe operation of equipment.

This module should be assessed holistically, with practical exercises (and questioning) or demonstration taking the predominant role in 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.

KEY COMPETENCIES

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

Contribute to client access to information

CULLB401A

Assisting clients to obtain information from readily accessed sources requires practitioners to locate the information, or refer clients appropriately, or assist clients to find and access the information themselves.

ELEMENT

PERFORMANCE CRITERIA

Determine client information requirements and ways to meet them

All appropriate opportunities are taken to support the client in developing and applying information literacy skills independently

The nature of client information requirements is jointly identified with the client using appropriate techniques

Assessment and interpretation of client requirements reflect awareness of common client information requirements

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

Provide information or refer appropriately

Information is provided from readily and easily accessed sources, and the level and nature of the assistance is appropriate to meet client requirements

Information is provided in a language and format appropriate to the client

Client is consulted to ensure that information meets requirements

Action is taken to resolve remaining issues and/or client is referred appropriately

Assist clients to access reserves and material from remote sources

Clients are informed about arrangements for reserves, inter-library loans or other relevant access means and likely timeframe to satisfy their requirements

Assist clients to access required information directly	<p>Progress in providing information is monitored and action taken as appropriate to advise client of delay or other difficulties</p> <p>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</p> <p>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</p> <p>Clients are informed of any constraints regarding their access to information or use of reference tools or equipment</p> <p>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</p>
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RANGE OF VARIABLES

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

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

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

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

Techniques may include basic interview techniques involving:

- client observation
- open-ended questioning
- active listening and summarising

Client information requirements may include:

- current or topical information for a client group, eg school assignments
- frequently requested information
- simple ready reference queries
- community information

Readily and easily accessed sources will include:

- the organisation's collection or remote 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.

Information sources may include:

- catalogues

- on-line and other databases

Material from remote 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

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.

EVIDENCE GUIDE

Critical aspects of evidence

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

- 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

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - organisational policies in relation to client assistance, such as inter-library lending
 - common client requests and sources for answering such requests
 - using client interviewing techniques
 - interacting positively with clients
 - categorising client needs
 - assisting clients to locate information, internally or externally
 - referring clients to experts where appropriate
- communication and promotion
 - awareness of community issues
 - listening actively to determine or confirm requests or instructions
 - communicating effectively and appropriately on email, using attachments
- information literacy
 - effectively using bibliographic tools
 - using standard reference resources
 - selecting and using searching strategies
 - assisting clients to use standard reference tools efficiently

- acquiring and using information appropriate to work responsibilities
- working within a network and understanding its related library functions, and the information that can be obtained from networks
- evaluating the quality and relevance of information that can be accessed through the Internet
- information literacy skills

- planning and organisation
 - applying principles of best practice to own work
 - apply time management skills and setting priorities
 - demonstrating attention to detail

- information technology
 - 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 viruses and procedures to prevent them
 - following basic information technology security procedures
 - maintaining and managing information technology for stand-alone computers
 - installing and upgrading software for stand-alone computers

- The work environment
 - using inter-library loan processes
 - the organisation's resources
 - Copyright Act and amendments

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:

- strategic plans and relevant policies and procedures manuals

Method and context 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 assessee'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

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 on and off the job.

KEY COMPETENCIES

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

Contribute to effective working relationships

CULLB402A

Contribution to effective working relationships requires practitioners to develop and maintain constructive relationships across the workplace which focus on achieving agreed outcomes.

ELEMENT

PERFORMANCE CRITERIA

Contribute to effective working groups and processes

Own roles and responsibilities in the group(s) or process(es) are identified and approach is adjusted accordingly to help meet work requirements

The position of the organisation or section on relevant issues is represented clearly and accurately

Differences are respected and considered so as to encourage and value the contributions of others to productive working relationships and meeting work requirements

Accurate and timely information and ideas relevant to the groups/processes are communicated to others

Work issues, problems and conflicts are anticipated and/or recognised and appropriate action is taken to help meet work requirements

Commitments and personal undertakings are consistently honoured and relevant ethical practices are applied

Facilitate group discussions

Objectives of group discussion are identified

Contributions are sought and encouraged from all participants

Contributions are acknowledged and/or clarified

Objectives of group discussion are achieved

Maintain and improve work communication

Purposes of communication are identified and suitable communication channels and forms are used to achieve purposes

Ways to improve communication are monitored, implemented and/or recommended to appropriate person(s)

Spoken and written messages are communicated through the use of plain, clear language and in a format suited to the purpose and receiver(s)

Complex concepts or arguments are presented effectively through organisation of material and language appropriate to the purpose and receiver(s)

The need for a record of communication and the appropriate form of record are identified in appropriate instances

Negotiate with others

In preparation for negotiation, preferred and acceptable outcomes are identified

Level of formality is appropriate to the negotiation purposes, implications and participants

Level of authority is not exceeded during negotiations

Communication during negotiation indicates respect for others' viewpoints

Contentious issues are dealt with in a way that works towards a mutually acceptable settlement

RANGE OF VARIABLES

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

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

Working relationships may include:

- relationships in established work groups or teams
- working parties
- committees
- taskforces
- project teams
- consultative bodies
- other ad hoc or standing groups for purposes such as consultation with clients or client groups
- cooperative ventures with other organisations or as the result of change processes

Negotiation and communication may occur with:

- peers in own or other information service providers or organisations
- more senior and junior staff in own and other organisations
- specialist staff, including computer professionals
- clients
- volunteers
- suppliers

Written communication may include:

- minutes of meetings
- reports
- proposals, project plans and spreadsheets
- general internal and external correspondence
- articles, summaries and abstracts

Communication may take place electronically, eg through email, bulletin boards and news groups.

Oral communication may take the form of:

- answering enquiries and conveying descriptions, explanations, instructions and advice
- formal and informal presentations to different audiences
- participating in meetings

Non-verbal communication incorporates techniques of:

- listening
- gesturing
- voice inflections
- sounds
- eye contact
- posture and facial expression
- use of space and time

EVIDENCE GUIDE

Critical aspects of evidence

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

- ability to set and achieve work group goals
- ability to work effectively in a team
- ability to use effective consultative processes

Concurrent assessment of units:

This unit of competency should be assessed concurrently with the unit:

- Organise and coordinate work activities

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - group dynamics
 - communicating appropriately with different groups to achieve required outcomes
 - understanding and using verbal and non verbal communication strategies
 - working effectively with cross cultural issues
 - working effectively and constructively in a group
 - consulting with other staff and clients
 - negotiation
 - contributing to the resolution of conflict situations
 - communicating orally and in writing to achieve required outcomes
- information literacy
 - using information appropriate to work responsibilities

- planning and organisation
 - setting and achieving group goals/work goals
 - meeting procedures
 - applying time management skills and setting priorities
 - setting realistic goals
 - applying principles of best practice to own work
- information technology
 - selecting and using available technology appropriate to the task
- the work environment
 - the organisation's goals, objectives and directions
 - Equal Employment Opportunity and industrial democracy issues
 - working ethically
 - problem solving

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:

- strategic plans and relevant policies and procedures manuals
- organisation's mission statement
- industry competency standards

Method and context 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
- documentation from workplace or other relevant situations
- relevant certificates from courses or training sessions
- detail of working relationships in other contexts
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	2	2	3		2	1

Develop and apply own information literacy skills in working with clients

CULLB403A

Recognising the critical importance of self education and lifelong learning, practitioners enhance their own ability to access and use information to assist clients.

ELEMENT

PERFORMANCE CRITERIA

Develop own information literacy skills

Own learning and learning needs are assessed against planned career outcomes

Information search processes are evaluated in the context of original purpose

Strategies to develop own information literacy skills are planned and implemented

Information literacy skills are applied to own professional development

Interpret and determine the information need

The nature of the information problem or need is determined

The information need is interpreted and confirmed

The purpose, or required outcome, of the information search is accurately defined

Use a range of sources

A range of potential appropriate sources of information is identified, regardless of format or location

The information that can be accessed through on-line networks is evaluated for its quality and relevance

Appropriate information retrieval strategies are selected and used

Sources of information are selected and used appropriate to own and clients' information needs

Refine analysis of information need or problem for self and clients	Own and clients' information needs or problems are analysed in the light of the information retrieved Sources are interpreted and interrogated for information which is relevant to the information need
Organise and manage retrieved information	Information is recorded in line with library requirements Information is presented in a context or format appropriate to the client's purpose
Assist clients to retrieve, organise and manage information	Clients are assisted to analyse information needs and identify the appropriate source from which that information may be retrieved Clients are assisted to retrieve, organise and manage information consistent with their information requirements Feedback is given to client to ensure that the information need has been met adequately
Confirm that learner has reached agreed standard of performance	Client's readiness for assessment, if relevant, is monitored Client is advised that he/she has reached the required standard of performance, based on evidence collected in accordance with the program plan

RANGE OF VARIABLES

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:

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

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

Learning may take place through a range of methods, in informal and formal settings, such as:

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

Strategies to develop information literacy may include:

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

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- information literacy
 - the principles of lifelong learning and ability to develop and implement learning strategies in
 - career and personal development planning
 - information literacy theory
 - using information literacy strategies for own career and professional development
 - role of information literacy in library practice
 - contributing to the development of the library as a learning organisation
 - applying information literacy skills in own work practice
 - acquiring and using information appropriate to work responsibilities
 - using appropriate tools and a range of information sources
 - using appropriate opportunities to develop own information literacy skills
 - working within a network and understanding its related library functions and the information that can be obtained from networks
 - evaluating the quality and relevance of information that can be accessed through the Internet

- client service
 - organisational policies in relation to client assistance, such as inter-library lending
 - common client requests and sources for answering such requests
 - using client interviewing techniques
 - interacting positively with clients
 - categorising client needs
 - assisting clients to locate information, internally or externally
 - referring clients to experts where appropriate

- planning and organisation
 - applying principles of best practice to own work

- information technology
 - 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 viruses and procedures to prevent them
 - following basic information technology security procedures
 - maintaining and managing information technology for stand-alone computers

- the work environment
 - Copyright Act and amendments

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:

- organisation's information literacy policies
- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

- supporting evidence from section manager or equivalent
- position description
- evidence of reading and knowledge of information literacy
- examples of application of information literacy skills in specific areas of work or activities
- examples of information literacy training programs conducted by the assessee in informal and formal settings
- discussion of relevant case studies
- simulation

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

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	2	1	1	3	2

Contribute to structuring bibliographic and other information systems

CULLB404A

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.

ELEMENT

PERFORMANCE CRITERIA

Assess client needs for information

Needs analysis surveys and feedback provided by customer service staff are used to continuously assess the specific information needs of clients

Frequently requested resources/information are organised to facilitate client access and/or retrieval

Use databases effectively

Database protocols and structures are observed to ensure that client information and/or borrowing needs are anticipated and effectively met

Recommendations on the creation and/or use of database, or other information systems, are made to appropriate person(s) according to established procedures

Mechanisms to ensure effective client feedback on their use of the organisation's information systems are planned and implemented

All necessary documentation for maintenance, use and operation of databases, and other information systems to facilitate client access, is maintained

Contribute to the development of policy and processes to improve databases and other information management systems

Current knowledge of new bibliographic and other databases of relevance to the organisation's business is maintained

Constructive contributions are made to the development of policy and processes in relation to database and other information systems' access and use

RANGE OF VARIABLES

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

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

Clients may be:

- internal or external
- drawn from existing or new sources

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 Australia and overseas
- information sources such as companies, societies, organisations or commercial vendors

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

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

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

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

Client requirements may include:

- format including language
- timeframe
- delivery method

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

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

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

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - interpreting client needs using active listening and questioning
 - returning information expeditiously
 - working effectively with clients
- communication and promotion
 - communicating effectively and appropriately on email, using attachments
- information literacy
 - assisting clients effectively and appropriately to develop their information literacy skills
 - developing networks of sources
 - working effectively and confidently with information
 - information sources both standard eg other libraries and non-standard eg government agencies, societies, commercial vendors
 - using bibliographic tools confidently
 - using standard reference resources
 - undertaking bibliographic searching and verification
 - locating an appropriate range of information in a variety of formats
 - obtaining information expeditiously
 - acquiring and using information appropriate to work responsibilities
 - evaluating the quality and relevance of information that can be accessed through the Internet

- planning and organisation
 - demonstrating attention to detail
 - ensuring that data input is accurate and accords with system protocols
 - documenting delivery alternatives, including electronic options
 - applying principles of best practice to own work
 - applying time management strategies and setting priorities

- information technology
 - a range of information systems appropriate to the organisation's business and potential business
 - 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 viruses and procedures to prevent them
 - following basic information technology security procedures
 - maintaining and managing information technology for stand-alone computers
 - working within a network and understanding its related library functions, and the information that can be obtained from networks

- the work environment
 - legal aspects, eg Copyright Act, legal liability
 - following inter-library lending policies standards
 - applying the organisation's inter-library loan processes
 - undertaking financial procedures according to organisational protocols
 - legal and ethical responsibilities

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

Method and context 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
- 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

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	2	2	2	1	3	3

Manage own work, development and learning

CULLB405A

Practitioners are responsible for managing their own performance and taking responsibility for their own professional development within the context of the organisation.

ELEMENT

PERFORMANCE CRITERIA

Manage self

Personal qualities and performance serves as a role model in the workplace

Personal goals and plans reflect the organisation's plans, and personal roles, responsibilities and accountabilities

Action is taken to achieve and extend personal goals

Consistent personal performance is maintained in varying work conditions and work contexts

Set and meet own priorities

Work is completed to agreed quality, budget and timeframes

Work flow is organised to effectively meet priorities

Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives

Technology is used efficiently and effectively to manage work priorities and commitments

Develop and maintain professional competence

Identified strengths are applied to meet required work standards, goals and targets

Issues and concepts of particular relevance to the role and directions of the organisation and area of own expertise are identified, and ways to maintain awareness are identified

Development and learning needs are identified through consultation with appropriate person(s)

	Development and learning strategies are identified, planned and implemented
	Opportunities to meet identified development and learning needs are accepted
Contribute to workplace change and development	Professional/business networks and other working relationships are used to develop and maintain knowledge and awareness of workplace and industry issues and developments
	Trends relevant to clients and the organisation are assessed and a proactive approach is taken to implement, promote and recommend changes to policy, procedural and work practices
	Costs, benefits and likely implications of proposed and anticipated change are assessed and evaluated
	Potential changes in information services which would benefit clients and the organisation generally are identified, promoted, implemented and encouraged
	Contribution to change and development reflects data from monitoring and evaluating client needs, requirements, expectations and responses in relation to own area of work
	Advice and support are provided to others to help them understand and adjust to change in the workplace
	Ideas for improving client service, work practices and information access are shared with colleagues within own organisation and the industry in line with established procedures

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- licensing and legal liability
- privacy
- Freedom of Information or legislation
- other legal requirements covering storage, transfer, access, retrieval and provision of client access to information

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

A range of learning opportunities may be used for example:

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

Resources may include:

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

Knowledge base/framework refers to the general underpinning concepts and principles which can be built on in organisations which are changing rapidly and significantly, and can form the basis for considering the implications of change for the ways in which information may be stored, accessed, retrieved and provided in a client focused environment.

Developments may be practical, theoretical and conceptual.

Relevant knowledge will be of own organisation and its client group(s), and may include knowledge base in relation to subject specialty.

In relation to the economic, political, social, legal and organisational structure and climate, the relevant knowledge base/framework may cover:

- principles and means to facilitate equitable access to information
- government policies
- historical perspectives
- educational developments
- social and demographic trends affecting clients or potential clients
- corporate directions
- organisational structures
- functions and broad directions
- legal and legislative provisions creating the library and affecting its roles and operations
- national policies and issues of particular relevance to libraries

In relation to technology, the knowledge base/framework may include issues related to:

- the virtual library
- possible implications of technological advances for information services and clients
- applications of computer systems in information services
- telecommunications developments
- changing national and international standards and protocols
- changing client needs and requirements related to these developments

Principles and ethical issues and practices may include privacy, confidentiality and equity.

Development and learning needs, and opportunities and plans may cover formal training and a range of experiences, activities and processes through which people acquire new skills and knowledge. These can include:

- formal internal and external courses
- on-the-job training, such as structured instruction, placements at the same level, work experience, assignments/projects and higher duties
- development of skills through practice
- own reflection
- study
- assisted formal study
- conference and seminar attendance
- support and assistance from a mentor
- development activities
- participation in industry associations
- induction and orientation

Appropriate person(s) in relation to development and learning needs may be inside or outside the library and may include:

- team leaders/supervisors/managers
- staff with particular responsibility for staff development
- training or learning opportunities
- colleagues
- clients
- selection committees
- persons with specific professional or technical expertise

Change and development will be in relation to own work, own library and libraries generally. Networks and working relationships may consist of formal or informal contacts, based on shared or complementary expertise, work roles, backgrounds, interests or needs, and may include professional and business links.

EVIDENCE GUIDE

Critical aspects of evidence

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

- ability to set goals and achieve specific outcomes
- ability to acquire and use information appropriate to work responsibilities
- managing competing priorities to achieve personal and organisational goals and results

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - developing networks
 - maintaining collaborative work practices
- information literacy
 - working within a network and understanding its related library functions, and the information that can be obtained from networks
 - acquiring and using information appropriate to work responsibilities
- planning and organisation
 - personal development strategies
 - organising own work to achieve required outcomes
 - planning own personal and career strategies to achieve specified goals
 - working independently and in teams
 - using time management to set priorities
 - applying principles of best practice to own work
- information technology
 - selecting and using available technology appropriate to the task
 - 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 viruses and procedures to prevent them
 - following basic information technology security procedures
- the work environment
 - major developments in the industry and their likely impact on operations, such as competitive cooperative tendering and user pays policies
 - legal and ethical issues relevant to the organisation
 - making decisions within responsibility and authority
 - working with change processes

- identifying the impact of change on work processes and outcomes
- responding proactively to change
- contributing to professional standards and activities
- reflecting upon and evaluating own work performance

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:

- strategic plans and relevant policies and procedures manuals

Method and context 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
- examples of team work and team projects from applicant's workplaces
- discussion of work plans and outcomes
- examples of skills audit undertaken by applicant
- relevant training certification, eg recruitment, interviewing, workplace legal obligations, team work
- self assessment report

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	1	2	2

Organise and coordinate work activities

CULLB406A

Achievement of planned outcomes requires practitioners to contribute to the planning, organising and coordination of work activities in specific workplace contexts.

ELEMENT

PERFORMANCE CRITERIA

Plan resource use to achieve goals

Resources required to meet objectives are determined and acquired using established mechanisms and negotiation principles

Contributions are made to preparation and administration of budget for work area in required timeframe and format, and in accordance with library/organisation's procedures

Status of pending work is determined in order of priority, taking into account organisational requirements and the availability of resources

Work flow and other problems are identified, causes are identified and action is taken to overcome problem(s) or matter is referred to appropriate person(s)

All relevant person(s) are consulted and kept informed of relevant work information and action

Organise and coordinate resources

Resource use is monitored and corrective action is taken in response to actual or potential significant deviations from plans

Recommendations for improving the use of resources are made to the appropriate person(s)

Working area and arrangements facilitate work flows

Contributions are made to the design of new or reorganised work areas to improve work flow, work practices and service provision

Contribute to the review, acquisition and use of equipment, fittings and furniture

Recommendations on acquisition of equipment, fittings and furniture take into account aesthetics, quality, OHS, user needs and available budget

Documentation and procedures manuals are prepared in a format and language suited to the users

Equipment or software that may be acquired for work area is reviewed and evaluated taking into account functional requirements relevant to the work area and user needs

Establish and maintain interaction with others

All relevant staff are kept informed of, and consulted on, activities and difficulties in the area

A range of strategies is used in interaction with clients and service providers to ensure work area is achieving its objectives and to obtain information to forecast changes in needs and requirements

Feedback is sought from clients, or their representatives, on level of satisfaction with services provided and on any difficulties or problems

Informal communication channels within and outside the work area are developed and maintained to monitor developments that may affect work area

Contribute to workplace change and development

The nature of change, and of the change process, are identified and communicated appropriately

Plans are made to accommodate and implement change in accordance with the organisation's requirements

The implementation of change in work area is monitored and evaluated for its effects, and recommendations are made to appropriate person(s)

The need for change in work practices in area of responsibility is assessed, taking into account emerging trends in client needs and industry work practices and standards

Changes to work practices are implemented within area of responsibility or recommendations are made to the appropriate person(s)

RANGE OF VARIABLES

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

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

Generally, policies and procedures will already be established although judgement will be required to determine the appropriate policies, procedures, methods and techniques from a number of alternatives.

The unit may apply to individuals with responsibility for a work area, or to all members of a self-managing team in a work area.

Policies, procedures, methods and techniques will include efficiency and effectiveness issues and may relate to:

- client services, eg circulation
- working with information
- equipment
- computer applications and other technology
- security
- administrative or financial processing

Relevant staff may be in related work areas, where coordination between activities is required, or manager(s) of operations of which the work area is a part.

Clients may include:

- clients of the organisation
- other staff in the organisation or of another library or information service provider

Service providers may include:

- other staff in the organisation or in other library or information service provider
- commercial services or vendors

EVIDENCE GUIDE

Critical aspects of evidence

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

- ability to set, manage and achieve work goals
- ability to use effective consultative processes

Concurrent assessment of units

This unit of competency should be assessed concurrently with the unit:

- Contribute to effective working relationships

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - communicating to achieve required outcomes with and for staff and clients
 - writing reports in an appropriate format and to the required standard
 - preparing procedures manuals and other relevant documentation
 - working constructively with others to achieve required outcomes
- information literacy
 - acquiring and using information appropriate to work responsibilities

- problem solving
 - responding effectively to contingencies
- planning and organisation
 - organising and delegating work to achieve required outcomes
 - organising and using resources to achieve organisational plans
 - participating in planning processes
 - applying principles of best practice to own work
- information technology
 - selecting and using available technology appropriate to the task
- the work environment
 - the principles of change management
 - resources, materials and equipment in libraries and information agencies
 - the organisation's goals, objectives and directions
 - workplace policies and procedures
 - monitoring and reporting on OHS standards
 - making decisions within responsibility and authority
 - monitoring and reporting on work outcomes
 - developing alternative approaches to improve resource use
 - simple budgeting
 - evaluating services to improve quality outcomes
 - monitoring levels of change and prepare staff/clients effectively
 - achieving quality outcomes
 - working ethically

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:

- strategic plans and relevant policies and procedures manuals
- organisation's mission statement
- workplace plans

Method and context 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
- examples from the workplace
- examples of health and safety audits developed by applicant, contribution to a management plan for health and safety
- certificates for relevant training activities undertaken
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	2	3	2	2	3	2

Use networked services effectively to provide access to information

CULLB407A

By developing their awareness of, and effectively using a range of, networked services practitioners enhance their responses to client requests for information.

ELEMENT

PERFORMANCE CRITERIA

Respond to requests for assistance for a recognised access problem

The nature of the problem and client needs for problem resolution are determined quickly through appropriate interview techniques

Response demonstrates knowledge of common problems and the action necessary to solve them with minimal delay

Increase awareness of services and sources of networked information for clients

Exploration of network facilities and sources of information reflects awareness of client needs, requirements, expectations and likely usefulness of particular information and services

The scope, availability and cost of remotely accessed databases are monitored and information is regularly collated, updated and shared with relevant staff and clients

Knowledge, awareness and ideas about network facilities and sources of information are shared with staff and clients

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

Contribute to development of policy and processes to improve accessibility of information

Implications of technological developments to improve accessibility of information for clients are identified

Constructive contributions are made to requests for input into policy and procedural change to improve accessibility of information

Changes to policies, strategies and processes that relate to access to information are initiated

Make effective use of means to access networked information

Use of means to access networked information reflects knowledge of navigational tools and methods

Access to networked information reflects awareness of general principles, techniques and methods of electronic information storage, retrieval, interchange and transfer

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- licensing agreements
- Archives Act
- Equal Opportunity legislation
- OHS legislation

A range of learning opportunities may be used eg:

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

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
- buildings/facilities
- technology
- time

Networks may be local, national or international.

Clients may be:

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

Techniques will include:

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

Networks and sources of information may include:

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

Information may be provided:

- orally or in writing
- face to face or by phone, fax, mail or electronically

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

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

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent 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

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - evaluating client information needs effectively to deliver appropriate information
 - matching client needs to appropriate available resources
 - communicating and presenting information to clients in a manner which is appropriate to their needs and understanding
 - packaging information to suit client needs
 - using clients' evaluation to improve quality of service
 - evaluating own effectiveness and level of competence in client service delivery
- communication and promotion
 - working with others constructively to achieve client outcomes
- information literacy
 - a wide range of information sources in all types of formats
 - applying detailed searching strategies using electronic systems
 - providing assistance in accessing information, such as retrieving, locating, selecting and downloading information from a variety of sources
 - evaluating the quality and relevance of information that can be accessed through the Internet and using that information appropriately
 - accessing information effectively and efficiently using written and electronic means
 - encouraging and supporting clients to undertake their own research in a library or information environment
 - acquiring and using information appropriate to work responsibilities in line with client needs
- problem solving
 - dealing constructively and flexibly with contingencies
- planning and organisation
 - applying principles of best practice to own work
 - working within budgets and timelines
 - using time management strategies and setting priorities
- information technology
 - operating computer hardware to configure browsers
 - searching electronic networks and remote databases for required information

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

Method and context of assessment

Evidence of competence may be obtained through a 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
- examples of effective use of the Internet to assist access to information
- supporting statement from section manager or equivalent
- position descriptions
- examples of client interviews, surveys
- self assessment reports
- examples of authenticated assessments and/or assignments from formal education courses

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	2	2	2	3	3

Acquire and process resources for access

CULLB408A

Acquisition of resources often involves complex procedures in which practitioners will make decisions about identification, supply and receipt processes.

ELEMENT

PERFORMANCE CRITERIA

Confirm details of resources required and suppliers

All necessary details of required materials are obtained, checked and verified for effective acquisition

Requests to obtain materials are checked against the organisation's acquisition policy or guidelines

Sources of required materials are determined, taking into account performance of known suppliers, required timeframe, relevant costs and available funds, and relevant policies

Identification of details and sources of materials to be acquired reflects awareness of the distinctive features of the materials and their acquisition, and the organisation's systems and procedures

Any necessary orders/subscriptions/registrations are made in the required format and timeframe and take advantage of any cost savings

All relevant organisational policies and procedures are identified and followed

Maintain information provider's relationship with suppliers

Liaison and communication maintains the organisation's image and good working relationships with suppliers

Performance of suppliers/supply process is monitored in accordance with established requirements

Additional or alternative suppliers, that may better meet requirements in terms of cost, time and quality of service, are sought and reported to appropriate person(s)

	Recommendations on supplier issues are made to appropriate person(s) in a timely way
Resolve problems/issues in relation to acquisitions	<p>Problems/issues in relation to acquisitions are dealt with in accordance with existing procedures</p> <p>Dealing with problems/issues reflects knowledge of selection and acquisition policies and procedures, and likely sources of assistance to resolve them</p> <p>Solutions to problems are documented and communicated to staff</p> <p>Appropriate action is taken to prevent, or assist early resolution of, similar future problems</p>
Carry out administrative procedures	<p>Required administrative procedures are carried out in relation to acquisition decisions and action</p> <p>Administrative procedures reflect awareness of the funding structure of the organisation</p>
Accession materials	<p>Items received are confirmed in accordance with the order</p> <p>Invoices are checked against the order and authorised for payment</p> <p>Appropriate action is taken on duplicates, missing, damaged or incorrect information, taking into account the distinctive features of the particular item and supply process</p> <p>Person requesting materials is notified promptly of its receipt</p>

RANGE OF VARIABLES

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
- licensing agreements
- legal deposit legislation

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

The acquisition of materials covered by this unit may be complex and may include material:

- that is unusual
- that has been difficult to obtain by usual means
- for which suppliers are not well known or established
- that requires a change in suppliers
- that requires more complex checking and processes because of the distinctive features of the material, eg serials

Material to be acquired may include:

- print, eg serials
- non-print, eg CD-ROMs
- equipment, eg audiovisual hardware and items
- materials in electronic format, eg electronic journals

Information may be acquired:

- by purchase
- free of charge
- via network services

- electronically, downloaded and mirrored on local hardware

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

Liaison and negotiation with suppliers will generally be on practical and not policy issues.

Administrative procedures may include financial procedures.

EVIDENCE GUIDE

Critical aspects of evidence

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

- demonstrated accuracy and organisational abilities
- ability to interpret a bibliographic record
- knowledge and understanding of the organisation's acquisition policies and procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - maintaining liaison with suppliers
 - communicating effectively and appropriately on email, using attachments
- liaising and communicating effectively
- Information literacy
 - applying information literacy skills
 - recognising print, non-print and electronic formats and their distinctive features
 - understanding and implementing bibliographic verification of complex items under supervision
 - acquiring and using information appropriate to work responsibilities
 - working within a network and understanding its related information functions
 - evaluating the quality and relevance of information that can be accessed through the Internet
 - problem solving and monitoring
 - monitoring suppliers' performance
 - problem solving
 - locating suppliers for difficult items under supervision
 - negotiating and resolving acquisition problems
 - planning and organisation
 - applying principles of best practice to own work
 - demonstrating attention to detail
 - applying time management skills and setting priorities

- 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 viruses and procedures to prevent them
 - following basic information technology security procedures
- the work environment
 - acquisition policies and procedures
 - the role, functions and services of the organisation
 - suppliers used by library and information agencies
 - legal requirements including copyright
 - using acquisition processes, manual and automated
 - working within legal and budgetary constraints
 - organisation's collection development policy
 - following up duplicates, missing items, incorrectly supplied items
 - maintaining financial and supplier records
 - working effectively and constructively with others

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 bibliographic verification tools
- suppliers' lists
- publishers' information

Method and context 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 further formal education courses
- supporting statement from section manager or equivalent
- position descriptions
- examples of documentation from the workplace
- discussion of case studies
- description of practitioner's work with suppliers, in acquisition section, and resolution of acquisition problems
- problem solving assignments
- case studies

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	3	2	2	2	2	2

Maintain service area environment, resources and equipment

CULLB409A

The maintenance of service area environments, resources and equipment requires practitioners to monitor the status of resources and equipment to ensure that OHS legislation is met and the service area is operational for clients and staff.

ELEMENT

PERFORMANCE CRITERIA

Maintain service area requirements

All aspects of the service area are monitored and appropriate action is taken to address problems

The needs 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

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)

OHS and other safety requirements are identified and monitored

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

Maintain physical requirements of service area

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)

Specified processes are implemented and monitored to ensure material is stored or shelved consistent with sequencing system and easy retrieval

Effective use of available storage/shelving is made and placement of equipment, fittings and furniture is safe and convenient

	<p>Placement and arrangement of material takes account of the individual qualities, expected use and promotional factors</p> <p>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)</p>
Maintain facilities for storage and display	<p>Requirements for shelving and storage are identified and assessed in relation to current and future needs</p> <p>Any additional facilities or changes to facilities are identified and assessed and recommendations are made to appropriate person(s)</p> <p>Assessment and recommendations take account of client needs, cost, OHS requirements and developments in available facilities or industry standards</p> <p>Planning for changes in storage or shelving includes any temporary or transitional arrangements</p> <p>All changes are planned and supervised with the aim of ensuring minimal disruption to clients and staff</p>
Implement and monitor maintenance of equipment operation and functions	<p>Problems with the operation of equipment are identified and resolved and/or reported to the appropriate person</p> <p>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</p> <p>Action is taken in a timely way on reported problems with the operation or functioning of equipment</p> <p>Arrangements for repair or maintenance of equipment are negotiated to ensure minimal disruption to clients and staff, and staff are informed of likely disruptions</p> <p>Maintenance schedules for equipment are implemented in accordance with specified requirements</p>

Implement and monitor security processes

Monitoring and security systems and procedures are implemented and monitored to meet identified requirements

Warning systems are regularly checked and maintained

Activated warning system is immediately investigated and appropriate action taken

Suspected security breaches are dealt with promptly, diplomatically and in accordance with procedures and requirements

Where security officers are employed, all systems and procedures relating to security are implemented and monitored cooperatively

Client offences are dealt with firmly and appropriately in the light of the nature of the offence and rules and procedures

Disputes are resolved and/or referred to appropriate person(s)

RANGE OF VARIABLES

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 which may include:

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

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

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

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

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, fittings, eg shelving
- furniture
- noise levels

Monitoring and security systems may be visual or electronic.

Equipment will vary and will include computer hardware and software.

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- client services
 - identifying needs of the clients with special needs
 - organising storage/housing facilities effectively and in line with client needs
 - working effectively with clients
- communication and promotion
 - appropriate signage
- information literacy
 - acquiring and using information appropriate to work responsibilities
 - working within a network and understanding its related information service functions
 - evaluating the quality and relevance of information that can be accessed through the Internet
- problem solving and monitoring
 - using techniques for monitoring the operations of a service area, including client satisfaction, OHS, issues relating to client behaviours etc
- problem solving
 - understanding and using conflict resolution
 - mediating and negotiating constructively and effectively
 - foreseeing and responding effectively to contingencies

- planning and organisation
 - maintaining records
 - stocktaking
 - planning and supervising relocation of stock
 - maintaining equipment
 - monitoring security systems and equipment
 - applying principles of best practice in a client service unit
 - demonstrating attention to detail
- information technology
 - selecting and using available technology appropriate to the task
 - 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 viruses and procedures to prevent them
 - following basic information technology security procedures
- the work environment
 - the role, function and services of the organisation
 - library and information service standards and standards setting
 - legislative requirements for security
 - organising and planning a safe work environment
 - maintaining duty of care
 - supporting safe work practices

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

Method and context 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 assessee'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

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 on and off the job.

KEY COMPETENCIES

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

Obtain information resources from remote sources for clients

CULLB410A

When obtaining information resources for clients from sources outside the information provider organisation, practitioners determine details of the required information and locate and acquire, or retrieve, the information to meet client needs.

ELEMENT

Establish and confirm client's information request/need

Determine details of the required information resources and delivery method

Locate information

PERFORMANCE CRITERIA

Client is interviewed to determine and confirm details of the information need

Options for satisfying the request are discussed with the client including, where relevant, cost and timeframes for delivery

Where appropriate client is kept informed of progress of delivery and, if necessary, alternative options to fulfil the information need are recommended

Bibliographic and other relevant details of the required information are determined and/or verified accurately and in sufficient detail to locate resources

A systematic approach is taken to determine all required information

Client is kept informed of progress or given detailed advice on alternative document delivery options

Delivery requirements are identified and agreed taking into account client needs

Any other client requirements in relation to required information are identified and appropriate action is taken

Search for information/material reflects knowledge of suitable sources of information/tools about the location of information/material

Professional/business networks and links are developed and maintained with other information sources to facilitate location of required information/material

Location of required information/material reflects knowledge of likely sources of commonly requested information/material

Search strategy to locate unusual or difficult to locate information/material is logical and reasonable given the nature of the information/material and the range of possible sources

Obtain and return information

Requests to remote sources contain accurate and all necessary details to identify required information/material, and are made in accordance with relevant standards and procedures

Action to obtain information reflects knowledge of how to access remote sources and of suitable current document delivery mechanisms to meet client and organisational requirements

Requests to remote sources are monitored and follow-up action is taken as required

Information/material received from remote sources is checked for its relevance to client needs and for its condition, and appropriate follow-up action is taken

Action is taken to recall material, where required, and return it to provider, in the required condition, in accordance with established procedures or prior arrangements

Provider is informed of any difficulties in relation to return of material and appropriate action is taken

Action to obtain and return information reflects awareness of cost and budgetary implications and the organisation's policies and procedures in relation to them

Undertake financial and other administrative procedures

Action is taken to ensure accurate accounts are approved for payment in accordance with the organisation's policies and procedures and relevant charging agreements

Statistics and records are compiled and maintained in accordance with the organisation's procedures

RANGE OF VARIABLES

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
- legal liability
- licensing agreements
- inter-library loan codes of practice

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

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

Resources may include:

- people
- finance
- information

- equipment
- power/energy
- time
- buildings/facilities
- technology

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

Remote sources include:

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

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 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

Delivery of information may be by physical, eg mail, courier, or electronic means, eg fax, email, ftp.

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

Other assistance may include assistance to client to:

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

Client requirements may include:

- format including language
- timeframe
- delivery method

Format of the information/material may include:

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

Standards and procedures may be:

- national, eg inter-library loan protocols
- international
- set down by the organisation
- by formal or informal agreement between the organisation and the remote source

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

EVIDENCE GUIDE

Critical aspects of evidence

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

- understanding and application of the organisation's policies and procedures in relation to document delivery
- demonstrated ability to apply the organisation's loan processes

Concurrent assessment of units:

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

- Contribute to client access to information

Underpinning knowledge and skills

Skills and knowledge are required in:

- client skills
 - working effectively with clients
 - interpreting client needs and using interviewing skills confidently
 - obtaining and returning information expeditiously
 - working effectively with clients
- communication and promotion
 - communicating effectively and appropriately on email, using attachments
- information literacy
 - information sources, both standard, eg other libraries and non-standard, eg government agencies
 - bibliographic records and components
 - societies, commercial vendors
 - using bibliographic tools effectively
 - using standard reference resources
 - undertaking bibliographic searching and verification
 - effectively using searching strategies
 - locating information in a variety of formats
 - developing networks of sources
 - acquiring and using information appropriate to work responsibilities
 - working within a network and understanding its related information functions
 - evaluating the quality and relevance of information that can be accessed through the Internet

- problem solving
- planning and organisation
 - demonstrated accuracy and organisational ability
 - keeping records accurately and in a timely manner
 - demonstrating attention to detail
 - applying principles of best practice to own work
 - applying time management strategies and setting priorities
- information technology
 - 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 viruses and procedures to prevent them
 - following basic information technology security procedures
 - selecting and using technology appropriate to the task
- the work environment
 - understanding and application of the Copyright Act and legal liability
 - following inter-library lending policies, standards
 - applying the organisation's inter-library loan processes
 - document delivery alternatives, including electronic options
 - undertaking financial procedures
 - legal and ethical responsibilities

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:
strategic plans and relevant policies and procedures manuals
nationally accepted inter-library loan procedures
access to other information providers' catalogues

Method and context of assessment

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

- observation
- oral questioning
- examination of candidate's portfolio/CV
- supporting statement from section manager or equivalent
- authenticated statements of support from clients
- position descriptions
- examples of inter-library loan documentation that assessee has produced in the workplace
- examples of authenticated assessments and/or assignments from education courses relevant to assisting clients with information from remote sources
- relevant simulation or role play demonstration by assessee
- case studies

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

KEY COMPETENCIES

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

Provide promotion and programs and activities for clients

CULLB411A

Planning and administering programs and activities for diverse client groups requires innovation, organisation, evaluation and a proactive focus on client outcomes.

ELEMENT

PERFORMANCE CRITERIA

Identify and make recommendations on the need for, and feasibility of, programs/activities

Need for programs/activities is determined taking into account identified client needs, service usage, feedback and suggestions from clients and staff, and any promotion or marketing plan

Ideas for new or improved activities/programs are initiated, gathered and assessed within financial, physical and staff resources

Potential programs/activities are identified and assessed in relation to priorities and objectives

Suitable programs/activities, objectives are identified and necessary resources are estimated

Approval for programs/activities and the required resources are obtained from appropriate person(s) in accordance with organisation's procedures

Plan programs/activities

Appropriate action plans are developed and the availability of required financial and physical resources and staff is determined

Purpose, target audience, style of materials, communication objective, distribution/display method, budget and timeframe are agreed with appropriate person(s)

Programs/activities are adjusted as necessary to accommodate resources, time, staff and budget available

Cooperation is obtained from staff, relevant news media, industry, government and client community members

	<p>Possible contingencies are identified and plans are made to deal with them</p>
<p>Organise resources necessary to carry out the planned programs/activities</p>	<p>Bookings and venue and equipment access arrangements work smoothly for all participants or problems are quickly resolved</p> <p>Equipment and materials are obtained within budget and the organisation's purchasing, hiring and acquisition policies and procedures</p> <p>Materials and information necessary for the programs/activities are available when required</p> <p>Equipment is checked to ensure it is operational and functional as required for the programs/activities</p> <p>All relevant person(s) are briefed about the programs/activities, to ensure their cooperation in the preparation or conduct of activities</p> <p>Promotional or publicity material contains all relevant information, is in a format and language suited to targeted participants, and is disseminated to provide adequate notice</p> <p>Availability of non-original materials is checked and necessary clearances are obtained for copy, photos, illustrations and other content as necessary to comply with legal and other requirements</p> <p>Venue meets identified requirements, including access for participants with special needs and health and safety requirements</p>
<p>Conduct programs/activities</p>	<p>Programs/activities meet identified objectives and are suited to the size and nature of the group and characteristics of the participants</p> <p>Special needs of participants are catered for in the design and delivery of programs/activities</p> <p>Audience response is monitored and, where required, action is taken to change activity to meet objectives within available resources</p> <p>Appropriate presentation methods, equipment and materials are used to enhance participants' interest and involvement</p>

	Problems are resolved promptly or referred to appropriate person(s)
Evaluate programs/activities	Feedback and other data, appropriate to evaluate particular programs/activities, are collected and analysed
	Materials and format used are evaluated, results are documented and recommendations are made as required
	Programs/activities are assessed against planned objectives
Complete administration, documentation and reporting	Programs/activities are documented appropriately to assist planning and conduct of future programs/activities
	Reports and recommendations are made to appropriate person(s) to contribute to the effectiveness of future programs/activities
	Administrative procedures are carried out in accordance with organisational requirements

RANGE OF VARIABLES

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
- OHS legislation
- Equal Opportunity legislation

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

Programs and activities may be targeted to diverse client groups and may be short or of extended duration. They may include:

- promotions of library and information services or related issues
- static exhibitions
- client awareness activities such as talks, lectures, tours or demonstrations
- programs of activities such as book launches/author talks, activities for special 'weeks' or 'days', such as Book Week
- adult activities, including senior citizens' activities, seminars and multicultural programs
- local history activities
- children's or young people's activities such as class visits, story telling, school holiday activities and after school activities
- book sales
- cultural events

Participants may vary in age, cultural and language background and needs.

The size of groups may be small or large.

Characteristics of participants may include special needs such as:

- access for people with physical disabilities
- assistance in relation to hearing, sight or other impairments
- translation or interpreting for people who speak languages other than English
- culturally appropriate activities
- assistance in relation to other language or literacy needs

Presentation methods may include consideration of:

- sequencing and variety of components
- amount and level of information presented
- pace of delivery
- tone and clarity of voice, eye contact, gestures
- questioning and responding to questions and comments

Equipment and materials may include:

- microphone
- slide
- film
- tape and video equipment, including video camera and TV
- overhead projector
- computer-based technology, including CD-ROM, on-line, multi-media formats and computer graphics packages
- lettering set
- photography
- craft materials
- dress-up materials and puppets

Promotion displays and material may include:

- print
- graphic materials
- non-print material, eg models
- electronic media
- the use of desktop printing
- presentation and interactive software

EVIDENCE GUIDE

Critical aspects of evidence

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

- ability to plan and carry out promotion activities in a range of contexts
- ability to work constructively with clients and teams
- ability to communicate effectively with clients and staff

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - types of promotions, activities, events used to publicise/promote information services, library collections and other functions
 - the role of promotion in libraries and information agencies
 - applying appropriate and effective presentation styles and techniques
 - identifying suitable programs/activities and developing promotional plans to a budget
 - using promotional and marketing techniques and skills to achieve planned outcomes
 - demonstrating familiarity with, and exploiting the role of, media in promotion
 - promoting the library/information agency through a range of different mechanisms
 - planning, organising and conducting promotional activities effectively, using variety and innovation

- mounting a promotional campaign with a limited budget and resources
- working with a community collaboratively to achieve agreed outcomes
- coordinating and printing graphic materials to achieve required client outcomes
- briefing relevant people in a timely and accurate manner
- evaluating and reporting outcomes

- information literacy
 - acquiring and using information appropriate to work responsibilities

- problem solving and monitoring
 - using a range of evaluation techniques
 - evaluating promotional campaigns and events

- planning and organisation
 - identifying, organising and assembling resources needed for successful outcome of planned activity
 - conducting programs to agreed timeframes and resources
 - using appropriate project management strategies such as planning, organising, coordinating and evaluating
 - applying time management strategies and setting priorities
 - maintaining records
 - applying principles of best practice to own work
 - demonstrating attention to detail

- information technology
 - selecting and using available technology appropriate to the task

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:

- examples of displays and promotional activities
- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

- observation
- oral questioning
- description of promotional activities and practitioner's role
- portfolio of authenticated materials containing photographs of displays, promotional materials developed and published such as flyers, leaflets, brochures, booklets, etc.
- other relevant authenticated productions such as newsletters, posters, plans, models, web pages, computer produced packages such as CD-ROM, videos
- authenticated examples of supporting documentation, eg program(s) of activities organised, or contributed to, by applicant
- reports and feedback of relevant activities
- examination of assessee's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	3	3	2	1	2	2

Undertake cataloguing activities

CULLB412A

Basic copy or descriptive cataloguing and catalogue maintenance duties requires practitioners to work in accordance with well-established procedures and guidelines.

ELEMENT

PERFORMANCE CRITERIA

Undertake cataloguing/classification of material

Suitable hard copy and electronic sources of ready-made cataloguing records are selected

Material is checked accurately against existing catalogue records in accordance with organisational procedures

Record is corrected and modified to conform to the organisation's cataloguing/classification system(s), requirements and relevant standards

Detection of errors in cataloguing/classification copy or inappropriate subject headings reflects understanding of relevant cataloguing tools and subject matter of the information being catalogued/classified

Difficulties or uncertainties are discussed with appropriate person(s) and resolved and referred to appropriate persons for cataloguing/classification or other action

Cataloguing practices reflect knowledge of organisation's cataloguing system(s), and use of national network and organisation's computer system, including command languages and procedures

Provide cataloguing support

Material to be catalogued by others is checked against existing records and details added or corrections made to facilitate cataloguing

Catalogue maintenance is carried out in accordance with organisational procedures and priorities

An accurate and accessible record of the classification and holdings of the organisation is created and/or maintained, in accordance with national and organisational procedures and guidelines

Statistics of information catalogued are accurately recorded in accordance with organisational procedures

Create item level data

Item is assigned an appropriate location

Relevant access conditions are recorded

Item maintenance requirements are recorded

RANGE OF VARIABLES

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
- various cataloguing standards such as AACR2, DDC etc

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

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

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

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

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

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
- AACR (latest edition and amendments)
- SCIS Subject Headings
- Dewey Decimal Classification
- Library of Congress/classification
- Local protocols

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

Catalogue maintenance includes:

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

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

EVIDENCE GUIDE

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - working effectively as part of a cooperative network
- information literacy
 - checking bibliographic details
 - adapting/upgrading bibliographic records to suit client needs
 - acquiring and using information appropriate to work responsibilities
 - evaluating the quality and relevance of information that can be accessed through the Internet
 - searching databases efficiently
 -
- planning and organisation
 - using time management strategies and setting priorities
- information management
 - library cataloguing policies and procedures
 - applying international standards and systems used in Australian libraries, eg AACR, AUSMARC, USMARC, DDC, LCC and SCIS
 - applying the principles of bibliographic description and access
 - applying the principles of subject heading and classification schemes

- cataloguing 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, including authorities
- 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 viruses and procedures to prevent 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
 - applying principles of best practice to own work

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

Method and context 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

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	2	3	2		2	3

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

ELEMENT

PERFORMANCE CRITERIA

Establish evidence required for a specific context

The context for the assessment is specified

The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context

Relevant unit(s) of competency is/are read and interpreted accurately to identify the evidence required

Evidence requirements are specified to:

- assure valid and reliable inferences of competency
- authenticate the performance of person being assessed
- confirm that competency is current

Sufficient evidence is specified to show consistent achievement of the specified standards

The cost of gathering the required evidence is established

Establish suitable assessment method(s)

Assessment method(s) is selected which is appropriate for gathering the type and amount of evidence required

Opportunities to consolidate evidence gathering activities are identified

Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed

Develop assessment tools appropriate to a specific assessment context

An assessment tool is developed to gather valid, reliable, sufficient evidence for a specific assessment context

	The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context
	Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed
	The assessment tool is checked to ensure that flexible, fair, safe and cost-effective assessment occurs
Trial assessment procedure	Assessment methods and tools are trialled with an appropriate sample of people to be assessed
	Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration
	Appropriate adjustments are made to improve the assessment method and tools in light of the trial
	Assessment procedures including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise or training organisation where applicable

RANGE OF VARIABLES

Assessment system may be developed by:

- the industry through the endorsed component of training packages assessment guidelines
- the enterprise
- a Registered Training Organisation
- a combination of the above

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification

- remuneration
- progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees, if applicable
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Specific assessment context may be determined by:

- purpose of the assessment such as:
 - to gain a particular qualification or licence
 - to determine employee classification
 - to recognise prior learning/current competencies
 - to identify training needs or progress
- location of the assessment such as:
 - on the job or off the job
 - combination of both
- assessment guidelines of training package or other assessment requirements
- features of assessment system

Characteristics of persons being assessed include:

- language, literacy and numeracy needs
- cultural language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/ team leaders
- technical specialists

Appropriate procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
 - the industry
 - the enterprise

- the training organisation
- a combination of the above
- The assessment procedure should specify the following:
 - recording procedure
 - appeal/review mechanism
 - assessment methods to be used
 - instructions/materials to be provided to the person(s) being assessed
 - criteria for making decisions of competent, or not yet competent
 - number of assessors
 - assessment tools
 - evidence required
 - location of assessment
 - timing of assessment
 - assessment group size
 - allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

Assessment methods may include:

- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios of evidence
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production projects and exercises
- sets of verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment

- materials
- OHS requirements
- enterprise/industry standard operating procedures

Allowable adjustments may include:

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment, eg word processor or lifting gear
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Documentation in relation to:
 - specific assessment context, including the purpose of assessment
 - features of the assessment system
 - characteristics of the person being assessed
 - evidence of competency required
 - plan of opportunities for gathering the evidence required
 - assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- An assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments
- An assessment procedure for the specific context

Assessment requires evidence of the following processes to be provided:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge are required in:

- knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including OHS regulations and procedures, Equal Employment and anti-discrimination requirements relevant to the specified context
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- knowledge of the Assessment Guidelines of the Workplace Training and Assessment Training Package
- skills in the application of various assessment methods, relevant to workplace context
- planning of own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:
 - read and interpret relevant information to plan assessment
 - give clear and precise information/instructions in spoken or written form
 - adjust spoken and written language to suit target audience
 - write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
 - prepare required documentation using clear and comprehensible language and layout
 - calculate and estimate costs
- communication skills appropriate to the culture of the workplace and the individual(s)

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

Access will be required to:

- relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel

Method and 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 or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	2	2

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context

ELEMENT

PERFORMANCE CRITERIA

Identify and explain the context of assessment

The context and purpose of assessment are discussed and confirmed with the person(s) being assessed

The relevant performance standards to be used in the assessment (eg current endorsed competency standards for the specific industry) are clearly explained to the person being assessed

The assessment procedure is clarified and expectations of assessor and candidate are agreed

Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed

The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure

Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed

Plan evidence gathering opportunities

Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency

The need to gather additional evidence which may not occur as part of the workplace or training activities are identified

Evidence gathering activities are planned and scheduled in accordance with the assessment procedure

Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure

Organise assessment

The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment

Appropriate personnel are informed of the assessment

Spoken interactions, and any written documents, employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and by appropriate personnel

Gather evidence

Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence

The evidence specified in the assessment procedure is gathered, using the assessment methods and tools

Evidence is gathered in accordance with specified allowable adjustments where applicable

The evidence gathered is documented in accordance with the assessment procedure

Make the assessment decision

The evidence is evaluated in terms of:

- validity
- authenticity
- sufficiency
- currency
- consistent achievement of the specified standard

The evidence is evaluated according to the dimensions of competency:

- task skills
- task management skills
- contingency management skills
- job/role environment skills

transfer and application of knowledge and skills to new contexts

Guidance is sought, when in doubt, from a more experienced assessor(s)

The assessment decision is made in accordance with the criteria specified in the assessment procedure

Record assessment results	<p>Assessment results are recorded accurately in accordance with the specified record keeping requirements</p> <p>Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel</p>
Provide feedback to persons being assessed	<p>Clear and constructive feedback in relation to the performance including guidance on further goals/training opportunities is given to the person(s) being assessed using language and strategies to suit the person(s)</p> <p>Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed</p> <p>The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</p>
Report on the conduct of the assessment	<p>Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</p> <p>Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedures</p> <p>Suggestions for improving any aspect of the assessment process are made to appropriate personnel</p>

RANGE OF VARIABLES

Assessment system may be developed in:

- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees if applicable
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Specific assessment context may be determined by:

- purpose of the assessment such as:
 - to gain a particular qualification or a licence
 - to determine employee classification
 - to identify training needs or progress
 - to recognise prior learning/current competencies
- location of the assessment such as:
 - on the job or off the job
 - combination of both
- Assessment Guidelines of Training Package or other assessment requirements
- features of assessment system

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural language and educational background
- educational background or general knowledge
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators

- relevant managers/supervisors/team leaders
- technical specialists

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed

Assessment methods may include:

- work samples and/or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Allowable adjustments may include:

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Recording procedures may include:

forms designed for the specific assessment result (paper or electronic)
checklists for recording observations/process used (paper or electronic)
combination of the above

Assessment reporting:

- final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in states/territories

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- description of the assessment context, including the purpose of assessment
- the relevant competency or other performance standard and assessment procedure used
- description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- conduct of assessment in accordance with competency requirements
- recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process

Assessment requires evidence of the following processes to be provided:

- how agreement was sought with the person(s) being assessed on the conduct of the assessment
- how opportunities to gather evidence were identified as part of workplace or training activities
- how evidence is gathered in accordance with the assessment procedure
- how evidence gathering activity covered the dimensions of competency
- how resources were arranged according to the assessment procedure
- how appropriate personnel are consulted
- how evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment was conducted to ensure that:
 - all arrangements and activities were understood by all parties
 - the person was put at ease and the supportive assessment environment was created
 - language, literacy and numeracy issues were taken into consideration
- how constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- how guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge required in:

- knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including OHS regulations and procedures, Equal Employment and anti-discrimination requirements relevant to the specified context
- understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- assessment guidelines of the Workplace Training and Assessment Training Package
- planning of own work including predicting consequences and identifying improvements
- skills in the application of various assessment methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
 - give clear and precise instructions and information in spoken or written form
 - seek confirmation of understanding from the person(s) being assessed
 - adjust language to suit target audience
 - prepare required documentation using clear and comprehensible language and layout

- ask probing questions and listen strategically to understand responses of the person being assessed
- seek additional information for clarification purposes
- use verbal and non-verbal language to promote a supportive assessment environment
- use language of negotiation and conflict resolution to minimise conflict
- communication skills appropriate to the culture of the workplace and the individual(s)

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

Access will be required to:

- relevant competencies, sources of information on assessment methods assessment tools and assessment procedures
- person(s) wishing to be assessed, any relevant workplace equipment, informations and appropriate personnel

Method and 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 or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	2	2	2	2	2	3

This unit covers requirements to review assessment procedures in a specific context.

ELEMENT

PERFORMANCE CRITERIA

Review the assessment procedure(s)

Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria

The review process established by the enterprise, industry or registered training organisation is followed

The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation

Review activities are documented, findings are substantiated and the review approach evaluated

Check consistency of assessment decision

Evidence from a range of assessments is checked for consistency across the dimensions of competency

Evidence is checked against the key competencies

Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon

Report review findings

Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes

Records are evaluated to determine whether the needs of appropriate personnel have been met

Effective contributions are made to system-wide reviews of the assessment process and feedback procedures are reviewed

RANGE OF VARIABLES

Assessment system may be developed by:

- the industry
- the enterprise
- Registered Training Organisation
- a combination of the above

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who has special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees, if applicable
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Specific assessment context may be determined by:

- purpose of the assessment such as
 - to gain a particular qualification or a licence
 - to determine employee classification
 - to identify training needs or progress
 - to recognise prior learning/current competencies
- location of the assessment such as
 - on the job or off the job
 - combination of both
- Assessment Guidelines of Training Package or other assessment requirements
- features of assessment system

Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- OHS factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of person being assessed

- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability

Characteristics of person being assessed may include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisor/team leaders
- technical specialists

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed

Assessment methods may include a combination of:

- work samples and/or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books and portfolios
- questioning
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Allowable adjustments may include:

- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- documented process for the review of the assessment procedure(s)
- a report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications

Assessment requires evidence of the following processes to be provided:

- how the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- why particular review/evaluation methodologies were chosen
- how cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge are required in:

- knowledge of the review process established by the industry, enterprise or training organisation
- knowledge of evaluation methodologies relevant to the assessment context
- relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including OHS regulations and procedures, equal employment and anti-discrimination requirements
- knowledge of relevant organisational policies and procedures of the workplace and/or job role
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- skills in the application of various assessment methods/tools in a relevant workplace context
- planning own work including predicting consequences and identifying improvements
- language, literacy and numeracy skills required to:

- read and interpret review procedures
- participate in discussions and listen strategically to evaluate information critically
- gather, select and organise findings from a number of sources
- document findings in summary form, graphs or tables
- present findings in a short report to relevant personnel
- make recommendations based on findings
- determine cost effectiveness
- communication skills appropriate to the culture of the workplace and the individual(s)

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

Access will be required to:

- relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms
- assessment decisions, relevant workplace equipment, appropriate personnel

Method and 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 may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	2	3	3	3	3	3

This unit covers the requirement for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

ELEMENT

PERFORMANCE CRITERIA

Prepare for training

Specific needs for training are identified and confirmed through consultation with appropriate personnel

Training objectives are matched to identified competency development needs

Training approaches are planned and documented

Deliver training

Training is conducted in a safe and accessible environment

Training delivery methods are selected appropriate to training participants' needs, trainer availability, location and resources

Strategies and techniques are employed which facilitate the learning process

Objectives of the training, sequence of activities and assessment processes are discussed with training participants'

A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participants'

Provide opportunities for practice

Practice opportunities are provided to ensure that the participant achieves the components of competency

Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants

Review training

Participants are encouraged to self evaluate performance and identify areas for improvement

Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance

Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives

Training details are recorded according to enterprise and legislative requirements

Results of evaluation are used to guide further training

RANGE OF VARIABLES

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures

Appropriate personnel may include:

- team leaders/supervisors/technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents

Characteristics of training participants may include information in relation to:

- language, literacy and numeracy needs
- cultural, language and educational background
- educational background or general knowledge
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons)

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operation procedures
- finances/costs

Strategies and techniques may include:

- active listening
- target questioning
- points of clarification
- group discussions

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- description of specific training need and required competency outcomes
- outline of the training approach and steps to be followed
- description of training participant(s) and delivery method(s) to be used
- specific resources required
- outline of the evidence to be collected for monitoring training participant progress

- trainer's self assessment of training delivery
- participant evaluation of training delivery
- evaluation of review comments against plan of training
- records/documentation for monitoring progress of training participant(s)

Evidence may be collected using proformas or template.

Assessment requires evidence of the following processes to be provided:

- how the specific training need was determined
- how the sequence of the training was determined
- how appropriate personnel were identified
- why particular delivery method(s) were selected
- how the characteristics of training participant(s) were identified
- how the resource requirements were established
- how participant progress was monitored
- why and how the training resources were selected
- how appropriate personnel confirmed training arrangements
- how participants were informed of
 - intended training outcomes
 - competencies to be achieved
 - on and/or off the job practice opportunities
 - benefits of practices
 - learning activities and tasks
 - assessment tasks and requirements
- how constructive feedback was provided to training participant about progress toward competency to be acquired
- how training participant readiness for assessment was determined and confirmed
- how records were maintained to ensure confidentiality, accuracy and security

Evidence may be provided verbally or in written form.

Concurrent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Underpinning knowledge and skills

Skills and knowledge are required in:

- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting consequences and identifying improvements
- application of relevant workplace policies (eg ohs and eeo) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- language, literacy and numeracy skills:
 - conduct discussions and ask probing questions to review the training
 - gather information (in spoken or written form) for review purposes

- make verbal recommendations for delivery of future training
- adjust language to suit target audience (training participant/ appropriate personnel)
- complete records on training
- provide verbal feedback and report on training outcomes
- follow and model examples for written texts
- promote training in verbal or written form
- communication skills appropriate to the culture of the workplace, personnel and training participants

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

Access to records system for training, information, and training participants and supervisory staff (where appropriate).

Method and context of assessment

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

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	2	2	2	2	2	2

Contribute to the organisation and coordination of the work of others

CULLB501A

Practitioners contribute to the planning, organising and coordination of the work and welfare of other team members or junior staff to achieve planned outcomes.

ELEMENT

Contribute to the provision of information, advice and support to other staff

PERFORMANCE CRITERIA

Staff are informed, and reminded when necessary, of individual and groups work requirements, priorities and procedures

Degree of guidance and advice required by other staff is assessed and considered when providing advice and support

Opportunities for staff to discuss problems which directly or indirectly affect their work are provided

Potential and actual interpersonal conflicts are identified and appropriate action is taken promptly to address them and/or the matters are referred to appropriate person(s)

Variations to work requirements and relevant workplace information are communicated to staff accurately and in a timely way

Communication is carried out in a manner, and at a level and pace, which promotes understanding of work requirements and effective working relationships

Information and reminders are provided regarding OHS and other legislative or policy requirements and work is monitored to ensure that requirements are met

Contribute to the monitoring and maintenance of effective work performance

Work performance is reviewed at agreed intervals with those concerned, and requirements of any performance appraisal scheme are met

	<p>Opportunities to develop, transfer and apply skills are sought and encouraged and/or provided to other staff</p> <p>Staff are given constructive feedback on their application of new skills</p> <p>Feedback on work performance is given according to agreed procedures</p> <p>Problems with staff/team performance are identified and addressed in accordance with any relevant personnel and employment policies and procedures</p> <p>Feedback recognises performance and achievement, and constructive suggestions and encouragement for improving future performance are given</p> <p>Effective staff and management communication on work concerns and issues is provided</p>
<p>Contribute to the identification and development of staff potential</p>	<p>Expertise of individual group/team members is identified, recognised and utilised where possible in the responsibility for aspects of the work</p> <p>Other staff are assisted to identify competencies in relation to the job, career path options are discussed, and constructive suggestions and encouragement are provided</p> <p>Other staff are assisted to identify and meet their development and learning needs</p> <p>Access to development and learning opportunities is encouraged and provided to all staff in an equitable and impartial manner according to agreed procedures</p> <p>EEO and other relevant policies and procedures are followed</p>
<p>Contribute to the implementation and monitoring of relevant legislative and work requirements</p>	<p>Staff are informed clearly and accurately about OHS and other legal requirements relevant to their work and related organisational policies, procedures and programs</p> <p>Procedures relevant to OHS and other legal requirements are identified and implemented</p>

	<p>Potential or identified problems are assessed in relation to their relative risk, and appropriate action is taken or matter is referred to appropriate person(s)</p> <p>Accidents or breaches of requirements are investigated and/or reported promptly</p> <p>Control measures to minimise risk of hazardous events or legal breaches and/or to prevent recurrence are implemented or referred to appropriate person(s)</p> <p>Required records are kept in accordance with organisational and legal requirements</p>
Contribute to staff recruitment and selection	<p>Staff requirements in area of responsibility are recommended taking into account work to be done, known constraints and the views and advice of appropriate person(s)</p> <p>Recommendations on staff requirements are supported by current, valid and reliable information and take account of potential developments and changes that may affect the work area</p> <p>Participation in the selection of staff reflects awareness of appropriate recruitment practices to select quality staff</p> <p>Relevant policies and procedures in the shortlisting, interviewing and advice to candidates for staff selection are applied</p>
Compile and maintain staff records	<p>Accurate, legible staffing details are recorded in accordance with organisational and/or legal requirements to maintain current records of operation</p> <p>Information on staff performance, OHS, disciplinary and grievance matters is recorded accurately and in accordance with organisational and/or legal and industrial requirements</p> <p>Records are secure and the required level of confidentiality is maintained</p>

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Occupational Health & Safety legislation
- Equal Opportunity legislation
- Industrial Relations legislation

OHS requirements are contained in standards established by Commonwealth/State/Territory legislation and/or organisation's policies and procedures.

They may include:

- risk assessment and control
- participative arrangements for consultation on and resolution of issues
- awareness of procedures such as emergency first aid, emergency fire and evacuation procedures, isolation of gas/electrical/water supplies and chemical spills/ingestion
- knowledge of safe working practices including:
 - library safety policy
 - relevant OHS legislative requirements
 - working alone policy
 - use of safety clothing/equipment
 - manual materials handling
 - handling and storing chemicals/harmful substances
 - ergonomic working arrangements

Legal and industrial requirements are as set out in relevant awards, agreements and legislation, such as Workers' Compensation.

A range of learning opportunities may be used, for example:

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

Customers and suppliers 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
- technology

The work of others may be in a team or group which may include:

- full time
- part time
- casual staff
- contractors
- employment program employees
- students
- volunteers

The degree of organisation or coordination will depend on the nature of the work area and the degree to which the group/team shares responsibilities or requires more formal supervision.

EVIDENCE GUIDE

Critical aspects of evidence

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

- working effectively in a team
- managing work effectively to achieve goals and results
- using effective consultative processes

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - using interview processes
 - communicating to achieve required outcomes with and for staff and clients
 - a knowledge of the organisation's communication channels

- negotiating and liaising to achieve required outcomes
- resolving conflicts

- planning and organisation
 - organising and using resources to achieve organisational plans
 - contributing to the organisation's planning processes

- information management
 - acquiring and using information appropriate to work responsibilities

- human resources
 - organising and delegating work to achieve required outcomes
 - making decisions within responsibility and authority
 - participating in performance evaluation and providing feedback

- information technology
 - selecting and using available technology appropriate to the task

- the work environment
 - the organisation's goals, objectives, policies and procedures
 - career pathways in the library and information services industry and related industries
 - staffing policies and procedures in library and information agencies
 - recruitment and selection policies and procedures
 - industrial legislation including EEO and ID requirements
 - monitoring and reporting on OHS standards
 - monitoring legal and regulatory requirements
 - working ethically respecting individual ability and the importance of personal growth
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals
- organisation's OHS and staffing policies
- industry competency standards

Method and context 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
- examples from workplace where supervision or coordination of staff activities is involved, where applicant has the responsibility, in conjunction with staff, to develop training plans and career path options

- examples of personal development plans or career plans developed in conjunction with staff
- examples of training conducted
- authenticated examples of materials developed, such as procedures manuals, contribution to committee or taskforce skills audits, interviews

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	3	3	2		3	1

Deliver information literacy programs for clients

CULLB502A

Practitioners play a prominent role in supporting the information literacy development of their clients. Learning, through instruction to staff, individual clients or groups, is enhanced where there is a clear focus on client learning needs and outcomes.

ELEMENT

PERFORMANCE CRITERIA

Affirm the importance of life long learning and information literacy skills

The information provider's relevance in meeting the information needs of clients in their studies, work and everyday life is explained and demonstrated

The relevance of information sources outside the organisation in meeting the information needs of clients in their studies, work and everyday life is explained and demonstrated

Prepare information literacy programs

Programs recognise the need for information literacy

Programs identify a range of sources

Programs enable clients to locate information resources

Programs enable clients to organise, manage and retrieve information

Deliver information literacy programs

Objectives of the information literacy session are explained and discussed

Learning outcomes are negotiated and action is taken to reduce barriers to achieving them

Assessment processes, where relevant, are explained

Appropriate presentation skills are used

Instruction process is revised and modified as necessary on the basis of client feedback

Practice opportunities are provided according to agreed outcomes

Review information literacy programs Clients are encouraged and guided to evaluate their own performance and assess it for improvement

Practitioners' performance is reviewed against successful achievement of negotiated learning outcomes by clients

The program is evaluated for its effectiveness in meeting the learning objectives of the organisation.

RANGE OF VARIABLES

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

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

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

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

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

Resources may include:

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

A range of learning methods may be used such as:

- mentoring
- coaching
- demonstration

Learning may be delivered one-to-one or in small groups.

Language, format and pace of directions, instructions and demonstrations appropriate to the client, or client groups will depend on 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

The initiative for the program will generally be from the practitioner's manager.

Delivery of learning will generally be on-the-job to staff, students or work experience students, employment program trainees or volunteers.

Delivery of learning to clients will generally be in relation to:

- a particular aspect of the organisation or its service
- the practical, effective and efficient use of equipment
- a specific section of a broader program of information literacy sessions
- means to access information for which more than minimal instruction is needed, eg efficient and effective use of a complex colour photocopier rather than an ordinary photocopier

Instruction may include coaching, may be provided infrequently or regularly and will usually involve instruction in matters with which the person delivering the instruction is very familiar.

Subject matter will be limited to the area of expertise of the person facilitating the learning, and may include training in use of technology hardware and software.

Learning sessions will generally be of short duration, although sessions may constitute part of a longer training program, eg for new staff.

Delivery options may include:

- using PowerPoint for presentation skills
- demonstrating specialised databases or other software such as those pertaining to genealogy
- demonstrating the relevant search engines and sites on the Internet
- using computer aided instruction eg on-line tutorials, where applicable
- using package delivery methodologies and content appropriate to the interests/needs of intended audience

EVIDENCE GUIDE

Critical aspects of evidence

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

- communicating clearly and appropriately
- active attention to where and how information literacy may be appropriately facilitated
- demonstrated client service skills

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - working positively with others to achieve mutually agreed learning outcomes
 - listening actively
- information literacy
 - understanding and applying the principles of lifelong learning
 - facilitating information literacy for self and others
- training and assessment
 - knowledge of a range of different learning styles
 - knowledge of the role of, evaluation in training and how to implement
 - knowledge of the role of assessment in training
 - training needs in library and information agencies
 - planning a short training session
 - preparing simple handouts, instructions and other materials
 - delivering a short training session
 - providing feedback during training
 - adapting training to suit trainees
 - evaluating a short training session
 - using basic assessment instructions, eg questionnaires, checklists
 - using appropriate praise and positive reinforcement of learners' achievements

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:

- strategic plans and relevant policies and procedures manuals
- action plans and feedback on information literacy sessions for which the practitioner was responsible

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position description
- examples from workplaces detailing training activities provided
- examples of sessions delivered during formal education courses
- examples from workplaces of client assistance, on a one to one or small group basis, in using equipment or facilities

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
2	3	2	2		2	2

Organise information for client access

CULLB503A

The organisation of information to suit client needs requires practitioners to develop and maintain simple databases to enable clients to access and retrieve information

ELEMENT

PERFORMANCE CRITERIA

Anticipate need and organise required information

Client needs for specific information/material are anticipated and information/material is collected and organised to meet needs

Information/material subject to recurrent requests is organised to facilitate client access and retrieval of information

Develop and maintain simple database

Individual elements of information to be included in the database are determined on the basis of identified information needs and uses

The structure/shelf into which the information is to be added is created, taking into account current and future needs

Information which is collected and entered into the database is checked for accuracy, suitability, relevance, copyright compliance and legal access, in relation to identified client group

Mechanisms are established to obtain client feedback and other information to evaluate, improve and maintain the database

All necessary documentation for maintenance, use and operation of the database is prepared and maintained to facilitate client access

Contribute to the maintenance and improvement of databases

Characteristics of the database and required outcomes of its use are identified

Established housekeeping and maintenance procedures are carried out correctly

	Ways to improve the database content, interfaces or usefulness are monitored and implemented or recommended to relevant person(s), after appropriate consultation and in accordance with established procedures
Contribute to the review of new systems to organise and access information	Functions or operations which the new system is designed to address are identified
	The capacities of the new system are identified from information provided and from testing and examination appropriate to the nature, cost and implications of system
	Review reflects awareness of relevant staff and client requirements for organisation and access to information
	Views and supporting arguments are expressed in the detail, format and timeframe required

RANGE OF VARIABLES

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 control and continuous improvement processes and standards
- resources, which may be subject to negotiation

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

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

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
- buildings/facilities
- technology
- time

Information may include:

- press cuttings on current issues
- items of particular interest to client group at a particular time
- current awareness files
- local history resources
- specific materials, eg community information, commercial brochures/publicity materials

Databases referred to in this unit are electronic:

- a simple database is a flat file database, for which an established program is available for its development and operation
- other databases may include a variety of inhouse databases

Mechanisms to identify needs to organise information in databases may include:

- feedback from clients and other staff
- specific requests from clients and other staff
- surveys and other investigations
- records of recurrent requests

Mechanisms for client feedback may include:

- surveys, questionnaires
- records of use of the database
- observation
- spot checks

Retrieval of information from the database may include:

- basic printed records
- report formats using downloads of records
- computer generated files

Documentation may include:

- procedures manual
- client instruction sheets/manual
- notices

EVIDENCE GUIDE

Critical aspects of evidence

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

- knowledge and application of database structures and organisation
- developing databases for specific needs
- understanding and application of client service skills
- inputting data accurately and consistently into databases
- bibliography organisation and use

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - knowledge of client groups and their informational needs
- communication and promotion
 - working with others constructively to achieve agreed outcomes
- information management
 - applying principles of database structure and construction
 - knowledge of databases used in libraries and information agencies
 - developing a small database for a specific need
 - demonstrating techniques for advanced database searching and retrieval of information
 - maintaining database information and currency
 - reviewing new systems for organising information
- information technology
 - following standard computing systems used in libraries and information agencies, their functions and capacity
 - understanding the potential damage caused by viruses and following procedures to identify and prevent them
 - implementing basic computer security procedures
 - providing assistance in accessing information including retrieving, locating, selecting and downloading information from a variety of sources
- the work environment
 - obtaining further information about Copyright Act and amendments
 - acquiring and using information appropriate to work responsibilities
 - applying principles of best practice to own work
 - legal issues, eg Copyright Act

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:

- strategic plans and relevant policies and procedures manuals

Method and context 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
- examples of databases to which applicant has contributed, or developed, to facilitate client access
- training courses on database construction
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	2	2	2	1	2	3

Provide clients with access to required information

CULLB504A

Providing clients with access to required information requires practitioners to accurately analyse and assess and respond to a variety of client needs.

ELEMENT

PERFORMANCE CRITERIA

Determine client information requirements

The nature of information requirements is analysed and confirmed with the client using appropriate techniques

Assessment and interpretation of client requirements reflects awareness of the range of usual client requirements in relation to similar information

Alternatives are explored and explanations, suggestions and advice are provided, if appropriate, to enable the client to clarify and, if necessary, adjust requirements to facilitate a more effective result

Determine assistance and search strategy

The level and nature of assistance appropriate to client requirements and available resources is assessed promptly and accurately

An assessment is made quickly of whether the assistance can be adequately provided or the client is referred to suitable alternative sources within or outside the organisation

Where referral is recommended, reason and details are explained clearly and tactfully to the client

All constraints, costs, competing demands or other matters affecting the assistance to the client are explained clearly and tactfully

Assessment and advice to the client reflects knowledge of the collection, the variety of information sources accessed from the organisation and relevant policies and procedures

A search strategy is determined, if required, which:

- takes account of the organisation's priorities
- balances competing demands from other clients
- can be delivered within the timescale agreed with the client

Search strategies reflect awareness of client requirements, cost and time implications and other relevant constraints

Use information sources to meet client requirements

Potential sources of information are identified and assessed for their suitability to meeting client requirements within relevant constraints

Information is located in a timely way and likely variations in meeting requirements are explained promptly and constructively to the client

Any problems in obtaining supply/access are identified and resolved, where possible, taking into account client requirements, relevant priorities and available resources

Use of information sources reflects knowledge of sources routinely used by the organisation and how to access them in a cost-effective way

Awareness of the range of information sources commonly accessed outside the organisation is reflected in arrangements made with the client to obtain information from remote sources or other means

Appropriate checking is done with clients to ensure that information meets their requirements and that information and its implications are understood

Assist client to access required information

Where appropriate reference tools and equipment are identified for client use, and their relevance is established with client

Directions, instructions or demonstrations on use of reference tools and equipment to access information are clear and accurate

Directions, instructions or demonstrations are in a language and format, and delivered at a pace, appropriate to the client

Clients are informed courteously of any constraints regarding their access to information or use of reference tools or equipment

Advice to clients on reading material reflects own knowledge of those areas of literature/subject matter routinely requested by clients, or knowledge of other staff who may assist

Package information

Client needs for information products are identified

Purpose, target client(s), nature and format of information product are identified

Products contain relevant information and are prepared in format appropriate to target client(s)

Information is disseminated appropriately to target client(s)

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- time

Clients may include:

- diverse individuals or groups
- those with specialist requirements which are commonly met by the library

Client contact may be:

- in person or by phone
- in writing, letter, fax, email, the Internet or other electronic means

Client information requirements may include:

- level, detail, currency and format of the information
- the timescale in which it is required
- the most appropriate delivery method

Appropriate techniques for establishing client requirements will depend on factors such as:

- the contact medium
- knowledge of the particular client or client group
- knowledge of the likely need for, and implications of, the requested information
- age, cultural and language considerations

Techniques will include:

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

Necessary techniques may include:

- application of knowledge and skills appropriate to different cultures and language groups
- communicating in language/s other than English, or using interpreters or language aids

Types of information may include:

- community or reference information in print and/or electronic formats

Information may be provided:

- orally or in written, pictorial, audio, printed or electronic form

Information sources will be varied including:

- in-house and remote sources

Types of reference tools and sources may include:

- personal knowledge of staff members
- books, serials, CD-ROMs, on-line and other databases, audio-visual collections, maps

Constraints may include:

- cost
- library policy
- competing demands
- difficulty of accessing information sources
- ethical considerations
- restrictions on access to the required information, eg as a result of licensing or other agreements
- copyright or concern about the reliability of sources

Implications of the information provided may include:

- reliability
- validity
- currency
- advice on its relevance and usefulness to meet client requirements

Language, format and pace of directions, instructions and demonstrations appropriate to client will depend on 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

Information products may include:

- bibliographies
- current awareness material
- information kits on topics of interest to particular clients or client groups
- "how to..." guides on issues such as using reference tools and accessing information sources

EVIDENCE GUIDE

Critical aspects of evidence

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

- highly developed client service skills
- comprehensive knowledge of the reference, research and general information sources of the information service
- highly developed information literacy skills

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - interviewing clients effectively to ensure appropriate information is accessed and/or delivered
 - evaluating client information needs effectively to deliver appropriate information
 - matching client needs to appropriate available resources

- wherever appropriate, assisting clients to undertake their own research in a library or information environment
- packaging information to suit client needs
- evaluating own effectiveness and level of competence in client service delivery
- seeking and using clients' evaluation of quality of service
- working with others constructively to achieve best client outcomes

- communication and promotion
 - applying reference interview techniques
 - communicating and presenting information to clients in a manner which is appropriate to their needs and understanding

- information literacy
 - acquiring and using information appropriate to work responsibilities

- information management
 - using a wide range of information sources in all types of formats
 - applying detailed searching strategies using electronic systems
 - accessing information effectively and efficiently, using written and electronic means
 - searching information effectively and appropriately in line with client needs

- information technology
 - selecting and using available technology appropriate to the task
 - following basic information technology security procedures

- the work environment
 - applying principles of best practice to own work
 - working within budgets and timelines
 - Copyright Act and amendments

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:

- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position descriptions
- examples of client interviews, surveys
- examples of searches undertaken for clients or work situation
- examples of client training activities conducted and their evaluation
- self assessment reports
- examples of authenticated assessments and/or assignments from formal education courses

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	2	2	2	3	2

Analyse and describe material

CULLB505A

Practitioners analyse and describe material by indexing and abstracting the content and format of materials accurately and consistently to ensure the retrieval of information by clients.

ELEMENT

PERFORMANCE CRITERIA

Identify requirements for descriptions of material

Scope and likely uses of material indexed or abstracted are identified

Appropriate type and structure of description are determined taking into account identified client needs, requirements and expectations

Any special client requirements or expectations are identified

Analyse material

Analysis and description tools, standards, precedents and techniques are appropriate given the nature of the material

Analysis of subject content of the material reflects understanding of general concepts and principles of description, knowledge of relevant standards and authorities, and relevant client needs

Significant information is clearly distinguished from minor references

Concepts derived from analysis of material are appropriate in the context of the subject field

Describe material and format description

Description represents concepts appropriately, depending on the overall purpose and intended use of the description

Format of description conforms to general conventions and any special rules

Where required, reference structure of descriptors is developed to display relationships to assist clients

	Where appropriate, description is enhanced to meet identified client needs
Monitor and review analysis and description practices and procedures	Description practices and procedures are reviewed regularly to ensure client needs are being met and in response to industry developments, and appropriate action is taken to improve practices
	Where required, descriptions are checked regularly for internal consistency and compliance with established structure, rules and authorities

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- relevant thesauri and indexing 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

Resources may include:

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

Indexes may include:

- specific subjects
- material of specific format
- general materials
- materials for specific use

Abstracts may be indicative, informative or critical.

Criteria for determining scope and likely uses of the index may include:

- subject matter
- available time
- available space
- probable types of users
- express brief or document format

In relation to abstracts, client needs may include:

- access
- current awareness
- retrospective inquiry
- description of contents of materials
- translation from one language to another
- saving time

Uses may be professional, educational, research or recreational.

Descriptors and cross-referencing may be:

- assigned from a prescribed list or thesaurus, eg ERIC, AEI
- taken from pre-existing formulations
- derived from text or context
- formulated to meet identified clients needs

In manual indexes, entries may be ordered according to:

- alphabetical
- numeric
- alphanumeric
- taxonomic
- chronological
- traditional rules or conventions

Indexes may also be developed using established programs, eg MS Access, CDS-ISIS.

Monitor and review processes may include:

- survey
- client feedback
- use statistics

General conventions may include:

- bibliographic organisation/descriptions
- geographic descriptions

EVIDENCE GUIDE

Critical aspects of evidence

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

- knowledge of principles of subject access to information
- indexing and abstract information according to established standards and methods
- knowledge and application of thesauri terms

Underpinning knowledge and skills

Skills and knowledge are required in:

- information literacy
 - applying information literacy skills
 - acquiring and using information appropriate to work responsibilities
- information management
 - principles of subject access
 - principles of thesauri used in indexing
 - types of indexes and abstracts
 - applying abstracting and indexing standards and methods, including descriptions and cross referencing of access points and descriptors
 - applying indexing and abstracting policies and procedures
 - analysing and describing items to expected standards
 - abstracting items
 - allocating descriptors, major and minor
 - developing and maintaining reference structure to suit client needs
 - enhancing subject access through indexing
 - monitoring and reviewing content and description of indexes and abstracts to ensure they meet client needs
- information technology
 - selecting and using available technology appropriate to the task
 - 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
 - understanding the potential damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures
- the work environment
 - Copyright Act and amendments
 - applying principles of best practice to own work
 - working independently
 - demonstrating attention to detail

Resource implications

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

- strategic plans and relevant policies and procedures manuals
- relevant thesauri and database programs

Method and context 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 assessee's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions
- examples of indexing undertaken for different databases, clients
- examples of authenticated assessments and/or assignments from formal education courses
- evidence of attendance at relevant professional development activities
- discussion of case studies
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	1		3	2

Catalogue and classify material

CULLB506A

Cataloguing and classifying material to facilitate client access to material/information requires practitioners to understand bibliographic organisation and to use interpretation, judgement and the ability to deviate from precedent where necessary.

ELEMENT

PERFORMANCE CRITERIA

Analyse content and format of material

Appropriate checking of material is undertaken in accordance with information provider's procedures

Analysis of subject content of material reflects knowledge of general concepts and principles of bibliographic control, information of relevant standards and of client information or other needs

Suitable access points are determined to enable identification of the item

Analysis is suited to the needs of the organisation and its client group(s)

Priority of material to be catalogued/classified is determined and urgent cataloguing/classification is identified and appropriate action taken promptly

Catalogue material

Records are created according to the standards, precedents and techniques adopted by the organisation and are in accordance with industry standards

Precedents are selected, evaluated and adapted to meet specified needs

Cataloguing reflects knowledge of, and meets, specified client needs

Choice of subject headings reflects content of material, knowledge of structure of chosen thesaurus, authorities, appropriate cataloguing tools and standards

Headings for more access points are constructed using standards and authorities lists

Description is formatted in a standard way to enable easy identification of elements within the record

A systematic approach is taken to material for which there are no precedents or on other complex material, and approach is reasonable given the nature of the material, and/or it is referred appropriately

Cataloguing reflects awareness of changes in relevant cataloguing systems, tools and standards

Classify material

Use of classification systems reflects knowledge of their principles of organisation

Choice of classification number reflects understanding of subject content and correct application of classification system

Classification enables clients and staff to locate material readily

Contribute to maintenance and development of cataloguing practices

Appropriate action is taken to maintain integrity of local database, to conform to national standards and to facilitate database searching and future cataloguing

Action is taken to improve workflow, procedures and practices to meet client needs, and/or recommendations are made to appropriate person(s)

Own work is reviewed, quality controls are applied and assistance is provided to others, as required, to facilitate consistency and quality of cataloguing to meet client needs

An accurate and accessible record of the catalogued material and holdings of the organisation is created and/or maintained, in accordance with relevant national and organisational procedures

Operation of systems for cataloguing is monitored and action is taken in relation to problems and/or they are referred to appropriate person(s) for advice or action

Operation of systems for cataloguing reflects awareness of changes affecting relevant national and local networks and systems

Constructive contributions are made to computer system selection, design, evaluation and implementation, in relation to cataloguing, reflecting awareness of client and staff needs

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- various cataloguing standards, AACR2, DDC

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

Cataloguing standards and systems will be limited to the major ones used by the library and may include:

- AACR2, LCSH
- Dewey
- LC
- SEARS
- SCIS Subject Headings
- UDC
- MOYES

Resources may include:

- people
- finance
- information

- equipment
- power/energy
- buildings/facilities
- technology
- time

Cataloguing/classification:

- will include original cataloguing
- may include copy-based cataloguing where an existing record exists but requires original subject cataloguing or considerable modification

Catalogues may be manual or automated, and in paper or electronic formats.

Material may include:

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

Records may be newly created or existing records, from onsite or offsite sources.

Appropriate checking of material may include checking of other information providers' catalogues via the Internet for existing record or close copy.

Cataloguing tools may be varied and may include:

- Library of Congress Rule interpretations
- ABN subject cataloguing manual
- ABN data entry manuals for different formats
- AUSMARC/USMARC coding manuals
- Library of Congress Name Authorities in CD-ROM or microfiche formats
- Serials in Australian Libraries on CD-ROM
- various gazetteers and other reference sources for name verification

Systems for cataloguing includes cataloguing systems and computer hardware, software and procedures. They may include changing command languages and procedures as local systems are upgraded or replaced.

Appropriate person(s) for referral may include more experienced and senior staff or other experts, eg computer professionals.

Appropriate action to maintain and develop cataloguing practices may include:

- establishment of authority files for new headings that are devised
- adding and deleting data in authority files

- checking name and subject authorities added to database for errors and cross-referencing

EVIDENCE GUIDE

Critical aspects of evidence

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

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

Underpinning knowledge and skills

Skills and knowledge are required in:

- information literacy
 - acquiring and using information appropriate to work responsibilities
- problem solving
 - thinking laterally
- information management
 - knowledge of a wide range of commonly used cataloguing tools
 - knowledge of AACR
 - knowledge of latest edition classification schemes, eg DDC and LCC
 - knowledge of subject headings lists and thesauri, eg LCSH data entry manuals
 - knowledge of authority systems and files
 - knowledge of common automated cataloguing modules
 - knowledge of catalogue maintenance principles and activities
 - allocating priorities for cataloguing
 - classifying
 - cataloguing
 - modifying and upgrading records to suit client needs, eg including additional access points, establishment of new authorities
 - using precedents to inform the cataloguing of complex materials
 - conforming to national/international systems
- information technology
 - selecting and using available technology appropriate to the task
 - the potential damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures
- the work environment
 - knowledge of the role, functions and services of the organisation
 - knowledge of procedures and policies in technical services areas in libraries and information agencies
 - working independently and in a team to achieve agreed outcomes
 - Copyright Act and amendments
 - applying principles of best practice to own work

Resource implications

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

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

Method and context 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
- examples of cataloguing work, including original cataloguing, modification of records, etc
- examples of authority file creation, maintenance
- ability to catalogue a wide range of materials in all formats, published and unpublished in languages other than English
- knowledge of a number of automated cataloguing modules
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	2	2	1	3	2

Contribute to collection development

CULLB507A

Library practitioners contribute to collection development by reviewing materials required for the information provider's collection and recommending or acting on acquisition decisions.

ELEMENT

PERFORMANCE CRITERIA

Identify the information or other material required

Appropriate mechanisms are established and used to identify and assess information/material requirements, including means of obtaining client and staff input

Identification of required information/materials reflects knowledge of client group(s), their needs and requirements, and of the organisation's directions, strategies and relevant policies

Identification of required information/materials reflects knowledge of the organisation's collection strengths, weaknesses and priorities

Evaluate the relevance of information/material against organisation's constraints and client needs

Information/material received by the organisation is assessed against information requirements, available resources and likely use

Strategy and mechanisms are established and used to maintain appropriate awareness of available resources suitable to needs of clients

Different formats for the materials are assessed in terms of ease of access, resource implications and suitability for client requirements

Awareness is maintained of the different formats of resources, their characteristics, ease of use, client reactions and costs

Review reflects awareness of intellectual property issues, licensing agreements and other relevant legal issues

Contribute to review of collection	<p>Review of collection is undertaken in accordance with established processes and reflects awareness of collection strategies and policies</p> <p>Decisions on unwanted materials reflect awareness of collection use and client demand</p> <p>Decisions on appropriate disposal of unwanted material reflect awareness of alternative uses of the material or means to add to the organisation's revenue</p> <p>Review of the collection takes account of potential long term developments in information/material storage and access and client requirements</p> <p>Review of the collection reflects awareness of cooperative or potential cooperative projects for resource sharing</p> <p>Review of the collection reflects awareness of requirements and implications for care and maintenance of the collection</p>
Recommend or act on information acquisition or disposal	<p>Recommendations are made to appropriate person(s) in accordance with organisation's procedures</p> <p>Recommendations reflect collection development policies and strategies and awareness of resource implications</p> <p>Action to acquire or dispose of information is within authority and financial responsibilities</p>

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities, including storage availability
- cost of access
- technology
- time

Mechanisms to identify information required may include:

- feedback from clients and other staff
- surveys and other investigations
- collection review

Formats may include:

- print
- non-print, eg toys, videos, cassettes
- CD-ROMs
- microform
- multimedia
- equipment, eg audio-visual hardware and items
- electronic or optical disks or formats

Strategies and mechanisms to maintain awareness of available materials may include:

- own reading of suitable publications
- publisher's and supplier's information
- industry networks and associations

Appropriateness of awareness will depend on the amount of information available in particular fields of interest.

Established processes for collection development review will include:

- organisational policies and procedures manuals
- conspectus procedures
- quality assurance processes, eg client feedback, organisational requirements

EVIDENCE GUIDE

Critical aspects of evidence

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

- applying collection development policies
- understanding and application of the organisation's selection and disposal policies

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - applying client service skills
 - knowledge of client groups' informational needs
- communication and promotion
 - liaising with suppliers
 - liaising and negotiating constructively to achieve agreed outcomes
- information literacy
 - acquiring and using information appropriate to work responsibilities
- information management
 - knowledge of the organisation's role and contribution to the national collection of information
 - the publishing trade
 - using bibliographic searching, checking, verification
 - reviewing collection regularly in line with established procedures
 - understanding and applying stocktaking and weeding procedures
- information technology
 - selecting and using available technology appropriate to the task
 - 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
 - following basic information technology security procedures
 - working within a network and understanding its functions relative to the organisation's operations, and the information that can be obtained from networks
 - communicating effectively and appropriately on email, using attachments
- the work environment
 - the organisation's goals, objectives and directions
 - legal issues, eg Archives Act, disposal schedules

- assessing purchases and gifts against established criteria, including resource sharing arrangements
- Copyright Act and amendments
- applying principles of best practice to own work
- working effectively in a team and independently

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:

- strategic plans and relevant policies and procedures manuals
- organisation’s collection development policy

Method and context 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
- example of collection development plan devised or contributed to by applicant
- descriptions of liaison and support given for research activities with staff/users in relation to collection development and collection building
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate Ideas & Information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	1	2	1

Develop and improve systems and processes to increase access to information

CULLB508A

The development and improvement of the service provider's systems and processes requires practitioners to monitor new technological developments and evaluate them in the light of the organisation's policies, and to develop strategies to improve existing services or introduce new services.

ELEMENT

Evaluate systems and processes

PERFORMANCE CRITERIA

Assessment of the need for new or changed systems and processes reflects awareness of technological and other developments relevant to the organisation and its clients

The need for new or changed systems and processes takes into account functional requirements, the capacity of existing systems to meet needs and the organisation's policies and strategies on information access

Assessment of new or changed systems and processes takes into account findings from monitoring and evaluation of client needs and their responses to the organisation's services

Evaluation of systems and processes takes into account all cost and resource implications and the organisation's short and long term plans

Mechanisms are established to maintain awareness of developments in systems and processes and their application to the organisation

Recommendations for new or changed systems and processes reflect awareness of suitable technical support for the system, transition arrangements, training and support for users, and organisational policies

Increase awareness and use of networked information

Mechanisms to develop and improve awareness of networked information resources are established, monitored and improved

Strategies are developed and maintained to improve access to, and use of, networks for communication and information access and retrieval

Strategies reflect awareness of the tools available to identify, search, retrieve and use networked information effectively and appropriately to satisfy client needs

Strategies are realistic and reasonable and take into account ways of reducing information overload

Opportunities to improve services or provide innovative services to clients are identified and implemented appropriately

Mechanisms are established and used to share information, ideas and resources to improve system standards, access and use

Mapping of information resources reflects knowledge of appropriate tools and clients' requirements

Increase efficiency of access to networked information

The most cost-effective means of accessing networked facilities and information to meet client needs are sought and acted on

Access issues are discussed regularly with all stakeholders to assure continuous improvement of systems' accessibility

Support, training and encouragement are provided to enable clients to access and use networked information, and taking into account client characteristics and needs

Mechanisms for more efficient delivery of information from remote sources are sought and implemented and/or recommendations are made to appropriate person(s)

Increased efficiency of network access and use takes into account the need for security, legal agreements, client needs and accounting mechanisms

RANGE OF VARIABLES

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
- licensing agreements
- Archives Act
- Equal Opportunity legislation
- Occupational Health and Safety legislation

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

Systems and processes may include:

- computer systems (hardware and software)
- networks (local, national or international)
- workflows and associated routines

Computer systems may include:

- dumb terminals
- PCs
- networked PC environments
- client-server environments

Software may include:

- word processing
- data processing
- spreadsheet
- communications software
- multimedia
- computer graphics
- database and other software, eg for integrated library systems

Networks and sources of information may include:

- a range of databases to which the organisation subscribes
- databases including those on CD-ROM and/or accessible on-line
- external sources

Resources may include:

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

Information appropriate to the client's 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

EVIDENCE GUIDE

Critical aspects of evidence

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

- knowledge of system and network requirements appropriate to information agencies
- ability to search for and retrieve information from electronic information sources
- ability to carry out a needs analysis to determine system requirements
- knowledge of current and potential technological developments relevant to information agencies

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - applying knowledge of client groups and libraries and information agencies
 - providing assistance to clients in accessing information (such as retrieving, locating, selecting and downloading information from a variety of sources)
 - assisting clients to undertake their own research in an information environment
 - presenting information to clients in a manner which is appropriate to their needs and understanding
- communications
 - effective interviewing techniques
 - working with others constructively to achieve client outcomes

- information literacy
 - acquiring and using information appropriate to work responsibilities
- problem solving and evaluation
 - evaluating and monitoring systems
 - evaluating client information needs effectively and matching them to appropriate resources
- information management
 - using information management systems
 - acquiring and using information appropriate to work responsibilities
 - a range of information sources in all types of formats
 - accessing information effectively and efficiently using written and electronic means
- information technology
 - knowledge of computer system and network requirements in library and information agencies
 - applying current knowledge and understanding of new technological developments relevant to libraries and information agencies
 - national computing and information technology standards
 - applying simple searching strategies using electronic systems
 - operating computer hardware to configure browsers
 - searching electronic networks and remote databases for required information
- the work environment
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve goals and results
 - preparing and negotiating recommendations
 - maintaining records
 - meeting budgetary and resource criteria
 - working within timelines and resource parameters

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 databases, including access to the Internet
- relevant computer hardware and software

Method and context of assessment

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

- examples from work environment
- examples of effective use of the Internet to assist access to information
- supporting statement from section manager or equivalent
- position descriptions
- examples of client interviews, surveys and related activities
- self assessment reports

- authenticated assessments and/or assignments from formal education courses
- evidence of participation in relevant professional development activities

Competency in this unit should 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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	2	3	2	2	3	3

Coordinate selection and acquisition of information

CULLB509A

Coordination of information selection for a small collection, or of a limited part of a large collection, requires practitioners to contribute to the organisation's selection and acquisition policies and to make recommendations for acquisition and selection.

ELEMENT

PERFORMANCE CRITERIA

Contribute to organisation's policies

Data is maintained on trends relevant to client needs, available information and alternative formats

Action is taken on policy issues within area of responsibility and recommendations are made to appropriate person(s) on policy issues related to selection and acquisition of information

Collate, review and assess recommendations for acquisition

Proposals are developed, collected and collated from own knowledge of client group(s) and available material, usage, client and staff recommendations and requests

Proposals are assessed in relation to the collection development and information access policies and plans, and in relation to resource sharing policies and plans

Proposals are assessed for their impact on the collection, and on the appropriate mix of in-house collection and access to information from remote sources

Proposals are assessed in relation to identified client needs and requirements

Resource implications of all relevant proposals are identified

All proposals are placed in priority order or rejected in accordance with assessments

Assess qualities of recommended acquisitions	<p>All appropriate information about material to be acquired is gathered and examined</p> <p>Where relevant, physical durability of material is assessed against likely levels and types of usage</p> <p>Alternative formats are identified and evaluated for suitability of usage and cost</p> <p>Suitability of material for potential clients is estimated and assessed</p> <p>Recommended acquisitions are checked against collection development and acquisition policies</p>
Identify and assess options for obtaining information on suppliers and formats	<p>In the establishment and maintenance of arrangements with suppliers, attempts are made to get the best deal for the organisation in discounting and other financial or service arrangements</p> <p>Awareness is maintained of common suppliers and their characteristics</p> <p>Decisions on recommended formats and appropriate suppliers are based on considered judgement of all relevant factors</p>
Recommend and/or act on selections	<p>Recommendations on priority list and any late or pressing demands are made to appropriate person(s) or action is taken to carry out decisions</p> <p>Available resources are allocated to selection decisions</p> <p>The organisation's administrative procedures and documentation and records requirements are implemented</p>

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- time

Policies may refer to:

- allocation of funding across the general collection
- suppliers
- format of materials
- collection development

Formats may include:

- print
- audio-visual
- CD-ROM
- microform
- multimedia
- optical disks or formats

Characteristics of suppliers may include:

- quality of service
- availability of discounts or suitable deals
- range of information supplied

Information on clients including special needs may require consultation with clients.

EVIDENCE GUIDE

Critical aspects of evidence

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

- ability to interpret and establish a bibliographic record
- sound knowledge and understanding of the organisation's acquisition policies and procedures

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - assessing and monitoring clients' information needs
 - working effectively and constructively with others
 - liaising, negotiating and communicating effectively
 - liaising with suppliers
- information literacy
 - applying information literacy skills
- planning and organisation
 - applying organisational skills
- information management
 - using bibliographic tools and sources of bibliographic information
 - developing and assessing proposals for new acquisitions against a specified policy statement and information on client needs
 - assessing requested format in terms of cost effectiveness, physical durability and other relevant factors
 - locating alternative formats for the desired information
 - acquiring information expeditiously and efficiently
 - maintaining financial and supplier records
 - acquiring and using information appropriate to work responsibilities
- information technology
 - operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
 - selecting and using available technology appropriate to the task
 - 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
 - understanding the potential damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures
 - communicating effectively and appropriately on email, using attachments
- the work environment
 - knowledge of the role, functions and services of the organisation
 - gaining cost effectiveness in dealings with suppliers

- applying principles of best practice to own work
- applying time management skills and setting priorities
- Copyright Act and amendments

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:

- strategic plans and relevant policies and procedures manuals
- relevant bibliographic verification tools
- suppliers' lists
- publishers' information

Method and context 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 examples of assessments and/or assignments from formal education courses
- supporting statement from section manager or equivalent
- position descriptions
- examples of documentation from the workplace
- discussion of case studies
- description of practitioner's work with clients and others
- problem solving assignments
- case studies

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	2

Establish and maintain consultation with, and promotion to, client groups

CULLB510A

Establishing and maintaining consultation with client groups requires practitioners to plan, implement and evaluate strategies which maintain quality client outcomes.

ELEMENT

PERFORMANCE CRITERIA

Plan client community links

Investigation is undertaken on use of the information agency and client group(s) to determine current needs, interests, priorities and relevant trends which inform planning and service delivery

Key client group(s), their representatives and means to establish and maintain links are identified

Provision is made for current relevant information on client communities to be gathered and maintained

Plans to establish and maintain client group links reflect awareness of relevant organisational, social, community and political factors, and organisational directions and strategies

The purpose and required outcomes of links with client group(s) are identified and detailed plans reflect identified goals

Establish and maintain service/client links

A range of formal and informal strategies is used to facilitate links between client group(s) and the information service

Strategies for formal links between the organisation and key client group(s) are identified and assessed, and selected mechanisms are implemented

Mechanisms are monitored and evaluated and appropriate action is taken to continuously improve them

	<p>The purpose and parameters of specific consultations are determined and participants are informed clearly</p> <p>Information from links with client group(s) is reflected in recommendations on planning and evaluating of services and service delivery</p> <p>Communication with client group(s) takes into account the nature of the group(s) and prior and potential relationships</p>
<p>Respond to client comments and complaints</p>	<p>Mechanisms are implemented to collect and analyse client views on services and facilities</p> <p>Client feedback is interpreted and taken into account in evaluating and planning services</p>
<p>Develop public/client community networks</p>	<p>Appropriate targets are identified, formal and informal networks are established and used regularly as communication channels</p> <p>Expertise, information and resources are shared when possible to strengthen links</p>
<p>Represent the organisation to the client community</p>	<p>The organisation's role is imparted accurately and confidently in a way which the audience understands and which maintains client community awareness</p> <p>The organisation is promoted consistently to external bodies which affect its role, funding and operations</p> <p>Opportunities for promotion are used constructively</p>

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- time

Client groups may include clients of a particular service within the organisation or of the organisation as a whole.

Clients may be clients of the organisation, including:

- other information providers
- staff in the organisation receiving service from a particular section

Clients may include:

- particular cultural or ethnic groups
- Aboriginal and Torres Strait Islander peoples
- academics, teachers and students or their representative bodies
- clients with special needs, eg for large print, home services
- clients in remote areas
- small or large businesses

- staff in the broader organisation
- affiliated and special interest groups, eg clubs, societies, friends' organisations, or other community and/or cultural organisations
- targeted services clients
- other library and information services
- the general community

Public/client community networks may include:

- influential clients
- client group representatives
- organisations, clubs or societies through which publicity may be distributed
- stakeholders, eg members of friends' organisation
- media

Links with client groups may be developed and maintained on an ongoing basis or in relation to particular issues.

Purposes of links may include:

- obtaining regular client feedback
- surveying client views on particular issues and services to assist development of new services or facilities
- requests for financial support
- market research
- inclusion in public activities
- exhibitions and outreach programs
- involvement in the development of appropriate exhibitions, public programs and special events

Mechanisms for links may include:

- formal consultative bodies
- regular liaison activities
- newsletters or other regular or specific information provision
- surveys
- external committees, working parties or taskforces

EVIDENCE GUIDE

Critical aspects of evidence

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

- highly developed understanding and application of client service skills
- familiarity with the role of promotion and advocacy in library and information services
- well developed communication skills with a wide range of client groups

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - knowledge of the existing range of client groups in local community
 - knowledge of client access policies and procedures in libraries and information agencies
 - working with a community collaboratively to achieve agreed outcomes
 - cultural awareness and complying with appropriate cultural protocols
 - knowledge of local community/region informational needs
 - planning client consultation strategies
 - establishing and maintaining formal and information consultation links
 - identifying special needs of client groups

- communication and promotion
 - using networking techniques and strategies
 - promoting advocacy in library and information agencies
 - knowledge of the role of promotion in library and information agencies
 - knowledge of the role of media in promotion
 - developing and maintaining networking
 - promoting the library/information agency through a range of different mechanisms
 - resolving conflict

- problem solving and monitoring
 - evaluating promotional campaigns and events

- planning and organisation
 - using project management strategies to achieve planned outcomes to time and budget
 - planning, organising and conducting promotional activities using variety and innovation
 - mounting a promotional campaign with a limited budget and resources

- information technology
 - acquiring and using information appropriate to work responsibilities
 - selecting and using available technology appropriate to the task
 - selecting and using available technology to improve work outcomes

- the work environment
 - the organisation's goals, objectives and directions
 - working independently
 - applying principles of best practice to own work
 - responding flexibly and constructively to contingencies

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:

- strategic plans and relevant policies and procedures manuals
- examples of promotion and liaison work with clients

Method and context of assessment

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

- observation
- oral questioning
- discussion of examples of activities and strategies for linking with client groups
- examination of assessee's portfolio/CV
- supporting statement from section manager or equivalent
- position descriptions
- statements from agencies, community groups and organisations, societies, etc that the practitioner has worked with
- samples of techniques the practitioner has used to maintain links
- client surveys undertaken and reported
- discussion of examples of local networks
- promotional materials developed
- examples of the planning, organising, mounting and reporting of promotional activity/events

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	1	3	2

Leading and participating in, facilitating and empowering work teams within the context of the organisation requires practitioners to play a prominent part in motivating, mentoring, coaching and developing team members and in achieving team cohesion.

ELEMENT

PERFORMANCE CRITERIA

Contribute to the development of team objectives and priorities

Team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives

Team members are involved in defining or clarifying the team's objectives and priorities

Team members are kept informed of relevant organisational directions, objectives, plans and priorities

The team includes in its plans ways in which it can benefit from the diversity of its membership

Develop team commitment and cooperation

The team uses open communication strategies to obtain and share information

The team encourages and exploits innovation and initiative

The contribution of all team members to outcomes is constructively acknowledged

Support is provided to the team to develop mutual respect, concern and rapport

Manage and develop team performance

The team is supported in making decisions within its agreed roles and responsibilities

The results achieved by the team contribute positively to the organisation's plans and policies

Team and individual competencies are monitored regularly to confirm that the team is able to achieve the required outcomes

	<p>Mentoring and coaching supports team members to enhance their skills and knowledge</p> <p>Performance is monitored to confirm that teams and team members have completed their delegation/assignment</p>
<p>Participate in and facilitate the work team</p>	<p>Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes</p> <p>Individuals and teams are actively encouraged to take individual and joint responsibility for their actions</p> <p>Team members' access to development and learning opportunities to meet identified needs is encouraged and assisted</p> <p>The team receives support to identify and resolve problems which impede its performance</p>
<p>Contribute to achievement of legislative and work requirements</p>	<p>Information is maintained on OHS and other legal requirements related to the work area and organisation's policies, procedures and programs, relevant to the work area</p> <p>Team members are informed, encouraged and assisted to maintain own awareness of relevant legal and other work requirements and to take responsibility to ensure the team meets them</p> <p>Mechanisms are in place to ensure that appropriate records are maintained as required</p>

RANGE OF VARIABLES

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

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

- OHS requirements which are contained in standards established by Commonwealth/State/Territory legislation and/or library/organisations policies and procedures. They may include:
 - risk assessment and control
 - awareness of procedures such as emergency first aid, emergency fire and evacuation procedures
 - knowledge of safe working practices
- industrial requirements set out in relevant awards, agreements and legislation, eg Workers' Compensation
- legal requirements relevant to the organisation or to the particular work area, eg licensing agreements

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

A range of learning opportunities may be used for example:

- mentoring
- coaching
- exchange/rotation
- shadowing

Resources may include:

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

A team refers to a group with a common work goal and agreed methods of communication.

A team may be:

- on-going
- project based
- work based
- cross functional

Members of the team may include:

- full time employees
- part time employees
- contractors
- volunteers

EVIDENCE GUIDE

Critical aspects of evidence

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

- ability to lead and develop a team to achieve specific outcomes
- managing work effectively to achieve goals and results
- sound knowledge of the organisation's policies and procedures
- sound knowledge of the organisation's goals, objectives and directions
- ability to communicate constructively and positively to achieve agreed goals

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - implementing strategies to work constructively with group dynamics
 - leadership styles and strategies
 - clarifying team goals and outcomes
 - developing team culture
 - developing cooperative methods of working and reporting
 - assessing team skills and developing a training plan for the team
 - providing feedback and monitoring progress
 - interviewing
 - inducting staff into existing team
 - working constructively as part of a team to achieve required outcomes
 - establishing among the team a commitment to the organisation's goals, values and plans
 - cultural awareness and sensitivity to the needs of others
- information management
 - acquiring and using information appropriate to work responsibilities
- information technology
 - selecting and using available technology appropriate to task
- the work environment
 - policies and procedures in libraries and information agencies relevant to the team's responsibilities
 - relevant legislation, such as OHS
 - making decisions within level of responsibility and accountability
 - using time management strategies and setting priorities
 - applying principles of best practice to own and others' work
 - evaluating team performance against required outcomes

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:

- strategic plans and relevant policies and procedures manuals

Method and context 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
- examples of team work and team projects from applicant's workplace
- relevant training certification
- discussion of relevant case studies
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	2

Maintain and modify technological applications in the library

CULLB512A

Practitioners maintain, monitor and evaluate equipment and software to meet the needs of clients and staff of the organisation. In providing this service practitioners communicate constructively with clients and staff.

ELEMENT

PERFORMANCE CRITERIA

Maintain processes relevant to technological applications

Processes are maintained to meet identified criteria for efficiency of the system

All relevant people are informed of, and understand, the importance of the procedures

Adherence to established procedures is monitored and appropriate action is taken to modify procedures and/or to increase staff awareness and implementation

Contracts with suppliers for maintenance and licensing agreements are negotiated within established parameters

Methods of automating housekeeping tasks are considered and recommended for use where appropriate

Virus protection is provided and virus checking processes are monitored and maintained

Interfacing of organisational data with external information sources is provided

Monitor and evaluate application use

Mechanisms are established and/or implemented to monitor application use against specified criteria

Users are encouraged and assisted to identify possible improvements to increase efficiency and user friendliness

	<p>Users have access to supporting documentation and appropriate training and are aware of the full potential of the application and of the relevance and importance of required procedures</p> <p>Data is updated, if appropriate, on a regular basis in accordance with organisational requirements</p>
Identify and rectify bugs	<p>The existence of a problem is confirmed and all other possible causes of error are eliminated</p> <p>Fault is located within application and/or expert advice is sought</p> <p>Application error is rectified, or arrangements are made to have it rectified, and application is tested to ensure rectification has occurred</p>
Effect installation of hardware	<p>Appropriate expert advice is sought on relevant aspects of hardware installation, and steps are taken to establish and maintain effective working relationships with advisers</p> <p>Staff to be affected are consulted throughout the process and feedback and comment is encouraged and facilitated so that the best use is made of staff knowledge and expertise</p> <p>Installation is scheduled to minimise disruption</p> <p>Layout, cable and power outlets and installation schedule are determined in consultation with staff to be affected and reflect knowledge of library operations involved</p> <p>System tests are conducted appropriate to the degree of change to the system</p> <p>Data security is protected in the installation</p>
Effect installation of software and updates	<p>Installation arrangements are made taking into account the complexity of installing the software or upgrades and the relevant expertise of staff</p> <p>Specified files, databases and the system environment are set up according to requirements identified from consultation with relevant staff, and reflect awareness of relevant operation/s</p> <p>System backup is initiated to ensure security of existing data</p>

	<p>Software or updates are tested to ensure they are working as specified</p> <p>Installation of upgrades reflects knowledge of characteristics of previous and new system</p>
<p>Modify applications to meet the organisation's needs</p>	<p>Need for change to application and details of change/enhancement are clarified through consultation with users</p> <p>Change is evaluated in terms of user/organisational requirements and implications, taking into account long term planning</p> <p>Where appropriate, negotiations are conducted with software developers/suppliers</p> <p>Application is modified, or arrangements are made to have application modified, and testing is undertaken to confirm that modification meets specified requirements</p> <p>Modified application is implemented and monitored and all necessary changes are made to documentation</p> <p>Copyrights, authorisations and warranties are not violated by modifications</p>
<p>Assist and train users</p>	<p>Assistance and advice to users is in a language and at a level appropriate to their knowledge and expertise in the relevant components of the system</p> <p>Training for users reflects sound knowledge of the relevant hardware, software and system operation and procedures</p> <p>Training is undertaken competently</p> <p>Training is assessed in relation to improved use and understanding of hardware, software and system operation and procedures</p>

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- licensing agreements
- Occupational Health and Safety legislation

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

A range of learning opportunities may be used for example:

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

Resources may include:

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

Technological applications include stand alone PCs and other computer associated equipment, such as printers, PC applications, LANs and software.

Applications may be in mainframe or client-server environment.

Users may be staff or clients, and may be novice, routine or experienced computer users.

Installation may be by self, if relatively routine, other staff, consultant or supplier. Updates may include CD-ROM updates.

Housekeeping may be by automation through appropriate programs, inclusive of checking of memory space, disk space and old file removal. Automation may be by batch files, job controls, scripts, language or work flow language.

Modifications to applications referred to in this unit may be carried out by information services staff if relatively minor, eg customising application, or by other staff or software or system suppliers overseen by information services staff.

Monitoring and evaluation processes may include:

- user surveys
- organisational statistics and reports
- client feedback
- observation

Assistance and training of users may be:

- one to one or group training programs
- using specific hardware and software applications
- development of user guides and signage
- formal or informal

EVIDENCE GUIDE

Critical aspects of evidence

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

- sound knowledge and ability to use relevant hardware, software and systems
- collaborating with technology consultants
- conducting formal and informal training

Underpinning knowledge and skills

Skills and knowledge are required in:

- information literacy
 - acquiring and using information appropriate to work responsibilities
- training and assessment
 - training users in operating technology efficiently
- information technology
 - operating computer hardware and software to configure browsers
 - following procedures to identify and prevent viruses
 - implementing basic security procedures

- maintaining and managing information technology for peer to peer (LAN) computer systems
 - installing and upgrading software for peer to peer (LAN) computer systems
 - providing assistance in accessing information, such as retrieving, locating, selecting and downloading information from a variety of sources
 - using the Internet and email to carry out a range of functions such as finding files, attachments and version compatibilities
 - monitoring and evaluating hardware and software requirements
 - installing hardware and software
 - modifying systems, within agreed parameters, to suit users
 - identifying problems relating to technology and resolving or referring them as appropriate
- the work environment
 - applying time management strategies and setting priorities
 - applying principles of best practice to own work
 - working to time and budget

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:

- strategic plans and relevant policies and procedures manuals
- relevant computer hardware and software

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position descriptions
- examples from work environment in relation to maintaining PC, PC networks, LANs
- examples of authenticated assessments and/or assignments from formal education and other training courses
- self assessment reports

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

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

Manage maintenance of physical resources and environment

CULLB513A

Maintenance of physical resources and the work environment requires practitioners to evaluate requirements, develop schedules and take appropriate action, including making recommendations for replacement, to ensure equipment and facilities are operational at all times.

ELEMENT

PERFORMANCE CRITERIA

Evaluate maintenance requirements, costs and alternatives

Evaluation incorporates appropriate technical or professional advice

The condition of accommodation, equipment, furniture or fittings is evaluated in consultation with appropriate person(s), taking into account user needs and the organisation's requirements

Relevant information and advice are used to prepare a comparative analysis of maintenance, repair/replacement, purchase/lease of accommodation, plant, equipment, furniture or fittings

Recommendations incorporate cost calculations of the alternatives and the necessary detail to determine suggested action

Provide for maintenance and repair

Systematic maintenance schedules for work sections are designed and implemented to ensure that equipment and facilities are operational at all key times

Reports on the condition of accommodation, equipment, fittings and furniture reflect relevant specialist advice and knowledge of user needs, and are made to appropriate person(s) in a timely way

Strategies for minimising client and staff inconvenience and other losses are implemented, monitored and appropriate action is taken in a timely way

	<p>Appropriate action is taken in a timely way on unexpected problems reported in relation to accommodation, plant or equipment</p>
Implement purchase processes	<p>Purchase specifications take into account aesthetics, quality, OHS and other safety aspects, user needs and available budgets</p> <p>Purchase processes are in accordance with the organisation's procurement standards and procedures</p>
Organise and coordinate the installation of equipment, fittings or furniture	<p>Plans for the installation of the equipment, furniture or fittings are prepared, reflect the need for minimal disruption to clients and staff, and take into account OHS requirements</p> <p>Notification of the installation is sent to staff and clients who may be affected</p> <p>Processes and activities are established to develop user knowledge and skills in relation to the use and maintenance of new equipment, furniture or fittings</p> <p>Supervision of the installation of new equipment, furniture or fittings is undertaken so that possible problems are anticipated and prevented or minimised</p> <p>Problems that occur are dealt with promptly</p>
Conserve resources and energy	<p>Methods of measuring and evaluating building, facility, equipment and energy use are planned and implemented</p> <p>Cost savings in usage and costs from introduction of new technology, equipment and practices are calculated</p> <p>Recommendations on the introduction of new technology, equipment or practices to minimise consumption are developed for consideration</p> <p>Plans for managing consumption and energy usage are prepared in consultation with appropriate person(s)</p> <p>Plans take into account relevant environmental and funding issues, and up-to-date developments in managing consumption and energy usage</p>

Procedures are developed for minimisation of usage, and are implemented and/or recommended to appropriate person(s)

RANGE OF VARIABLES

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

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

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

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

OHS requirements are contained in standards established by Commonwealth/State/Territory legislation and/or organisation's policies and procedures. They may include:

- risk assessment and control
- participative arrangements for consultation on and resolution of issues
- awareness of procedures such as emergency first aid, emergency fire and evacuation procedures, isolation of gas/electrical/water supplies and chemical spills/ingestion
- knowledge of safe working practices including:
 - organisation's safety policy
 - relevant OHS legislative requirements
 - use of safety clothing/equipment
 - manual materials handling
 - handling and storing chemicals/harmful substances
 - ergonomic working arrangements

Resources may include:

- people

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

Environment includes accommodation within buildings and equipment, furniture or fittings including computer hardware and software.

Appropriate advice may need to be sought from tradespersons or other professionals.

Requirements in relation to accommodation, equipment, furniture or fittings may include:

- relevant government building or other regulations
- organisation's policies and procedures
- relevant OHS legislation
- policy and procedures
- other legal requirements

Funding sources may be internal or external to the organisation.

Reports may include:

- written
- oral

Appropriate action may include:

- signage indicating that equipment is out of order
- withdrawal of equipment from work areas
- notification to managers

Processes and activities to develop user knowledge and skills in relation to use of new equipment may include:

- adherence with OHS legislation
- display of safety data sheets or other safety information
- development of user guides and signage

EVIDENCE GUIDE

Critical aspects of evidence

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

- familiarity with the application of OHS legislation in at least one state or territory
- using effective consultative processes and negotiation strategies

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - explaining safety legislation, standards and procedures
 - preparing and negotiating recommendations to improve safety
 - working effectively and constructively in a team to achieve required outcomes
 - organisational communication channels
 - working effectively in a team
- monitoring and evaluation
 - identifying environmental needs within an information agency environment
 - monitoring and reporting on OHS standards
 - measuring and evaluating building, facility and energy use
- problem solving
 - responding appropriately to contingencies
- planning and organisation
 - managing work effectively to achieve goals and results
 - developing, maintaining and replacing schedules for accommodation, equipment, fittings and furniture
 - selecting, ordering and purchasing items in line with OHS requirements
 - planning strategies to implement, replace or maintain schedules
 - organising and using resources to achieve organisational plans
 - providing input to the organisation's planning processes
- information management
 - acquiring and using information appropriate to work responsibilities
- human resources
 - organising and delegating work to achieve required outcomes
- information technology
 - selecting and using available technology appropriate to task
 - 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
 - understanding the potential damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures
- the work environment
 - knowledge of the organisation's goals, objectives and directions
 - knowledge of policies in relation to accommodation, equipment, fittings and furniture
 - maintaining a safe workplace in compliance with legislation and standards
 - making decisions within responsibility and authority
 - applying cost-benefit principles
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals
- organisation’s OHS and assets management policies

Method and context 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
- examples of documentation from the workplace
- examples of training conducted
- examples of personal growth and development, eg development of procedures manuals, contribution to committee or task force work

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	1	2	2

Provide assistance for research and projects

CULLB514A

When assistance is provided for research and projects to internal and external clients, practitioners are actively engaged in confirming research objectives and outcomes with clients, collecting and evaluating relevant information, presenting findings and participating in evaluation.

ELEMENT

PERFORMANCE CRITERIA

Confirm objectives and required outcomes

Purpose, objectives and required outcomes of research or projects are confirmed with relevant person(s)

Own role and responsibilities are confirmed

Activity plan is confirmed appropriate to the identified objectives

Refine the information delivery process in consultation with clients and appropriate colleagues

Appropriate information is provided to the client

Feedback from the client is encouraged to ensure client satisfaction with the materials

Where the client is not satisfied, advice is sought from the client and other appropriate colleagues to improve client satisfaction

Cost benefit is evaluated and realistically negotiated

Collect and evaluate information

Required resources are confirmed and obtained to agreed time and budget

Information is sought from appropriate sources in sufficient depth to serve its intended purpose

Methodologies and procedures used to collect and evaluate information are suited to the purpose of the research or project

Information collected is evaluated for its validity, reliability and relevance to requirements

Present findings	<p>Findings are presented to relevant person(s) in a language, style and format appropriate to the objectives</p> <p>Supporting information and explanations are provided as appropriate and/or required</p> <p>Documentation and records are prepared and filed in accordance with the organisation's requirements and are suited to the nature of the research or project</p> <p>Issues arising from the research or project which require further action are identified and reported to appropriate person(s)</p>
Participate in evaluation of the information delivery processes	<p>Ongoing consultation is routinely undertaken with the relevant people during the course of the project to ascertain the quality of assistance given</p> <p>Work is assessed by self and others in sufficient depth to provide constructive learning outcomes</p> <p>Work processes and practices are adjusted as necessary to improve the quality and relevance of assistance given</p>

RANGE OF VARIABLES

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

Customers and suppliers 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
- technology

Assistance will generally be provided to:

- other staff in the organisation

Investigation may be required to:

- collate information
- investigate the service provider's collection
- discover information for acquisition or disposal
- explore issues relating to client awareness, promotion, activities or programs
- conduct needs analysis
- explore staff development or resourcing needs
- investigate technical services
- fulfil identified or potential client needs

Sources of information may include:

- a range of databases and information sources in printed and electronic formats
- the service provider's collection
- information from external sources including clients

Documentation may include:

- report of process and outcomes
- record of search strategies
- statistics

Findings may be provided in a range of formats:

- suited to the research process
- suited to specific client requests or special needs or requirements

Formats may include:

- written or oral
- textual
- electronic

EVIDENCE GUIDE

Critical aspects of evidence

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

- understanding of client requirements for research or projects

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - conducting effective reference interviews
 - discerning and acknowledging clients' needs
 - writing reports to agreed formats and standards
 - using appropriate presentation methods and formats, formal and/or informal
 - responding constructively to critical feedback
- client service
 - confirming and addressing client research and project needs
- planning and organisation
 - planning activities appropriate to time and resource contingencies
- information management
 - collecting and evaluating information effectively to time and budget
 - evaluating own work effectively and participating positively in broad evaluation processes
 - acquiring and using information appropriate to work responsibilities
 - using appropriate tools and sources
 - using a range of information resources
 - using a range of effective searching strategies
 - evaluating the quality and relevance of information that can be accessed through the Internet
- 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
 - understanding the potential damage caused by viruses and procedures to prevent them
 - following basic information technology security procedures
 - communicating effectively and appropriately on email, using attachments

- selecting and using available technology appropriate to the task
- working within a network and understanding its related library functions, and the information that can be obtained from networks
- the work environment
 - Copyright Act and amendments
 - measuring the quality of own work against agreed criteria
 - applying principles of best practice to own work
 - setting goals effectively to time and resource constraints
 - working to budget and time
 - working independently and in collaboration with colleagues and clients

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:

- strategic plans and relevant policies and procedures manuals
- records, statistics and client feedback

Method and context of assessment

Methods should include:

- action plans for projects
- formal reports involving assistance for a client or a workplace
- supporting statement from section manager or equivalent
- client feedback
- self assessment
- evidence of results of accredited courses
- review or discussion of documentation for a selection of assignments which may include:
 - reporting processes and outcomes
 - search strategies and options

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

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	2	2	3	2	2

Contribute to the development of the organisation's bibliographic management system

CULLB601A

Quality organisations' information management systems, including bibliographic and database structures, require practitioners to monitor and evaluate outputs and propose linkages with other relevant databases to provide an integrated system to clients

ELEMENT

PERFORMANCE CRITERIA

Use a library information management system

The structure, organisation, level of integration and principles underpinning the construction of the organisation's information management system are identified

The system is interrogated efficiently using appropriate approaches to satisfy a wide range of requests from organisation's internal and external clients

The quality of the data in the organisation's management system is evaluated in relation to its suitability for client needs and its conformity to national and international standards

Statistical information available from the organisation's information management system is monitored and reported routinely to appropriate person(s)

Improvements to the content, interface or usefulness of the information management system are routinely canvassed and implemented, or recommended to relevant person(s), in accordance with agreed consultation protocols

Examine linkages between the library, or organisational, management system

All relevant information systems within the organisation are investigated and assessed for their potential to contribute towards the provision of an integrated service to clients

Costs, constraints, competing demands and other considerations affecting the establishment of linkages are examined to determine potential benefit

Recommendations for establishing linkages between the organisation's internal databases are presented to relevant persons according to established procedures

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- time

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

Remote sources include:

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

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:

- cultural, educational and/or community needs
- business and/or other commercial factors
- age, eg pre-schoolers, adolescents
- educational background or general knowledge
- cultural and language background
- language, literacy and numeracy needs
- disabilities both physical and intellectual

Delivery of information may be by:

- physical means, eg mail or courier
- electronic means, eg fax, email, ftp
- the Internet or intranet

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

Other assistance may include assistance to clients to:

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

Client requirements may include:

- format including language
- timeframe
- delivery method

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

Standards and procedures may be:

- national, eg inter-library loan protocols
- international
- set down by the organisation
- by formal or informal agreement between the organisation and the remote source

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

EVIDENCE GUIDE

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 information management systems
- current knowledge of a range of information systems appropriate to the organisation's culture, business and potential business
- demonstrated ability to apply appropriate organisational tools and protocols in the use of information and information systems
- ability to ensure that data input is accurate and accords with system protocols
- ability to ensure that information management system reports are delivered promptly and appropriately
- knowledge and application of appropriate information security in line with agreed protocols
- ability to work effectively with clients
- understanding and application of the Copyright Act

Underpinning knowledge and skills

Skills and knowledge are required in:

- information literacy
 - information sources both standard, eg other libraries and non-standard, eg government agencies, societies, commercial vendors
 - working effectively and confidently with information
 - acquiring and using information appropriate to work responsibilities
 - assisting clients effectively and appropriately to develop their information literacy skills
 - developing networks of sources
 - working within a network and understanding its related library functions, and the information that can be obtained from networks
 - evaluating the quality and relevance of information that can be accessed through the Internet
- problem solving
- planning and organisation
 - keeping records accurately and in a timely manner
 - applying time management strategies and setting priorities

- information management
 - confidently applying a range of searching strategies
 - locating an appropriate range of information in a variety of formats
 - obtaining information expeditiously
 - returning information expeditiously
 - document delivery alternatives, including electronic options
 - operating computer software and using judgement to add complex data to information systems
- information technology
 - confidently selecting and using technology appropriate to the task
 - knowledge of the potential damage caused by viruses and procedures to prevent them
 - implementing basic information technology security procedures
- the work environment
 - understanding legal aspects, eg legal liability
 - undertaking financial procedures according to organisational protocols
 - demonstrating attention to detail
 - applying principles of best practice to own work
 - understanding and following legal and ethical responsibilities

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
- strategic plans and relevant policies and procedures manuals
- access to other information providers' catalogues

Method and context 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 management systems achievements that candidate has executed in the workplace
- examples of authenticated assessments and/or assignments from formal education courses
- simulation
- case studies

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

Evaluate and extend own information literacy skills in working with clients

CULLB602A

Practitioners recognise the critical importance of self education and lifelong learning in their studies, work and everyday life. They enhance their own ability to access and use information through various systems and in a variety of formats.

ELEMENT

PERFORMANCE CRITERIA

Develop own information literacy skills

Own learning and learning needs are assessed against planned career outcomes and position requirements

Strategies to develop own information literacy skills are planned and implemented

Information literacy skills are applied to self and own professional development

Interpret and determine the information need

The nature of the information problem or need is determined

The information need is interpreted and confirmed

The purpose, or required outcome, of the information search is accurately defined

Information search processes are evaluated in the context of original purpose

Identify a range of sources

A range of potential appropriate sources of information is identified, regardless of format or location

Appropriate information retrieval strategies are selected and used

Sources of information are selected appropriate to information needs

Refine analysis of information need or problem

Information need or problem is analysed in the light of information retrieved

	Sources are interpreted and interrogated for information which is relevant to the information need
Organise and manage retrieved information	Information is recorded in line with library requirements
	Information is presented in a context or format appropriate to the purpose

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- time

Learning may take place through a range of methods, in formal and informal settings, such as:

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

Strategies to develop information literacy may include:

- reading current literature including specialist journals and industry magazines
- participating actively in relevant industry associations
- participating in professional development and other learning opportunities
- participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals
- supporting the development of information literacy skills in the workplace

EVIDENCE GUIDE

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
- commitment to developing own information literacy skills
- ability to apply information literacy theory to the development of strategies for lifelong learning

Underpinning knowledge and skills

Skills and knowledge are required in:

- information literacy
 - lifelong learning
 - information literacy theory
 - using information literacy strategies for own career and professional development
 - the role of information literacy in library practice
 - contributing to the development of the library as a learning organisation
 - information literacy skills in work practice
 - acquiring and using information appropriate to work responsibilities
 - a range of information resources
 - using appropriate opportunities to support clients and colleagues in the development of information literacy skills
 - facilitating information literacy skills for self and others
 - initiating and using appropriate opportunities to develop own information literacy skills
- information technology
 - selecting and using available technology to achieve required outcomes
- the work environment
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

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

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3		3	3

Manage a major functional area

CULLB603A

Management of a major functional area requires practitioners to plan and implement the use of human, financial and physical resources.

ELEMENT

PERFORMANCE CRITERIA

Undertake planning for the functional area

Objectives for functional area are devised in collaboration and consultation with relevant others, and monitored and revised appropriately in line with changing circumstances

Planning for functional area is undertaken in accordance with the organisation's requirements and/or self-identified needs

Lead and develop staff in the area

Leadership style is appropriate to stated organisational approach to staff and management of an area and to the nature of the work group or team

Staff are provided with appropriate information, encouragement and assistance to meet objectives of the area and to solve work problems

Performance issues are dealt with in a fair, constructive and timely manner in accordance with relevant guidelines and procedures

Staff are encouraged to identify and meet development and learning needs in line with organisation's goals and objectives

Work group/team harmony and cooperation are actively fostered and potential and actual conflict is resolved with minimum disruption to work

Relevant personnel management legislation and guidelines are applied as circumstances require

Maintain and improve operations in the functional area

Relevant operating systems and procedures are initiated and developed as necessary and implemented to ensure objectives are met

	<p>Financial/budgetary processes and planning are in accordance with sound financial management principles and any organisational requirements</p> <p>Use and control of financial and physical resources meet organisation's standards, directives and guidelines</p> <p>The need for collaboration or coordination with other areas is identified, appropriate action is initiated and agreed processes are met</p> <p>Organisation and coordination of work are in accordance with organisation's policies and standards and contribute to the achievement of objectives</p> <p>Advocacy and negotiation on behalf of the functional area result in identifiable benefits for clients</p> <p>Where required, rosters are prepared in consultation with all relevant staff</p>
Maintain the necessary conditions for productive work activity	<p>Working conditions and use of resources satisfy current organisation, legislative and industrial requirements</p> <p>Constraints on achieving objectives or targets are identified in a timely way and appropriate action is taken to address them</p> <p>Objectives that are found to be unrealistic are adjusted, where possible, or action is taken to minimise adverse effects on self and other staff in the area</p> <p>OHS system is implemented to ensure safe working practices and effective responses to hazards, control of risks, participative arrangements and relevant training</p> <p>Work area and equipment are maintained and used in a way that conforms to planned schedules and procedures</p>
Monitor and evaluate performance	<p>Mechanisms appropriate to the functional area are established to collect feedback and to monitor needs, requirements, expectations and responses</p>

Responses and views about the area are sought from relevant person(s) and assessed against objectives

Appropriate qualitative and quantitative information is collected and analysed to evaluate the area against objectives and relevant industry developments

Ways to improve service or products, or innovative approaches to relevant issues, are acted on and/or recommendations are made to appropriate person(s)

RANGE OF VARIABLES

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, and including sponsorship, fundraising and other appropriate sources of revenue generation

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

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

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

Industrial requirements include conditions established in awards, enterprise or other agreements.

Resources may include:

- people
- finance
- information
- equipment

- power/energy
- buildings/facilities
- technology
- time

Functional areas may include:

- a special information service
- a special collection or unit within an organisation, eg rare books, reference, cataloguing, circulation
- resource sharing or other complex policy areas

Planning processes may include strategic or operational planning.

Relevant others may include:

- clients
- client group representatives
- staff in the area
- staff of the organisation of which the information service is a part
- other management staff in the organisation
- other stakeholders

Budgets may include:

- staffing
- capital expenditure
- recurrent expenditure
- forward estimates
- cash flows
- project budgets

Evaluation may include benchmarking.

EVIDENCE GUIDE

Critical aspects of evidence

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

- demonstrated leadership in unit/functional area
- an understanding of organisation's goals, objectives, policy and procedures
- ability to establish goals and achieve specific outcomes

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - listening actively
 - negotiating and responding constructively in communication with others
 - influencing teams and individuals positively
 - providing leadership to colleagues
 - preparing and negotiating recommendations

- client service
 - client groups and libraries and information agencies
 - evaluating systems to monitor potential for improved outcomes in clients' use of information
- information literacy
 - acquiring and using information appropriate to required outcomes
 - using information management systems effectively to achieve planned outcomes
- problem solving
 - being flexible in response to change
- planning and organisation
 - establishing goals and achieving specific outcomes
 - managing own work and work of others to achieve goals and outcomes
 - using time management and organisation strategies to achieve required outcomes
 - maintaining records accurately and on time to achieve planned outcomes
- information technology
 - selecting and using technology appropriate to the task
- the work environment
 - taking initiative
 - contributing constructively to the organisation's standards and values
 - knowledge of the industry including current trends, structures and policies
 - using cost effective processes
 - monitoring and introducing ways to improve performance
 - applying principles of best practice to own work
 - working effectively and creatively with change
 - being well informed in relevant specific areas of management
 - policy development for operational or procedural purposes

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:

- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

- observation
- oral questioning
- discussion of policies, strategies and outcomes of relevant unit/area
- examination of assessee's portfolio/CV
- supporting statement from section manager or equivalent
- evidence of attendance at relevant professional development activities
- examples of authenticated assessments and/or assignments from formal education courses

- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	3

Manage care and maintenance of the collection

CULLB604A

Management of the care and maintenance of the collection requires practitioners to manage the preservation, storage and display of materials and to provide for disaster planning.

ELEMENT

PERFORMANCE CRITERIA

Manage storage and display of the collection

Facilities for storage and display are identified and assessed through various mechanisms, including consultation

Assessment reflects awareness of potential short term and long term access needs of clients and staff

Assessment reflects potential cooperative projects for information storage with other organisations

Criteria for optimum environment for the collection are established and monitoring procedures are established and implemented

Plan and implement risk management strategies and procedures

Key areas of risk are identified and level of risk and resources appropriate to deal with it are assessed

Risk management strategies prevent or minimise loss or damage in key target areas

Procedures are practical and appropriate communication, awareness raising and training is conducted for all relevant staff

Develop and implement procedures to deal with loss/damage

Mechanisms are established to identify loss or damage promptly

Implications of loss or damage are assessed, and incorporated into plans

Procedures to prevent loss or damage are amended on the basis of experience and developments elsewhere on effective prevention

Maintain policies, systems and procedures for care and maintenance	<p>Policies, systems and procedures provide for preservation, conservation, repair and maintenance of material</p> <p>Communication, awareness raising and training are provided to all staff on appropriate aspects of care and maintenance</p>
Implement disaster management	<p>Preparation is made for immediate implementation of salvage procedures in the event of disaster</p> <p>Procedures are established and awareness raising and training are conducted to ensure that response to disaster is calm and systematic and takes account of long and short term perspectives</p> <p>Information and advice are collected to ensure post-disaster recovery is as effective as possible</p>

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- Occupational Health and Safety legislation

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
- buildings/facilities
- technology
- time

Client needs and use of collection are obtained through:

- documentation from client service units (statistics etc)
- surveys
- observation

Risks may be from:

- theft
- vandalism
- incompetence
- fire
- soot
- water damage
- acidic paper
- age and decay of bindings
- structural collapse, eg shelves or more major building problem
- relocation
- computer malfunction

The collection may be stored in offsite storage facilities.

Practitioners will be involved in contributing to disaster planning and implementing organisational plans.

Environmental issues include:

- humidity
- light
- dust
- air conditioning

Communication of preservation and risk management issues includes:

- developing appropriate signage
- developing and implementing training programs for other staff

EVIDENCE GUIDE

Critical aspects of evidence

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

- knowledge and understanding of issues affecting storage, conservation and preservation of materials
- sound knowledge of the organisation's collection development policies and procedures
- comprehensive knowledge of the organisation's goals, objectives and services
- ability to monitor and review collection use and act on findings

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - responding appropriately to the needs and cultural/intellectual/social/business contexts of end users of information
- communication and promotions
 - providing leadership to colleagues
 - preparing and negotiating recommendations
- information literacy
 - the diverse ways in which information may be used
 - acquiring and using information appropriate to work responsibilities
- client service
 - client groups and libraries and information agencies
 - evaluating systems to monitor potential for improved outcomes in clients' use of information
- problem solving
 - issues affecting storage and preservation of materials
 - developing strategies for preservation and conservation of materials
 - monitoring and introducing ways to improve performance
 - working effectively and creatively with change
- planning and organisation
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve planned goals and results
 - maintaining records
- information management
 - using information management systems to achieve planned outcomes
- information technology
 - selecting and using technology appropriate to the task
 - using technology to enhance work outcomes

- the work environment
 - applying collection development policies
 - applying knowledge of the industry including current trends, structures and policies
 - applying the organisation’s selection and disposal policies
 - using cost effective processes
 - understanding and applying principles of best practice to own work
 - monitoring and reviewing collection use and acting on findings

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:

- strategic plans and relevant policies and procedures manuals
- organisation’s collection development policy

Method and context of assessment

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

- observation
- oral questioning
- discussion of damage or disaster scenarios
- examples of strategies to minimise theft or loss
- examples of strategies for preservation and conservation of materials
- discussion of backup strategies for integrity and preservation of information
- examination of assessee’s portfolio/CV
- supporting statement from section manager or equivalent
- examples of authenticated relevant assessments and/or assignments from further formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use Technology
3	3	3	3	2	3	3

Manage collection development

CULLB605A

To manage collection development, practitioners evaluate and review the use of collections, develop and maintain policies, and manage processes for the selection, acquisition and disposal of materials.

ELEMENT

PERFORMANCE CRITERIA

Evaluate and review use of the collection

Mechanisms are developed and improved to maintain data on collection use and reasons for client demand, or lack of demand

Appropriate data is provided from collection use evaluation and review to ensure that collection policies reflect and anticipate client demands and changing needs

Develop and maintain collection strategies and policies

Various mechanisms, including appropriate consultation, are used to develop and maintain collection strategies and policies

Collection strategies reflect the organisation's directions an strategies, and awareness of relevant constraints

Collection strategies and policies incorporate and appropriate mix of in-house collection and access to information from remote sources

Collection policies provide for a strategic approach, reflecting awareness of potential changes in the organisation's operating environment and industry developments

Collection strategies and policies reflect evaluation of the collection use, availability of alternative formats for information and potential resource sharing

Collection strategies and policies incorporate processes for the care and maintenance of the collection

Manage selection, acquisition and disposal of materials

Processes are established and monitored to coordinate and control the selection of materials and to make best use of staff knowledge and expertise

Resource implications of selection are assessed and communicated to appropriate staff

Where appropriate, mechanisms are maintained to ensure receipt of material under legal deposit or other policy directives

Processes are maintained for receipt of donations and to ensure legal and other requirements are met for donations and bequests accepted with conditions

Processes are established and maintained to review the collection in line with collection strategies and policies and the appropriate disposal of unwanted material

Respond to cooperative collection projects

Liaison and working relationships are established and maintained with other information providers to explore and facilitate resource sharing and other cooperative collection, storage and exchange possibilities

Appropriate collaborative or cooperative projects are initiated to benefit the organisation's clients

Cooperative projects bring identifiable benefits for organisation's clients

Cooperative projects incorporate awareness of relevant local, national and international issues, standards and protocols

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- time

A collection as referred to in this unit will be a large collection or a specialised collection of considerable complexity including resources in a range of formats.

Relevant constraints may include:

- information provider's priorities
- legislative requirements
- ethical considerations
- intellectual property issues
- licensing and other legal agreements
- finances
- economics of alternative forms of, and access to, information
- care and maintenance capability

Mechanisms to identify information required may include:

- feedback from clients and other staff
- surveys and other investigations
- collection review

Collaborative and cooperative projects may take place with:

- related organisations
- other libraries and information agencies in Australia and overseas
- providers of networked information
- other commercial vendors

Strategies and mechanisms to maintain awareness of available materials may include:

- own reading of suitable publications
- publishers and suppliers of information
- industry networks and associations

Appropriateness of awareness will depend on the amount of information available in particular fields of interest.

Established processes for collection development review will include reference to:

- organisational policies and procedures manuals
- strategic plans
- conspectus procedures
- quality assurance processes, eg client feedback, organisational requirements

EVIDENCE GUIDE

Critical aspects of evidence

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

- comprehensive knowledge of the goals, role, function and services of the organisation
- ability to monitor and review collection use and act on findings
- ability to apply collection development policies
- understanding and application of the organisation's selection and disposal policies
- highly developed understanding and application of client service skills

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - providing leadership to colleagues
 - preparing and negotiating recommendations
- information literacy
 - highly developed application of information literacy skills
 - using bibliographic tools and sources of bibliographic information
 - acquiring and using information appropriate to work responsibilities
- client service
 - client groups' information needs
 - using client data to ensure collection meets needs
- problem solving
 - working effectively, creatively and flexibly with change
- planning and organisation
 - effectively applying collection development policies in libraries and information agencies including selection, weeding and stocktaking policies

- assessing purchases and gifts against established criteria, including resource sharing arrangements
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve goals and results
 - maintaining records
- information management
 - using conspectus processes if applicable
 - the organisation's contribution to the national collection of information
 - using information management systems
 - information technology
 - selecting and using technology appropriate to the task
 - the work environment
 - legal issues, eg Archives Act, disposal schedules, Copyright Act and amendments
 - the industry, including current trends, structures and policies
 - using cost effective processes
 - applying principles of best practice to own work
 - reviewing collection regularly in line with established procedures

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:

- strategic plans and relevant policies and procedures manuals
- collection development policy
- organisation's mission statement

Method and context of assessment

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

- observation
- oral questioning
- examination of assessee's portfolio/CV
- discussion of examples of application of collection development processes
- discussion of examples of strategies to monitor use of the collection
- position description
- supporting statement from section manager or equivalent
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	2

Provide database development

CULLB606A

Practitioners coordinate the design and development of new and existing databases providing access to the organisation's collection

ELEMENT

PERFORMANCE CRITERIA

Identify need for and requirements of database development

Need for database development and its features is determined through consultation which raises client awareness of possibilities and constraints

Clients are encouraged, advised and assisted to review activities to which database development is relevant before decisions are made

Options to satisfy needs and requirements are assessed with clients, considering cost and time for development and operation, ease of use, and organisation's objectives and priorities

Best option for database development is determined and negotiated with clients and other stakeholders to finalise specifications

Consultation and negotiations are constructive, maintaining the trust and confidence of clients

Costings and timelines are confirmed

Design/arrange for design of new databases

Specifications or design reflect awareness of relevant developments in database design

Specifications or design of interfaces reflect awareness of user characteristics and needs, and facilitate use of the database

Where relevant, criteria and standards are set and monitored for database design, and negotiations are conducted with designer(s) to ensure client requirements are met

Choice of designer reflects knowledge of characteristics and quality of the work of potential designers

	Copyright and other legal requirements are met
	Database requirements and client requirements and expectations are effectively communicated to designer
	Costings and timelines are agreed and strategically monitored
	Ongoing communication strategies are agreed and implemented
Provide for maintenance and development of existing databases	Processes for maintaining existing databases provide for the involvement of users, and the effective use of staff knowledge and skills
	Opportunities are taken to improve databases to better meet user needs or to meet new needs, within available resources
	Maintenance of databases reflects knowledge of technological or library practice developments
Develop and maintain procedures and documentation	Procedures are clear and logical
	Ongoing evaluation strategies are established and implemented
	Procedures provide for possible contingencies
	Manuals, instructions and other documentation are in a format and language suited to the identified users
	Procedures, manuals, instructions and other documentation are tested and reviewed and appropriate action is taken to overcome problems

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- legal deposit legislation
- Equal Opportunity legislation
- various cataloguing standards industry metadata, specialist subject thesauri and relevant classification systems

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
- buildings/facilities
- technology
- time

In relation to database development, clients may be:

- clients of the organisation
- other staff in the organisation

Users of the database may include:

- staff
- clients of the organisation

Database development may include creation of automated records from existing manual systems.

Requirements of the database may include remote or cooperative use. Alternatives may include maintenance of present system or obtaining access to information through other sources.

Best options will have regard to:

- cost
- available technology
- user needs, requirements, expectations and skills
- training requirements
- timeframe for development
- the organisation's short and long term plans

- relevant potential developments in technology, in the organisation or in information services providers and libraries generally

Technological and other developments refers to awareness of developments in:

- electronic sources of information such as CD-ROM, the Internet etc
- automated management systems

Monitoring and evaluation of client needs may include:

- organisation's statistics of use of existing systems
- surveys
- client and staff feedback
- observation
- own use of systems

Knowledge and awareness of networked information resources may be through:

- professional literature
- trade literature
- attendance at workshops, seminars, training sessions

Appropriate training and support for clients will take into consideration 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

EVIDENCE GUIDE

Critical aspects of evidence

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

- demonstrated understanding of information management principles
- enhancement of information management systems using technology
- principles of information design and use

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - client groups in libraries and information agencies
- communication and promotion
 - communicating with professional and technical practitioners
 - communication and leadership skills
 - providing leadership to colleagues
 - preparing and negotiating recommendations
- information literacy
 - acquiring and using information appropriate to work responsibilities

- problem solving
 - working effectively and creatively with change
- planning and organisation
 - project management skills
 - acting on feedback, evaluation and review
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve goals and results
- information management
 - maintaining records to allow timely and effective retrieval
 - strategic evaluation of databases
- information management
 - information systems and their design
- information technology
 - selecting and using technology appropriate to the task
 - analysing and evaluating information technology to enhance database development and outcomes
- the work environment
 - developing and implementing policies and planning strategies
 - implementing industry standards
 - legal and ethical issues
 - applying principles of best practice to own work
 - the industry including current trends, structures and policies
 - using cost effective processes
 - monitoring and introducing ways to improve performance

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:

- strategic plans and relevant policies and procedures manuals
- relevant computer hardware and software

Method and context of assessment

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

- observation
- oral questioning
- examples of database development
- examples of reports, submissions and other relevant documentation
- discussion of relevant case studies
- evidence of participation in relevant training and development activities
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	3

Analyse and describe specialist and/or complex material

CULLB701A

Practitioners apply creative, whole systems thinking to cataloguing, classification, indexing, abstracting or otherwise describing specialist and complex material to promote clients' use of information

ELEMENT

PERFORMANCE CRITERIA

Analyse material

Methods of description of the material reflect understanding of the principles of bibliographic control, relevant standards and needs of information provider's client group(s)

Analysis reflects in-depth knowledge of client needs in relation to the material, of the subject area and of the range of analysis and description methods that may be applied

Concepts derived from analysis of the material reflect awareness of current industry practice, and developments in the subject area and analysis and description methods

Analysis is suited to the nature of the material and intended purpose of the description of material

Analysis meets any relevant industry standards, precedents and techniques

Describe material

Choice of terminology to represent concepts reflects in-depth knowledge of suitable headings in the subject area, or new headings are devised, in accordance with accepted industry practice

Authority files are established for new headings that are devised, and maintained, in accordance with accepted industry practice

Description of the material is suited to its intended purpose and likely use, and reflects awareness of likely client needs

Decisions on description of material for which there are no precedents reflect an approach which is reasonable given the nature of the material and available resources

Description meets all relevant industry standards

Contribute to enhancement of systems for describing material

Contribution to enhancement of the organisation's systems for describing material reflects knowledge of developments in libraries in relation to the type of description system and similar material

Expansion or enhancement of the organisation's systems for description of material are undertaken or recommendations are made to appropriate person(s)

Changes reflect awareness of changing client needs and expectations in relation to particular material, and the organisation's directions and priorities

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- various cataloguing standards industry metadata, specialist subject thesauri and relevant classification systems

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
- buildings/facilities
- technology
- information
- time

Analysis and description referred to in this unit may include specialist and complex material that requires significant analysis, assessment, interpretation and judgement to describe for client access.

The complexity of the analysis and description may be created by the:

- wide range of material that must be analysed and described
- in-depth and broad-ranging understanding required of many different subject fields
- wide range of cataloguing systems and tools that must be applied

Analysis and description may include:

- cataloguing
- classification
- indexing and abstracting

Analysis and description at this level may require:

- specialist subject matter knowledge
- proficiency in more than one language
- specialist knowledge of cataloguing and classification
- expertise in indexing and abstracting
- knowledge of changes to national or international standards, precedents, interpretations and processes in order to apply them in the library, eg in relation to electronic journals

The material to be analysed and described may be in:

- print, such as monographs and serials, textbooks, scientific journals, theses, technical works, newspapers, manuscripts, rare books or maps
- non-print media such as photographs, music recording, art prints, computer software, material in electronic formats, and Internet, intranet and other network-based resources
- languages other than English

Subject categories may be too specialised to be included in published and commonly used subject headings, and headings specific to the organisation's needs must be devised or adapted. It may require supplementing the classification system and terms to reflect new fields of knowledge or changes in subject matter.

EVIDENCE GUIDE

Critical aspects of evidence

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

- comprehensive knowledge and application of cataloguing and classification principles
- comprehensive knowledge of the institution's goals, objectives and directions
- ability to plan and carry out complex tasks
- application of meta data knowledge to specialist and complex materials/resources
- understanding of information systems data

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - providing leadership to colleagues
 - preparing and negotiating recommendations
- information literacy
 - understanding a wide range of ways in which information may be used
 - devising and applying innovative systems of analysis, description and classification to optimise use of information
 - researching, acquiring and using information appropriate to work responsibilities
- research and evaluation
 - knowledge of client groups and libraries and information agencies
 - understanding the needs and cultural/intellectual/social/business contexts of end users of information
 - evaluating systems to constantly monitor potential for improved outcomes in clients' use of information
- problem solving
 - work effectively, creatively and flexibly with change
- planning and organisation
 - using and/or creating appropriate information description and classification systems
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve goals and results
 - maintaining records
 - utilising the interface between technology and information in developing useful systems of description and classification
- information management
 - using information management systems
- information technology
 - selecting and using technology appropriate to the task

- the work environment
 - demonstrating knowledge of the industry including current trends, structures and policies
 - using cost effective processes
 - monitoring/introducing ways to improve performance
 - applying principles of best practice to own work

Resource implications

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

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

Method and context of assessment

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

- observation
- oral questioning
- discussion of examples to solutions to complex cataloguing and classification problems
- examination of assessee’s portfolio/CV
- supporting statement from section manager or equivalent
- position description
- discussion of case studies
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

Collect, analyse and evaluate information

CULLB702A

The collection, analysis and evaluation of information to support research objectives requires a clear understanding of, and focus on, the needs of the client. Research associates/assistants consult with clients to adjust work processes and practices for the achievement of quality client outcomes.

ELEMENT

PERFORMANCE CRITERIA

Confirm scope and expected outcomes of research

Consultation with relevant people is undertaken to ensure that the purpose of the research is understood

Timeframes, available resources and expected scope of the research are confirmed

Agreement is reached on the finished product

Identify sources and availability of information

The type and range of information required is clearly identified in line with an appropriate action plan

Information sources are identified and evaluated for their contribution to the research

Where appropriate, information sources are approached with a clear explanation of the purpose and dissemination of the research

Protocols and other procedures required to access information are clearly ascertained and implemented

Potential risks of damage to material from the research methodology are clearly specified

Limitations on the availability of material are clearly ascertained and accounted for

Obstacles to the collection of necessary information are identified and appropriate action is taken to deal with them

Collect information to achieve research objectives

Information sources are accessed according to appropriate procedures and agreements reached with information sources

The types and range of information collected are in line with the action plan

Information collection methods are applied correctly and consistently

Information is recorded accurately and clearly in an appropriate format

All appropriate procedures and constraints are complied with at all times

Analyse and evaluate research information

Methods of analysis, testing, assessment and evaluation are appropriate to the information and the goals and objectives of the research

Methodologies and procedures incorporate current technological developments and meet relevant industry standards

Results are obtained within the specified time, budget and quality constraints, and recorded accurately and clearly in an appropriate format

Information is evaluated in terms of validity, reliability and relevance to the research requirements

Results are carefully interpreted and conclusions drawn

The results and conclusions are reviewed with relevant person(s) wherever possible

The success of the research methodology is evaluated against the specified research objectives

Report the results of the research

Reports are presented in a manner appropriate to the goals and objectives of the project

All sources of information are accurately acknowledged or cited in a recognised format

Confidential information is protected in accordance with agreements and procedures

The results of the research are reviewed with the relevant person(s) wherever possible

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- information
- time

Research objectives may relate to:

- particular subjects
- work practices
- management of the organisation
- solving problems and issues related to collecting, storing, accessing, retrieving and providing access to information
- the profession and practice of librarianship
- special information needs of clients

Research may be for:

- internal or external clients
- publications
- research papers
- conference papers
- service development
- systems development
- policies
- special events
- management information
- to support or recommend action

Sources of information may include:

- primary sources, such as individuals with direct experience
- original documentation
- experts/specialists
- archives
- catalogues
- organisations
- internal or external collections
- Internet-based information resources
- publications
- databases

Type of information may include:

- raw data, eg statistical or biographical
- textual
- graphic
- multimedia
- original or facsimile formats
- electronic formats or software

The appropriateness of the action plan will depend on:

- client needs and stated requirements
- the complexity of the research
- whether formal or informal

Sources of risk to material may include:

- handling
- transportation
- sampling
- environmental or technical incompetence
- accidents
- technological processes

Types of obstacles to information collection may include:

- reluctance of individuals or organisations to provide information
- remoteness of location
- cost

- technical constraints
- methodological imperfections

Limits on availability may include:

- unpublished information
- confidentiality
- organisational policies
- legal constraints
- political, security or commercial sensitivity

Method of collection may include:

- observation
- surveys
- desk research
- collaboration with other experts
- searching and retrieval from in-house or remote sources
- physical item analysis

Methods of analysis may be quantitative or qualitative.

Forms of report presentation may include:

- written or oral
- textual
- graphic
- audio-visual
- electronic, eg email, file transfer

EVIDENCE GUIDE

Critical aspects of evidence

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

- highly developed client service skills
- comprehensive knowledge of the reference, research and general information sources of the information service
- highly developed information literacy skills

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - using client feedback to monitor and deliver quality outcomes for client
 - understanding the research brief
 - working under direction of a client
- communication and promotion
 - communicating effectively with the client or commissioner of research
 - presentation methods and skills
 - reporting outcomes on time in the required/agreed style or format

- information literacy
 - acquiring and using information appropriate to work responsibilities
- research and evaluation
 - applying research methodologies appropriately
 - applying methods of analysis including qualitative and quantitative
 - assessing the reliability and validity of research data
 - implementing knowledge of research sources and collecting methods
 - identifying research need
 - assembling information for research purposes
 - analysing and evaluating information in line with research objectives
 - evaluating own research processes and work practices against client and/or organisational outcomes
 - realistically evaluating the project and its components in and with the project team and/or appropriate people
- problem solving
 - determining results and conclusions
- planning and organisation
 - managing own work and professional development and setting priorities
 - understanding and implementing action planning
 - implementing protocols and other agreements impacting on use of materials
 - working independently and in a team
- information technology
 - selecting and using available technology appropriate to task
- the work environment
 - working to a budget and timeframes
 - applying principles of best practice to own work
 - working ethically

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:

- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position descriptions
- activity plans of research projects
- examples of team work and team projects from applicant's workplaces
- discussion of examples of research undertaken for internal and external clients for a range of purposes
- client feedback

- examples of skills audit undertaken by applicant
- self assessment reports
- relevant training certification, eg Qualitative/quantitative research methods, communications, workplace legal obligations, team work
- authenticated assessments and/or assignments from formal education courses which required research to be undertaken

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

Practitioners encourage and support their clients to become independent learners using the principles of lifelong learning. Information literacy programs are designed and implemented in collaboration and consultation with clients, and have a clear focus on outcomes within the organisation's policy and cultural framework.

ELEMENT

PERFORMANCE CRITERIA

Identify information literacy needs of different client groups

Identification of target groups reflects knowledge of the organisation's direction, plans and priorities, and awareness of the characteristics of client groups

Target client groups and their information literacy needs and requirements are identified and clarified through appropriate consultation and research

Identification of client information literacy needs reflects awareness of relevant developments in the organisation and similar organisations

Plan for particular client information literacy programs

Required outcomes of client information literacy programs are identified and means to assess outcomes are determined taking into account organisational policies and priorities, and available staff and resources

Information literacy programs are integrated with other relevant programs within the organisation

Client information literacy activities reflect awareness of current practice in similar organisations and industry trends in client education

Means to review and evaluate programs take into account information that needs to be collected, cost and ease of collection and available resources

Programs reflect awareness of appropriate objectives, content and structure, presentation, interaction and assessment

	Plans take account of staff competencies, and ways to develop and improve such competencies, in providing information literacy programs
Use appropriate learning strategies	<p>Information literacy and its importance to client study, work and everyday life is defined</p> <p>Clients' learning styles are identified and addressed in the delivery of programs</p> <p>Appropriate teaching strategies are incorporated into the design of information literacy programs</p> <p>Methods of presentation are appropriate to the purpose, specified objectives and characteristics of the participants and size of the group</p> <p>Appropriate methods are used to enhance motivation, interest and learning</p>
Create opportunities for clients to become independent users of the information service	<p>The information needs of clients are considered in organising the layout of the information service</p> <p>Accessibility of all information resources is maximised</p> <p>Competencies of staff in assisting clients to become independent users of the library are developed</p>
Monitor, review and evaluate information literacy programs	<p>Participants' feedback is obtained and evaluated against agreed outcomes</p> <p>Measurable objectives/outcomes are established</p> <p>Appropriate quantitative and qualitative information is collected and analysed in relation to the specified objectives of the activity</p> <p>Evidence of change in the use of services and facilities as a result of the activity is sought, if appropriate</p> <p>Appropriate follow-up action is identified and taken and/or recommended to appropriate person(s)</p>

Improved methods to assess the effect of information literacy programs on the development of clients' information literacy skills, and their use of the service, are explored and introduced where possible

RANGE OF VARIABLES

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

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

A range of formal and informal learning opportunities may be used:

- mentoring
- coaching
- one to one sessions
- exchange/rotation
- shadowing
- structured training programs

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources

Resources may include:

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

Client education aims to enhance clients' ability to identify, locate and retrieve information through various systems and in a variety of formats. It may include information on literacy or other training or education programs with such aims, or business, financial, scientific, cultural information needs etc.

Client education needs and requirements refer to information education needs and requirements addressed through such programs.

Information literacy activities may assist clients to:

- recognise and clarify information needs and requirements
- act strategically to meet their information requirements
- make effective use of the range of library services and facilities, including technology hardware and software
- use information tools to find and retrieve information, eg community, business, cultural or financial information, including in-house and remote information sources in relevant disciplines
- manage and use information

Type and content of client education will be determined by client need and developments in the information service, eg changes in services, technology.

Information literacy activities may include:

- presentation or hands-on training sessions
- learning kits or instructional materials, eg self-paced modules
- use of PC laboratory with control workstation
- use of presentation software such as PowerPoint or HarvardGraphics
- interactive software teaching packages via email or CWIS

Clients needs may include consideration of:

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

Education activities may be provided on a one-to-one basis or to small or large groups and may be in formal or informal settings.

Consultation may occur with:

- individual clients or client groups
- client group representatives
- teachers
- academic staff
- group leaders
- other library or organisation staff

EVIDENCE GUIDE

Critical aspects of evidence

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

- understanding and applying principles of lifelong learning
- commitment to the facilitation of information literacy for self and others
- awareness of where and how information literacy may be appropriately facilitated
- ability to facilitate opportunities for learning

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - delivering programs at a level appropriate to group size and interests
 - implementing effective client learning programs
- communication and promotion
 - using coaching and mentoring to assist information literacy of staff and clients
 - monitoring and introducing strategies for developing information literacy for self, staff, organisation and clients
 - encouraging colleagues to share their knowledge and skills
 - negotiating with learning and development specialists, where appropriate, to advance individual and team learning
 - working constructively with clients to confirm and achieve positive learning outcomes
- information literacy
 - promoting a learning culture in the workplace and the organisation
 - developing links between work and learning
- research and evaluation
 - identifying target groups
 - evaluating programs by collecting and analysing qualitative and quantitative data, and proposing changes to program content and structure based on evaluation
- planning and organisation
 - developing techniques for assisting clients to recognise their learning needs
 - using techniques and processes which allow for individual difference and learning styles
 - planning effective client learning programs

- planning information literacy programs based on identified needs and within specified resources
- structuring individual sessions to reflect objectives, content, level of interaction required
- managing work effectively to achieve required outcomes
- information literacy
 - using information management systems to achieve planned outcomes
 - using and promoting relevant, current technology
- the work environment
 - creating opportunities for individuals and teams to learn from workplace performance/practice
 - providing opportunities for off-the-job learning to be applied in the workplace
 - promoting available learning strategies to support colleagues
 - the role of client learning within workplace context
 - time management and setting priorities

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:

- strategic plans and relevant policies and procedures manuals
- organisation's mission statement
- training plans

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position descriptions
- examples of authenticated client education and training programs in the workplace, including statistics
- samples of training plans developed by applicant
- evaluation and training reviews
- evidence of any formal qualifications in education and training
- self assessment reports
- reports on training activities conducted

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	3

Initiate and carry out projects

CULLB704A

To initiate and carry out projects successfully, practitioners are required to propose projects which are consistent with the organisation's goals, objectives and functions, identify methodologies, resources and activities to achieve the project outcomes, and evaluate outcomes.

ELEMENT

PERFORMANCE CRITERIA

Propose project

Projects are initiated in area of responsibility which contribute to the organisation's goals, objectives or strategies and which take advantage of relevant opportunities

The significance and value of the project to clients and the organisation are clearly specified

Outcomes of the project are clearly specified and presented to all relevant person(s)

Previous and ongoing research or activities in the relevant area(s) are reviewed for their contribution to the proposed project

The main stages and tasks of the project are clearly specified

Parties relevant to the project are identified and their respective contributions to the achievement of identified goals and objectives are specified and agreed upon

Identify the methodology to achieve project goals and objectives

The detailed outputs and components of the project are clearly identified

The type and extent of information required to produce the project outputs are clearly determined

Factors which might benefit or obstruct the project are assessed for their impact

The feasibility of utilising a range of methods is evaluated and the benefits and disadvantages of each method are specified

	Selected methods are capable of achieving the required outputs
	Evaluation criteria and methods are established to determine the success of the activity
Determine the resources and timescale required for the project	The resources required to complete each project component are estimated and are appropriate to the activity's objectives
	The cost, funding sources and required resources are clearly specified in the activity plan
	The relationships between project components are accurately and clearly specified in the activity plan
	Factors which affect the timescale of the project are identified where possible and clearly incorporated into the activity plan
	The start and end dates of the project are realistic
Undertake project activities	Project activities are undertaken in accordance with an activity plan and within specified time and resources
	Activities reflect relevant up-to-date knowledge, methods and techniques
Evaluate project	Project outcomes are evaluated against objectives and predetermined criteria
	Evaluation processes and techniques are appropriate to the project and the available time and resources
	Unexpected outcomes relevant to other aspects of the organisation's activities are reported to appropriate person(s)

RANGE OF VARIABLES

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
- quality and continuous improvement processes and standards
- resources, which may be subject to negotiation

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

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

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
- 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
- buildings/facilities
- technology
- information
- time

Activities and outcomes of the work area may or may not involve other staff.

Substantial projects are generally those which require considerable resources, time and expertise.

Opportunities for projects may relate to funding programs for projects in particular areas.

Projects may be conducted individually or in a group or team.

Projects may be in relation to:

- client needs
- library use
- services or products
- methods or techniques
- buildings or equipment
- work practices or work organisation
- cooperative ventures or arrangements with other organisations
- marketing or promotion

Funding sources may be internal or external.

Constraints may include:

- insufficient time, funding or other resources
- inappropriate project
- inappropriate methodology

Project outcomes may be:

- reports
- submissions
- print or non-print products such as book, video
- displays
- promotional materials

Evaluation processes and techniques may include:

- client and/or management feedback
- use of product, statistics etc
- self assessment

EVIDENCE GUIDE

Critical aspects of evidence

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

- highly developed client service skills
- comprehensive knowledge of the reference, research and general information sources of the information service
- comprehensive knowledge of the organisation's goals, objections and directions
- demonstrated understanding of application of research methodologies
- highly developed information literacy skills

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - demonstrating a clear understanding of the project brief
- communication and promotion
 - rapport with the client, or commissioner, of project
 - using client feedback to monitor and deliver quality outcomes for client
 - presentation methods and skills
 - establishing reporting techniques and report outcomes on time in the required/agreed style or format
- information literacy
 - acquiring and using information appropriate to work responsibilities
- research and evaluation
 - using appropriate research methods and evaluation processes
 - analysing and evaluating information in line with research objectives

- realistically evaluating the project and its components in and with the project team and/or appropriate people
- self evaluating research processes and work practices against client and/or organisational outcomes
- planning and organisation
 - project management strategies and techniques
 - managing own work and professional development
 - planning communication strategies, eg for consultation and validation
 - understanding and implementing activity planning and action planning
 - submitting project proposals with action plans, timelines and budgets
 - defining project goals and outcomes
 - assembling information for research purposes
- information management
 - determining results and conclusions
- information technology
 - selecting and using available technology appropriate to task
- the work environment
 - undertaking projects
 - working independently and with clients to achieve required outcomes
 - working ethically
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals
- action plans and project reports

Method and context 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
- examples of authenticated assessments and/or assignments from formal education courses for which research projects were undertaken
- certificate of training in project management, action planning etc
- evidence of project outcomes and deliverables, eg report, submission, book, video
- statement from those who benefited from project, eg clients
- examples of planning including action planning and milestones
- evidence of communication strategies
- examples of budgeting plan
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	2

Lead a functional/major policy area

CULLB705A

Leadership of an area where a number of activities are carried out requires practitioners to contribute to the development of policy, methods and standards, and provide advice and training to staff and clients.

ELEMENT

PERFORMANCE CRITERIA

Undertake policy development

Contributions to policy formulation are in accordance with organisation's strategies and priorities, and/or self-identified needs

Information is maintained on trends and developments in relation to the functional/policy area to assist the timely identification of policy issues for the organisation

A proactive approach is taken, and development of changes to policies are initiated, from a knowledge and awareness of developments in relation to the organisation, technology, other information services and client needs

Appropriate collaboration and consultation occurs in relation to policy development

Develop, improve or modify methods and techniques

Research and investigation processes and procedures are carried out competently, and appropriate person(s) are kept informed to enable timely reaction

Methods and techniques are judged on their effectiveness and suitability in the light of changing circumstances and technological and other developments

Extension and modification of methods and techniques reflect awareness of relevant client group and industry developments

Ideas for improvement, extension and modification of methods and techniques are sought from, and/or explored with others

	<p>A proactive approach is taken to the design initiation of new approaches, methods or techniques</p>
Establish and maintain standards	<p>Existing industry standards relevant to the functional or policy area are identified</p> <p>The need for new or changed standards in relation to the functional area in the organisation and industry is identified</p> <p>A proactive approach is taken to raise issues, and act on the need for new or changed standards, with colleagues inside and outside the organisation</p> <p>The organisation's views are accurately represented in committees or other forums to review or establish standards</p>
Provide advice and training	<p>Subject matter expertise and current industry developments and standards are reflected in advice and training</p> <p>Advice meets the specifications of person(s) seeking advice</p> <p>Advice is provided in a format and language suited to the receiver(s) and includes all relevant information</p> <p>Options for action are explained and explored in a concise and organised manner and implications are identified</p> <p>Relevant information is disseminated to appropriate person(s) to contribute to awareness, development and learning in relation to functional or policy area</p> <p>Advice is provided in a timely way to appropriate person(s) in relation to developments in functional area which may impact on clients, the organisation, or access to information</p>

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- Trade Practices Act
- Telecommunications Act

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
- buildings/facilities
- technology
- information
- time

Functional or major policy areas may include:

- a special information service
- a special collection or unit within a library, eg rare books, reference, cataloguing, circulation
- resource sharing or other complex policy areas

Trends and developments may include:

- practical, theoretical or conceptual developments in client needs, requirements and expectations
- the economic, political or social climate in which the library operates

- technology for storing, transferring, accessing, retrieving and providing client access to information
- principles, legal requirements and ethical issues

Standards may be local, national or international.

EVIDENCE GUIDE

Critical aspects of evidence

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

- sound knowledge and understanding of organisational goals, objectives and directions
- ability to establish goals and achieve specific outcomes

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - listening actively
 - negotiating and responding constructively in communication with others
 - influencing teams and individuals positively
 - providing leadership to colleagues
 - preparing and negotiating recommendations
- information literacy
 - researching, acquiring and using information appropriate to required outcomes
- research and evaluation
 - client groups and libraries and information agencies
 - being familiar with policy formation strategies
 - evaluating systems to constantly monitor potential for improved outcomes in clients' use of information
- problem solving
 - responding flexibly to change
 - working proactively
 - working effectively and creatively
- planning and organisation
 - establishing goals to achieve specific outcomes
 - using time management and organisation strategies to achieve required outcomes
 - managing own work and work of others to achieve agreed goals and outcomes
- information management
 - using information management systems
- information technology
 - selecting and using technology appropriate to the task

- the work environment
 - organisational goals, objectives and directions
 - achieving specified outcomes
 - contributing to the organisation’s standards and values
 - being well informed in specific areas of management
 - demonstrating knowledge of the industry including current trends, structures and policies
 - using cost effective processes
 - monitoring/introducing ways to improve performance
 - maintaining records
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

- observation
- oral questioning
- discussion of policies, strategies and outcomes of relevant unit/area
- examination of assessee’s portfolio/CV
- supporting statement from section manager or equivalent
- evidence of attendance at relevant professional development activities
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	3

Maintain and develop client services in a special area

CULLB706A

To maintain and develop client services which are targeted to a particular broad client group, practitioners identify clients and their needs and proactively provide quality services to meet those needs

ELEMENT

PERFORMANCE CRITERIA

Identify and assess client needs and requirements

Information on client needs, requirements and expectations is collected by a range of means, suited to the particular client group

Needs, requirements and expectations are identified, and priorities are determined in relation to organisation's directions, policies and specified requirements and relevant equity considerations

Client needs and requirements are assessed against the organisation's capacity to provide the services to meet them

Develop and maintain services to meet clients' needs in special areas

Options for services are developed which reflect relevant industry and client community developments

Financial policies are developed and/or implemented in conjunction with relevant person(s) and in accordance with organisation's policies

Mechanisms appropriate to client group are established and used to maintain awareness of client needs

Appropriate mechanisms are established and used to maintain awareness of developments in relation to the area of specialisation and new or improved ways to meet client needs

Provide quality service

Objectives of the service and reasonable outcomes are identified

Strategies are planned and designed to deliver required service

Effective strategies are implemented to ensure that relevant staff are working effectively towards agreed outcomes and that their contribution is acknowledged

Service meets objectives and is appropriate to the identified needs and characteristics of client group

Service objectives and agreed outcomes are adapted and changed as necessary to reflect developments in the area of specialisation and innovative ways to assist clients

Service meets relevant standards and the client and organisation's requirements for quality service and is delivered within budget

The existing client base is maintained or expanded, and quality service results in repeat requests

Monitor and evaluate service

Mechanisms appropriate to client group are established to collect feedback from clients and to monitor client needs, requirements, expectations and responses in relation to the service

Appropriate qualitative and quantitative information in relation to the service is collected and analysed against objectives, and in accordance with library's requirements

Responses and views about the service are sought from relevant person(s) and assessed against identified objectives

Client complaints are analysed to establish underlying cause, and information is used to improve service and/or referred to appropriate person(s)

Improvements to the service, associated products or service delivery are implemented and/or recommendations are made to appropriate person(s)

Promote service and coordinate with other library activities

Appropriate promotion or marketing of the service is initiated, conducted and evaluated, in conjunction with appropriate person(s) in line with marketing strategy or plan

Agreed strategies ensure that liaison and cooperation throughout the organisation, or other information services, contribute to coordination and mutually beneficial working arrangements to meet, or exceed, client needs

Advice and training is strategically provided to others as required in relation to special area

RANGE OF VARIABLES

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

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

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

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

Standards may be:

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

Resources may include:

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

- technology
- information
- time

Client groups in a special area will generally share a particular characteristic, but may be relatively complex and diverse. They may constitute the total client group of a special library or a section of an organisation, or of a client community served by the organisation. They may also be an organisation served by an information practitioner, such as a financial or other business organisation.

Client service in a special area may include service to particular client group, such as:

- children
- young adults
- people with disabilities
- clients remote from the library
- ethnic or multicultural groups
- Aboriginal and Torres Strait Islander people
- clients with special interest or research needs, such as scientific, legal, medical, cultural, local history
- union, business, parliamentary, government department or agency
- other subject specialisation
- special services related to particular collections/information, eg music, rare books, audio-visual collections, current financial or marketing information etc
- a service meeting specialised objectives, such as fee-for-service provision meeting particular target client requirements

Priorities will generally not be clear-cut and may be conflicting.

Priorities may include meeting the needs of one client group or section of a broader client group rather than another, eg one research area, one community language group or meeting some needs, requirements and expectations but not others.

Consultation and other mechanisms may be:

- formal
- informal

Communication may be:

- in person
- in writing
- by electronic media

The organisation's capacity to provide services may depend on:

- budgetary constraints
- revenue-raising options
- pricing policies
- cost of technology and the resources required and/or the time to acquire or develop them
- legal constraints, eg charters, acts or rules of association establishing the library or contractual commitments

- legislative compliance and constraints, eg Equal Opportunity, Freedom of Information, duty of care
- directions and priorities of the organisation
- available staff expertise and/or the time or other resources to develop it

Financial policies may relate to revenue-raising, including sponsorship, and costing and pricing of services.

Developments in area of specialisation may be in relation to:

- availability and accessibility of relevant information, eg electronic publishing, use of the Internet, copyright or other legal aspects
- changing client characteristics, eg need to assist clients in effectively accessing information directly, changing expectations
- improved ways to keep clients informed about service and alternative ways to deliver service/information

Developments may be practical, theoretical or conceptual.

The appropriateness of qualitative or quantitative information may depend on the cost, time and expertise required to collect and analyse the information compared to the value of the service and benefits to be derived from the information.

Qualitative and quantitative information may include:

- statistics
- survey results
- oral and written feedback

Relevant person(s) from whom responses and views about the service are sought may include:

- clients
- potential clients
- people in the organisation's client community who do not use the service
- staff in the library and organisation
- stakeholders and other influential people in relation to the client community
- the organisation or general community
- colleagues in the industry

EVIDENCE GUIDE

Critical aspects of evidence

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

- comprehensive knowledge of the organisation's goals, objectives and directions
- ability to communicate and consult with a diverse client group
- application of research and project management methodologies
- ability to develop consultancy proposals

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - communicating and consulting effectively with a diverse client group
 - providing leadership to colleagues
 - preparing and negotiating recommendations
- information literacy
 - analysing and evaluating information in line with research objectives
 - researching, acquiring and using information appropriate to responsibility and required outcomes
- research and evaluation
 - applying an appropriate range of research and project management methodologies
 - evaluating systems to constantly monitor potential for improved outcomes in clients' use of information
 - knowledge of client groups and libraries and information agencies
- problem solving
 - working effectively, creatively and flexibly with change
- planning and organisation
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve goals and results
- information management
 - using information management systems
- information technology
 - selecting and using technology appropriate to the task
- the work environment
 - developing consultancy proposals
 - knowledge of the industry including current trends, structures and policies
 - using cost effective processes
 - monitoring and introducing ways to improve performance
 - maintain records
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals
- action plans

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position descriptions
- activity plans of consultancy projects
- examples of team work and team projects from assessee’s workplaces
- discussion of client feedback
- self assessment reports
- discussion of service plans, statistics of use and outcomes
- relevant training certification, eg research, communications, workplace legal obligations, team work, etc
- examination of assessee’s portfolio/CV
- assessments and/or assignments from formal education courses which required research to be undertaken

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

Manage external working relationships

CULLB707A

Development and maintenance of effective external working relationships requires practitioners to apply high level communication strategies, in initiating and maintaining productive relationships inside and outside the organisation.

ELEMENT

PERFORMANCE CRITERIA

Identify important working relationships and potential useful contacts

Key stakeholders and their roles in relation to the organisation's direction, strategies and objectives are identified

Contacts are targeted because of their potential in regard to the organisation's direction, strategies, goals or activities

Situations inside and outside the organisation are monitored and changes in circumstances which affect the significance of particular parties are taken into account

Develop and maintain working relationships and professional/business networks

Various activities are undertaken which facilitate contact between the organisation and significant person(s) or groups

Contact builds rapport and leads to the development of working relationships which potentially benefit the organisation

Dealings with contacts show an understanding of the other party's interests, goals and priorities

Opportunities to develop and extend working relationships with influential clients, supporters, sponsors or possible sponsors, business contacts and the media, as appropriate, are monitored and acted upon

Working relationships and interpersonal networks provide identifiable benefits for the organisation from shared expertise and resources

The effectiveness of working relationships and interpersonal networks is evaluated periodically and opportunities for initiatives and changes are identified and acted on in a timely way

Promote and advocate the organisation and its information services

The organisation and its services are promoted consistently to external bodies which have an impact on roles, resources and performance

Action is taken promptly when opportunities for promotion or advocacy on general or particular issues arise

Action is taken promptly to respond positively to unfavourable publicity, criticism or inaccurate statements about the organisation or issues which affect it

Promotion and advocacy strategies and plans reflect organisation's and industry directions, priorities and goals

Professional/business networks are used to promote the organisation and its services

Manage communication strategies and processes

The purpose and objectives of communication strategies and processes are identified

Communication strategies and processes make effective use of technological developments

Staff are encouraged and assisted to communicate organisation directions, priorities, goals and objectives within and outside the organisation

Communication processes are regularly reviewed for their effectiveness in meeting identified objectives, and appropriate action is taken

Manage collaborative or cooperative working arrangements

The purpose of the collaborative or cooperative working arrangements, and the benefits and risks for all parties, are identified

The need for, and the nature of, suitable contractual arrangements are understood

Liaison and negotiations incorporate awareness of other parties' political, cultural and social differences and goals, objectives and priorities

Differences between parties are dealt with in way that promotes mutual respect and trust

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- information
- time

Contacts and stakeholders may include:

- boards
- councils or other governing bodies
- staff in the organisation of which the information service is a part, eg university administrators
- political figures, elected officials and other influential individuals in the organisation's client community
- government
- cultural and funding agencies
- the media
- supporters such as actual and potential donors
- sponsors or potential sponsors
- business contacts such as partners

- consultants
- contractors
- publishers and vendors
- clients and client group representatives
- other libraries and related services
- unions
- staff and professional associations
- affiliated and special interest groups such as clubs, societies, friends' and members' organisations

Appropriate persons for advice, liaison and working relationships may include:

- staff
- clients
- printers
- graphic artists
- advertisers
- other organisations, local, interstate or overseas

Working relationships are developed and maintained for reasons such as:

- promoting the organisation
- active participation at the managerial level within the organisation
- developing cooperative arrangements and sharing of expertise and resources
- securing financial and political support
- building client and client community awareness and support
- involvement in the development of special programs and events

Communication processes may be formal or informal.

Promotion and publicity may include:

- written materials
- use of the media
- displays and exhibitions
- oral or electronic communication presentations

Collaborative or cooperative working arrangements are those with other information services or organisations and may include:

- resource sharing
- development of standards or protocols
- significant joint ventures

They may be in Australia or overseas.

EVIDENCE GUIDE

Critical aspects of evidence

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

- sound knowledge and understanding of the organisation's goals, objectives and directions
- knowledge of and ability to apply promotional strategies and planning techniques
- ability to apply high level communication skills and strategies

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - applying a range of appropriate promotional strategies and planning techniques
 - providing leadership to colleagues
 - using collaborative work practices
 - preparing and negotiating recommendations
- information literacy
 - developing a personal development plan/career plan to achieve specified goals
 - researching, acquiring and using information appropriate to work responsibilities
 - acquiring and using information appropriate to work responsibilities
- research and evaluation
 - knowledge of client groups and libraries and information agencies
 - evaluating systems to constantly monitor potential for improved outcomes in clients' use of information
- problem solving
 - working effectively, creatively and flexibly with change
- planning and organisation
 - knowledge of, and ability to apply, marketing analysis and planning techniques
 - using techniques for keeping abreast of major developments in the industry, and the impact of developments that will impact on operations of the organisation, such as competitive cooperative tendering and user-pays policies
 - planning and implementing strategies to achieve goals and results
 - organising own work to ensure planned outcomes and priorities are met
- information management
 - using information management systems effectively to achieve planned outcomes
- information technology
 - selecting and use technology appropriate to the task
- the work environment
 - understanding legal and ethical issues relevant to the organisation
 - demonstrate knowledge of the industry including current trends, structures and policies

- using cost effective processes
- maintaining records effectively and accurately to achieve agreed outcomes
- monitoring/introducing ways to improve performance
- applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals

Method and context of assessment

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

- observation
- oral questioning
- discussion of examples of strategic planning to promote an organisation
- discussion of public relations strategies
- evaluation of promotional activities
- examination of assessee's portfolio/CV
- supporting statement from section manager or equivalent
- examples of authenticated relevant assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	3

Management of access to information through the information provider's collection, or remote access, in an environment of rapid and significant change, requires practitioners to carefully monitor and evaluate client needs, and develop and implement access policies.

ELEMENT

PERFORMANCE CRITERIA

Monitor and evaluate client information requirements and ways to meet them

Mechanisms are developed and improved to maintain data on collection use, client demand for and response to types of information and access arrangements, ways to meet them and resource implications

Evaluation informs policy and procedural changes and strikes a balance between collection and access to information from remote sources

The organisation's directions, plans and priorities are taken into account in monitoring and evaluation, and in determining required data and the most appropriate means to collect it

Develop and maintain policies and strategies for information availability and access

Mechanisms are established to ensure up-to-date policies and strategies are maintained for information availability and access for clients

Policies and strategies reflect awareness of possible future developments that may impact on the organisation and its clients, and needs are forecast, based on a reasoned analysis of the best information available

Policies provide for a strategic approach, taking into account the need to anticipate developments and be prepared for unexpected developments

Awareness is maintained of trends and possibilities in the potential effects of technological developments on the ways of responding to client needs, requirements and expectations

	<p>Evaluation takes into account the need to provide relevant services to clients, as cost-effectively as possible</p>
<p>Manage information access arrangements</p>	<p>Barriers to information access are identified and strategies developed to overcome them</p> <p>Processes are established to coordinate and control collection of information, and licensing and other agreements to access information, from remote sources</p> <p>Processes provide for maximum input from staff and the formal and informal sharing of staff knowledge and expertise</p> <p>Processes are established for appropriate research, investigation, assessment and development of suitable tools to identify, access and use global information resources</p> <p>Short and long term implications of policies and strategies are assessed in relation to short and long term funding possibilities</p>
<p>Develop and manage cooperative information access activities</p>	<p>Liaison and working arrangements are established and maintained with other information providers to explore and facilitate resource sharing and other cooperative activities</p> <p>Research findings, information and ideas are shared with others to facilitate cooperative arrangements</p> <p>The organisation's responsibilities in relation to Distributed National Collection and other relevant national developments are met</p> <p>Appropriate cooperative arrangements are initiated to bring identifiable benefits to clients</p> <p>Cooperative activities reflect awareness of relevant local, national and international issues, standards and protocols, and legal and ethical issues</p>
<p>Manage change in relation to information access</p>	<p>Change is initiated in a timely way to address information access arrangements in anticipation of or response to relevant developments</p>

The introduction and implementation of change is negotiated with all relevant parties

Detailed plans for the implementation of change provide for assessment of the impact on communication and training needs and processes

RANGE OF VARIABLES

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

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

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

Resources may include:

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

Resource implications may include:

- training needs
- hardware
- software
- licensing and other legal and ethical issues
- subscriptions
- telecommunications and other costs
- client education and training needs
- support provision

Policies and strategies may relate to many complicated matters involving:

- access to information in a complex and changing environment, eg access arrangements, local and other network access provision etc

- the organisation's response to electronic publishing, such as electronic journals distributed via telecommunications networks and not by conventional methods, etc
- the organisation's response to electronic access to information, eg the 'virtual library' etc

EVIDENCE GUIDE

Critical aspects of evidence

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

- highly developed understanding and application of client service skills
- highly developed application of information literacy skills
- comprehensive knowledge of the role, function and services of the organisation
- comprehensive knowledge of the organisation's goals, objectives and directions

Underpinning knowledge and skills:

Skills and knowledge are required in:

- communication and promotion
 - demonstrating communication and leadership skills
 - preparing and negotiating recommendations
 - providing leadership to colleagues
- information literacy
 - researching, acquiring and using information appropriate to work responsibilities
- research and evaluation
 - knowledge of client groups and libraries and information agencies
- problem solving
 - working effectively, creatively and flexibly with change
- planning and organisation
 - implementing planning strategies
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve goals and results
- information management
 - using information management systems
- information technology
 - selecting and using technology appropriate to the task
- the work environment
 - developing and implementing policies
 - acting on feedback, evaluation and review
 - implementing industry standards
 - relationships of underpinning professional knowledge appropriate to role
 - legal and ethical issues
 - applying principles of best practice to own work

- knowledge of the industry including current trends, structures and policies
- using cost effective processes
- monitoring/introducing ways to improve performance
- maintaining records

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:

- strategic plans and relevant policies and procedures manuals
- organisation’s mission statement

Method and context of assessment

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

- oral questioning
- observation
- examination of assessee’s portfolio/CV
- supporting statement from manager
- discussion of case studies
- position description
- examples from work environment in relation to responsibilities concerning PCs, PC networks, LANs etc
- certificates of training in systems maintenance and support etc
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	3

The management of a research program includes actively planning and developing programs and projects, and analysis and evaluation of outcomes

ELEMENT

PERFORMANCE CRITERIA

Plan research program and projects

Library needs and requirements for research, information and investigation are identified from own knowledge, research and appropriate consultation

Needs and requirements are assessed in relation to the library's direction, goals, objectives and priorities

Needs assessment takes into account trends in different areas and reasoned forecasts of developments that may impact on the library, libraries generally and/or clients

Priorities, objectives, resource requirements, processes, expected results and timeframes are identified in research plans

Planning schedules ensure completion of research to meet deadlines, budget and library's specified requirements

Develop research projects and methodology

Purposes of research projects are identified

Research projects are relevant to library's policy, objectives and priorities and meet any specified requirements

Research project methodologies are appropriate to specified purposes and objectives

Methodologies and processes incorporate current technological developments, and industry and/or organisation's standards relevant to the research subjects

Methodologies and processes are evaluated against agreed outcomes

Necessary resources, including time, are identified and costed allowing for contingencies

Analyse and evaluate research findings Appropriateness of research material to specified objectives and implications for the library are determined

Analysis and evaluation processes and techniques are relevant to the research subject and purpose, and incorporate relevant industry and/or library's standards

Research material is analysed and evaluated within planning schedule and specified time, budget and quality constraints

Options for action based on research conclusions are identified and evaluated

Research findings are reviewed in line with strategic directions and opportunities for service improvement are explored

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- information
- time

Research programs may relate to:

- work practices
- organisation and management of the library
- solving major problems and issues related to the library's collection
- services or facilities
- national or international issues in relation to libraries

Research objectives may relate to:

- particular subjects
- work practices
- organisation and management of the library
- solving problems and issues related to collecting, storing, accessing, retrieving and providing access to information
- the profession and practice of librarianship
- special client needs

Research may be for:

- clients
- publications
- research papers
- conference papers
- service development
- systems development
- policies
- special events
- management information
- to support or recommend action

Sources of information may include:

- primary sources, such as individuals with direct experience
- original documentation
- experts/specialists
- archives
- catalogues
- organisations

- internal or external collections
- the internet-based information resources
- publications
- databases

Type of information may include:

- raw data, eg statistical or biographical
- in textual
- graphic
- multimedia
- original or facsimile formats
- electronic formats or software

The appropriateness of programs and projects will depend on:

- goals, objectives and directions of the library
- priorities and resource implications
- research methodologies
- availability of staff
- client needs and stated requirements
- the complexity of the research
- whether formal or informal

Sources of risk to material may include:

- handling
- transportation
- sampling
- environmental or technical incompetence
- accidents

Types of obstacles to development of research programs may include:

- budget, time and staff constraints
- library/organisational policies
- legal constraints
- commercial sensitivity and/or confidentiality
- technical constraints
- methodological imperfections

Method of collection may include:

- observation
- surveys
- desk research
- collaboration with other experts
- searching and retrieval from in-house or remote sources
- physical item analysis

Methods of analysis may be quantitative or qualitative.

Forms of report presentation may include:

- written or oral
- textual
- graphic
- audio-visual
- electronic, eg email, file transfer

EVIDENCE GUIDE

Critical aspects of evidence

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

- the organisation's goals, objectives and directions are understood and considered
- application of research methodologies
- ability to develop research proposals

Underpinning knowledge and skills

Skills and knowledge are required in:

- client services
 - creating products/services for client use
- communication and promotion
 - using effective consultative processes
 - seeking feedback and acting on constructive advice
 - recording/reporting information within established systems
- information literacy
 - researching, acquiring and using information appropriate to work responsibilities
- research and evaluation
 - understanding and applying research methodologies appropriately
 - analysing and evaluating information in line with research objectives
 - realistically evaluating projects and components with the project team and/or appropriate people
- planning and organisation
 - managing work effectively to achieve goals and results
 - understanding and implementing activity planning and action planning
 - organising and using resources to achieve business plans
 - eliminating/minimising resource inefficiencies and waste
- information management
 - using information management systems
- information technology
 - selecting and using available technology appropriate to the task

- the work environment
 - making decisions within responsibility and authority in a diverse and complex workplace
 - participating effectively in wider organisational processes which have an effect on operational performance
 - developing alternative and innovative approaches to improved resource use
 - ensuring that legislative requirements are met in work operations
 - knowing and applying principles of best practice to own work
 - working independently and with teams
 - working ethically

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:

- strategic plans and relevant policies and procedures manuals

Method and context of assessment

Evidence may be gained in a variety of ways including:

- supporting statement from section manager or equivalent
- position descriptions
- activity plans of research projects
- examples of team work and team projects from applicant's workplaces
- client feedback
- self assessment reports
- examples of skills audit undertaken by applicant
- relevant training certification, eg recruitment, interviewing, workplace legal obligations, team work
- assessments and/or assignments from formal education courses which required research to be undertaken

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

Market the library and library services

CULLB710A

Practitioners play a key role in proactive marketing of the information organisation and its services.

ELEMENT

PERFORMANCE CRITERIA

Manage market research and analysis

Target client or potential client group(s) are identified, taking into account the organisation's role, directions, objectives and priorities

Relevant needs, requirements, expectations, preferences and behaviour patterns of target group are identified through appropriate research and consultation

Products or services that may satisfy target group are identified or the capacity to develop targeted products or services is identified

Potential for different kinds of sponsorship, promotion and advertising are identified and assessed in relation to the organisation's plans and objectives

Analysis and interpretation of market research information are undertaken and a conclusion reached

Recommendations are made to appropriate person(s) and all necessary approvals are obtained to undertake marketing

Develop marketing strategy and plans

Objectives and required outcomes of the marketing strategy are feasible, and measurable given available resources

Appropriate advice is sought and strategy is appropriate to the service being marketed

Necessary resources, including time are identified and costed, allowing for contingencies

Innovative ways to achieve goals are considered in development of strategy and plans

	Distribution methods using current and varied arrangements meet client needs, and opportunities for different delivery options are considered
Implement strategy and plans	<p>Activities are carried out in accordance with plans</p> <p>Activities are monitored and modified as required, in response to contingencies, to meet objectives</p> <p>Objectives that are found to be unrealistic are revised, and strategy and plans are changed accordingly</p> <p>Appropriate liaison occurs with relevant person(s) and effective working relationships are established and maintained to achieve required outcomes</p> <p>Reports are produced in accordance with organisation's policy</p>
Organise and coordinate publicity and promotion activities	<p>Promotion activities raise target audience's awareness and understanding of the organisation's role, services and direction</p> <p>Rationale, aims, objectives, scheduling, resource requirements, level of exposure and anticipated outcomes of the promotion are identified in accordance with the organisation's directions and objectives</p> <p>Cooperation is sought and obtained from relevant clients, staff, news media and community members</p> <p>Variety and innovative techniques are used when possible to create impact</p> <p>Adequate resources and support are obtained so that the promotion runs smoothly</p> <p>Processes are established to ensure the preparation of appropriate publicity and information material to time and budget</p> <p>Promotion activities are documented to assist reporting and evaluation</p> <p>Publicity and promotion reflects awareness of current relevant technological developments and their applicability</p>

Review and evaluate promotion or marketing activities

Appropriate qualitative and quantitative information is recorded and analysed

Promotion or marketing activities are reviewed or evaluated against established objectives, using agreed methods and benchmarks

Adjustments are made in accordance with evaluation, properly communicated and implemented

Feedback is obtained and evaluated from clients, participants in activities and relevant stakeholders

RANGE OF VARIABLES

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

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

- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- Trade Practices Act
- Telecommunications Act

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
- buildings/facilities
- technology
- information
- time

Marketing may be undertaken in cooperation with other relevant organisation staff and sections of the organisation.

Appropriate persons for advice, liaison and working relationships may include:

- staff
- clients
- printers
- graphic artists
- advertisers

Marketing strategies may be for:

- a specific product or service, new or existing
- a small or medium sized organisation
- promotion of the educative and/or social role of the organisation
- a single event or purpose

Distribution or delivery methods may include:

- on-site only
- post
- phone
- fax
- electronic
- via another agency

Promotion and publicity may include:

- written material
- use of the media
- displays and exhibitions
- oral or electronic communication
- presentations

Qualitative and quantitative information may include:

- statistics
- survey results
- oral and written feedback, eg from focus groups

EVIDENCE GUIDE

Critical aspects of evidence

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

- sound knowledge and understanding of the organisation's goals, objectives and directions
- knowledge of, and ability to apply, marketing analysis and planning techniques
- well developed communication skills

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - providing leadership to colleagues
 - using collaborative work practices
 - preparing and negotiating recommendations
- information literacy
 - researching, acquiring and using information appropriate to work responsibilities
- research and evaluation
 - applying techniques for keeping abreast of major developments in the industry, and developments that will impact on operations of the organisation, eg competitive cooperative tendering, user-pays policies
 - evaluating systems to constantly monitor potential for improved outcomes in clients' use of information
 - knowledge of client groups and libraries and information agencies
 - working effectively and creatively with change
- planning and organisation
 - understanding and applying marketing analysis and planning techniques
 - developing a personal development plan/career plan to achieve specified goals
 - planning and implementing strategies to achieve goals and results
 - organising own work to ensure planned outcomes and priorities are met
- information management
 - using information management systems to achieve planned outcomes
- information technology
 - selecting and using technology appropriate to the task
- the work environment
 - legal and ethical issues relevant to the organisation
 - knowledge of the industry including current trends, structures and policies
 - maintaining records
 - applying principles of best practice to own work
 - using cost effective processes
 - monitoring/introducing ways to improve performance

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:

- strategic plans and relevant policies and procedures manuals

Method and context 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
- examples of marketing and promotion plans and strategies
- evaluation of marketing and promotion strategies
- feedback from clients
- self assessment reports

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

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	2

Provide clients with access to information in a specialist area

CULLB711A

Providing access to diverse and complex sources of information and/or specialist and complex information requires practitioners to apply significant analysis and assessment of client needs.

ELEMENT

PERFORMANCE CRITERIA

Determine and assess client requirements for specialist and complex access to information

The nature of client requirements for specific information or specialist search is identified together with the client using appropriate techniques

Identification and assessment of the requirements reflects knowledge of specialist subject area and possible information sources

Client requirements and expectations are identified and assessed in relation to available resources and likely constraints

Alternative options are explored and explanations, suggestions and advice are provided, as appropriate, to enable client to clarify and, if necessary, adjust requirements to facilitate a more effective result

Any costs involved, or constraints on meeting client requirements or expectations, are clearly and tactfully explained

Determine and implement assistance strategies

Assistance strategies reflect knowledge of likely information sources and/or location of required information

Strategies to locate unusual or difficult to locate information are logical and reasonable given the nature of the client requirements, the range of possible sources and relevant standards and policies

Strategies aim to minimise costs of accessing required information

	Strategies provide for assistance to clients to use reference tools or equipment to access all or part of required information
Provide quality client service	<p>Information obtained is assessed for its validity, reliability and suitability in relation to client requirements and expectations</p> <p>Information is packaged to meet client requirements and expectations</p> <p>The service provided meets client requirements or reasons are clearly explained and suitable alternatives suggested</p> <p>Constructive negotiation is conducted with clients in relation to problems, difficulties, alternatives or follow-up</p> <p>Client is alerted to anything in the information provided which relates to its validity, reliability or suitability for the client's intended use</p> <p>Client service is in keeping with legal requirements and reflects awareness of liability and other legal and ethical responsibilities</p>
Disseminate specialist information	<p>Knowledge of individual client needs, requirements and interests are reflected in identification of information for selective dissemination</p> <p>Material prepared for regular dissemination reflects knowledge of client group needs, requirements and interests</p> <p>Information disseminated reflects in-depth knowledge of subject area, developments in relation to it, and developments in relevant information sources and access</p>

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- information
- time

Complexity of access may be created by:

- the specialised nature of the information
- the complexity of the information
- the complexity of determining the client requirements
- specialised access protocols particular to the area
- the wide range of information to which access is required by clients
- the wide range of information sources, tools and access possibilities

Significant analysis, assessment and judgement is required to determine client requirements and choose from the range of options the most appropriate means to access, retrieve and provide required information for the client.

Specialist and complex information may include information which requires a complex search strategy and variations in approach, for reasons such as:

- difficulty of finding or obtaining information
- complexity of the subject field, its concepts and methodologies, and its publishing and scholarly communication patterns
- information is in a new or developing field where the sources are not well established

- missing, vague or conflicting information is a factor
- information or search for it is commercially sensitive
- cost implications of search are significant
- a considerable variety of possible sources, where judgement needs to be made about the sources most likely to be efficiently and effectively searched

Information sources may be difficult to access because they:

- are in a state of constant change
- are badly organised or of varying quality
- have many different network interfaces which may not be user-friendly, eg high level the Internet navigational skills may be required to trace information

Significant judgement will be required to:

- analyse, synthesise and evaluate the information obtained
- determine the best way to package the information in order to meet client requirements and any library requirements or constraints

There may be serious implications for the client if inaccurate, incomplete and/or misleading information is provided, or there may be specialised client needs in terms of currency or time-sensitivity.

Client contact may be:

- in person
- in writing
- by phone, letter, fax, email, ftp, gopher, WWW or other electronic means

Client information requirements may include:

- level, detail, currency and format of information
- the timescale in which it is required
- the appropriate delivery method

Delivery methods will be varied and may include sound, graphics, text or software.

Published information is likely to be in professional, scientific or technical journals or reports, or working and discussion papers accessible through a variety of means including CD-ROM or computer networks.

The information may be unpublished and available only through people working in the relevant field or personal contacts.

Client needs may require consideration of:

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

Information which is disseminated may include:

- information about new information resources
- access to new sources
- new or modified means of access and information on services
- assistance provided by staff

EVIDENCE GUIDE

Critical aspects of evidence

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

- communicating effectively with clients to determine their information requirements
- searching and retrieving information from a range of sources
- highly developed application of client service strategies and skills
- highly developed information literacy skills
- knowledge of the organisation's reference, research and general collections

Underpinning knowledge and skills

Skills and knowledge are required in:

- client service
 - highly developed application of client service strategies and skills
 - demonstrating and using appropriate knowledge of client groups and libraries and information agencies
- communication and promotion
 - communicating effectively with clients to determine their information requirements
 - preparing and negotiating recommendations
 - providing leadership to colleagues
- information literacy
 - appropriate range of information sources
 - searching and retrieving information from a range of sources including the Internet and other electronic sources
 - using communication patterns and channels in an appropriate range of specialist information areas
 - researching, acquiring and using information appropriate to work responsibilities
 - demonstrating and applying highly developed information literacy skills
- research and evaluation
 - evaluating systems to constantly monitor potential for improved outcomes in clients' use of information
- problem solving
 - working effectively and creatively with change
- planning and organisation
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve goals and results

- information management
 - bibliographic standards, eg AACR latest additions and amendments, DDC, LCC, specialist subject thesauri
 - using information management systems to achieve planned outcomes
- information technology
 - selecting and using a range of technology appropriate to the task
- the work environment
 - knowledge of the industry including current trends, structures and policies
 - using cost effective processes
 - monitoring/introducing ways to improve performance
 - maintaining records to required timelines and accuracy
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals
- range of information sources

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position descriptions
- activity plans of consultancy projects
- examples of team work and team projects from assessee's workplaces
- discussion of client feedback
- self assessment reports
- discussion of service plans, statistics of use and outcomes
- relevant training certification, eg research, communications, workplace legal obligations, team work, etc
- examination of assessee's portfolio/CV
- assessments and/or assignments from formal education courses which required research to be undertaken

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 on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	3

Provide consultancy services

CULLB712A

To maintain and develop client services which are targeted to a particular broad client group as a consultancy, practitioners are required to identify clients and their needs and proactively provide quality services to meet those needs.

ELEMENT

PERFORMANCE CRITERIA

Identify and assess client needs, requirements and expectations for consultancy service

Client needs, requirements and expectations in relation to a consultancy service are identified through consultation with client or their representatives

Client needs, requirements and expectations are assessed in relation to legal or other requirements and against the organisation's capacity to provide the service

Maintain and develop relevant expertise

Developments in area of consultancy expertise and provision of consultancy services are monitored, and key developments and their implications are identified

Developments relevant to anticipated client needs for consultancy service are identified and assessed

Own development and learning needs in area of expertise are identified and assessed, and plans are developed and implemented to meet them

Organise relevant information to be readily accessed

Information relevant to area of consultancy is organised so that retrieval is achieved easily and with minimal delay

Files and other information resources are reviewed regularly to ensure that they are relevant and reflect industry developments

Undertake specific consultancy

Client needs, requirements and expectations in relation to specific consultancy are identified and analysed

Problems and issues are adequately defined

	<p>Cost, timeframe and parameters of the specific consultancy are clearly defined</p> <p>Client is clearly informed and negotiation occurs as necessary to finalise agreement on all relevant matters</p> <p>Subject matter expertise is reflected in specific consultancy</p> <p>Liaison is maintained with client and other relevant stakeholders to ensure early notice of dissatisfaction or new issues related to the consultancy</p> <p>The needs of both the client and the library are met</p>
Promote consultancy service	<p>Promotion activities are varied and appropriate to the identified client group</p> <p>The messages about the nature and details of the consultancy service provided are clear and accurate</p> <p>Clients and potential clients are aware of the service provided</p> <p>Liaison and cooperation with other sections of the information service or other libraries is undertaken to assure coordination of activities and mutually beneficial working arrangements</p>
Prepare and present reports for clients	<p>Reports are prepared in accordance with client and organisational requirements and meet identified objectives and standards</p> <p>Reports are presented in a format appropriate to the client and include all relevant information</p>
Monitor, review and evaluate the consultancy service	<p>Feedback is obtained and evaluated against agreed outcomes</p> <p>Measurable objectives/outcomes are established</p> <p>Appropriate quantitative and qualitative information is collected and analysed against the specific objectives of the consultancy</p> <p>Changes in the use of services and facilities as a result of the consultancy are recommended where appropriate</p>

Appropriate follow-up action is identified and implemented and/or recommended to appropriate person(s)

RANGE OF VARIABLES

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

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

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

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
- buildings/facilities
- technology
- information
- time

Consultancy service may be provided to:

- other sections of the library
- other libraries
- individuals or organisations

Specific consultancies may:

- range from short to long term
- range from providing advice and assistance on minor aspects through to more complex situations where outcomes are not decided
- require the practitioner to provide a problem-solving approach

Advice may be provided in a range of formal and informal contexts and may be initiated by the adviser or be in response to client requests.

Developments in relation to expertise may be practical, theoretical or conceptual.

Reports may be presented orally, in writing or in specialised formats.

Administrative procedures may include costing and other financial procedures.

EVIDENCE GUIDE

Critical aspects of evidence

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

- comprehensive knowledge of the organisation's goals, objectives and directions
- ability to communicate and consult with a diverse client group
- application of research and project management methodologies
- ability to develop consultancy proposals
- using outcomes of consultancies and consultancy strategies to improve client services

Underpinning knowledge and skills

Skills and knowledge are required in:

- communication and promotion
 - communicating and consulting effectively with a diverse client group
 - developing consultancy proposals
 - providing leadership to colleagues
 - preparing and negotiating recommendations
- information literacy
 - analysing and evaluating information in line with research objectives
 - researching, acquiring and using information appropriate to work responsibilities
- research and evaluation
 - evaluating systems to constantly monitor potential for improved outcomes in clients' use of information
- problem solving
 - working effectively and creatively and demonstrating flexibility with change

- planning and organisation
 - applying appropriate research and project management methodologies
 - planning and implementing strategies to achieve goals and results
 - managing own and team work effectively to achieve planned outcomes
- information management
 - using information management systems effectively to achieve planned outcomes
- information technology
 - selecting and using technology appropriate to the task
- the work environment
 - knowledge of the industry including current trends, structures and policies
 - using cost effective processes
 - monitoring/introducing ways to improve performance
 - maintaining records accurately and on time to achieve required outcomes
 - using knowledge of client groups and libraries and information agencies to improve outcomes
 - applying principles of best practice to own work

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:

- strategic plans and relevant policies and procedures manuals
- action plans

Method and context of assessment

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

- supporting statement from section manager or equivalent
- position descriptions
- action plans of consultancy projects
- examples of team work and team projects from assessee's workplaces
- discussion of client feedback
- self assessment reports
- discussion of service plans, statistics of use and outcomes
- relevant training certification, eg research, communications, workplace legal obligations, team work
- examination of assessee's portfolio/CV
- assessments and/or assignments from formal education courses which required research to be undertaken

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

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

