

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**RECORDS AND ARCHIVES TECHNICIAN**

**LEVEL-5**



TVET CDACC

P.O. BOX 15745-00100

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# 

# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya’s development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Records and Archives. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for Records and Archives growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

**PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Records and Archives Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Records and Archives Assistant. These standards will be the bases for development of competency-based curriculum for Records and Archives.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, Records and Archives SSAC, expert workers and all those who participated in the development of these Occupational Standards.

**CHAIRPERSON, TVET CDACC**

**ACKNOWLEDGMENT**

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Records and Archives Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the development of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

**CHAIRPERSON**

**RECORDS AND ARCHIVES SECTOR SKILLS ADVISORY COMMITTEE**

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# ACRONYMS

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

GIZ German International Cooperation

ICT Information Communication Technology

KNQA Kenya National Qualifications Authority

OS Occupational Standards

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

A Control Version

# KEY TO UNIT CODE

**BUS/OS/RA/BC/01/6/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# OVERVIEW

This course is designed to equip an individual with competencies in Records and Archives. It aims at equipping the individual with competencies for managing information creation and collection, managing organization records and archives, managing electronic records, preserving organization archives and records, managing archives and records unit, conducting research in archives and records management, performing archiving management and conducting records disposal.

The course consists of the following basic and core units of Competency:

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| BUS/OS/RA/BC/01/5/A | Demonstrate Communication skills |
| BUS/OS/RA/BC/02/5/A | Demonstrate Numeracy skills |
| BUS/OS/RA/BC/03/5/A | Demonstrate Digital literacy |
| BUS/OS/RA/BC/04/5/A | Demonstrate Entrepreneurial skills |
| BUS/OS/RA/BC/05/5/A | Demonstrate Employability skills |
| BUS/OS/RA/BC/06/5/A | Demonstrate Environmental literacy |
| BUS/OS/RA/BC/07/5/A | Demonstrate Occupational safety and health practices |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| BUS/OS/RA/CR/01/5/A | Manage information creation and collection |
| BUS/OS/RA/CR/02/5/A | Manage organization records and archives |
| BUS/OS/RA/CR/03/5/A | Manage electronic records |
| BUS/OS/RA/CR/04/5/A | Preserve organization archives and records |
| BUS/OS/RA/CR/05/5/A | Manage archives and records unit |
| BUS/OS/RA/CR/06/5/A | Conduct research in archives and records management |
| BUS/OS/RA/CR/07/5/A | Perform archiving management |
| BUS/OS/RA/CR/08/5/A | Conduct records disposal |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** BUS/OS/RA/BC/01/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organization.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Meet communication needs of clients and colleagues | 1. Specific communication needs of clients and colleagues are identified and met based on workplace requirements 2. Different communication approaches are identified and applied according to clients’ needs 3. Conflict is identified and addressed as per the standards of the organization |
| 1. Contribute to the development of communication strategies | 1. Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as per organizations’ strategic plan 2. Channels of communication are established and reviewed based on the workplace needs 3. Communication training needs are identified and provided according to SOPs 4. Work related network and relationship are maintained based on workplace requirements 5. Negotiation and conflict resolution strategies are maintained as per the workplace procedures |
| 1. Conduct workplace interviews | 1. ***Communication strategies*** are identified and employed in ***interview situations*** based on workplace requirements 2. Records of interviews are made and maintained in accordance with organizational procedures 3. Effective questioning, listening and nonverbal communication techniques are used based on needs |
| 1. Facilitate group discussions | 1. Mechanisms to enhance ***effective group interaction*** are identified and implemented according to workplace requirements 2. Strategies to encourage group participation are identified and used as per organizations’ procedures 3. Meetings objectives and agenda are set and followed based on workplace requirements 4. Relevant information is provided and feedback obtained according to set protocols 5. Evaluation of group communication strategies is undertaken in accordance with workplace guidelines 6. Specific communication needs of individuals are identified and addressed as per individual needs |
| 1. Represent the organization | 1. Relevant presentation are researched and presented based on internal or external communication forums requirements Presentation is delivered in a clear and sequential manner as per the predetermined time 2. Presentation is made as per appropriate media 3. Difference views are respected based on workplace procedures 4. Written communication is done as per organizational standards 5. Inquiries are responded according to organizational standard |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Communication strategies include but not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrase * Clarification request * Translation * Restructuring * Approximation * Generalization |
| Effective group interaction may include but not limited to: | * Identifying and evaluating what is occurring within an interaction in a non-judgmental way * Using active listening * Making decision about appropriate words, behavior * Putting together response which is culturally appropriate * Expressing an individual perspective * Expressing own philosophy, ideology and background and exploring impact with relevance to communication * Openness and flexibility in communication |
| Interview situations may include but not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans * Diffusing potentially difficult situations |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Active listening
* Giving/receiving feedback
* Interpretation of information
* Role boundaries setting
* Negotiation
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups and different styles of group leadership
* Communication skills relevant to client groups
* Flexibility in communication

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Met communication needs of clients and colleagues 2. Contributed to the development of communication strategies 3. Conducted interviews 4. Facilitated group discussions 5. Represented the organization |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE NUMERACY SKILLS**

**UNIT CODE:** BUS/OS/RA/BC/02/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate numeracy skills. it involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | 1. Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted as per SOPs 2. Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended as per SOPs 3. Calculations which may involve a number of steps are performed as per SOPs 4. Calculations done with whole numbers and routine or familiar fractions, decimals and percentages as per SOPs 5. Conversion between equivalent forms of fractions, decimals and percentages is done as per SOPs 6. Order of operations is applied to solve multi-step calculations as per SOPs 7. Problem solving strategies are appropriately applied as per SOPs 8. Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per SOPs 9. Formal and informal mathematical language and symbolism are used to communicate the result of the task as per SOPs. |
| 1. Estimate, measure, and calculate with routine metric measurements for work | 1. Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements 2. Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements 3. Measurements are estimated and made using correct units as per measurement manuals. 4. Estimations and calculations done as per routine measurements 5. Conversions performed routinely as per metric units 6. Problem solving processes are used to undertake the tasks as per workplace procedures. 7. Estimations are made to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task as per workplace procedures 8. Information is recorded using mathematical language and symbols appropriate to discuss the task as per workplace procedures. |
| 1. Use routine maps and plans for work | 1. Features are identified in routine maps and plans as per SOPs 2. Symbols and keys in routine maps and plans are clearly explained as per SOPs 3. Orientation of map to North is identified and interpreted as per SOPs 4. Understanding of direction and location is clearly demonstrated as per SOPs 5. Simple scale is applied to estimate length of objects, or distance to location or object as per SOPs 6. Directions are given and received using both formal and informal language as per SOPs |
| 1. Interpret, draw and construct 2D and 3D shapes for work | 1. Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations in accordance with job specifications 2. The use and application of shapes elaborately explained as per SOPs 3. Formal and informal mathematical language and symbols used to describe and compare the features of two-dimensional shapes and routine three dimensional shapes as per workplace procedures. 4. Common angles identified in accordance with SOPs 5. Common angles in everyday objects are appropriately estimated as per SOPs 6. Formal and informal mathematical language are used to describe and compare common angles as per workplace procedures. 7. Common geometric instruments used to draw two dimensional shapes as per SOPs 8. Routine three dimensional objects constructed from given nets as per SOPs. |
| 1. Interpret routine tables, graphs and charts for work | 1. Routine tables, graphs and charts identified in predominately familiar texts and contexts as per tables and graph manuals 2. Common types of graphs and their different uses identified as per SOPs 3. Features of tables, graphs and charts identified as per workplace procedures 4. Information in routine tables, graphs and charts located and interpreted as per workplace procedures 5. Calculations are perform to interpret information as per SOPs 6. How statistics can inform and persuade interpretations is explained as per SOPs 7. Misleading statistical information is identified as per workplace procedures. 8. Information relevant to the workplace is discussed as per workplace procedures. |
| 1. Collect data and construct routine tables and graphs for work | 1. Features of common tables and graphs identified as per SOPs 2. Uses of ***different tables and graphs*** identified as per job specifications 3. Data and variables to be collected are determined as per workplace procedures. 4. The audience is determined as per the workplace procedures 5. Method of data collection is select as per job requirement 6. Data is collected as per SOPs 7. Information is collated in a table as per SOPs 8. Suitable scale and axes determined as per job specifications 9. Graph to present information is drafted and drawn as per SOPs 10. Data checked to ensure that it meets the expected results and context as per workplace procedures 11. Information is reported or discussed using formal and informal mathematical language as per workplace procedures |
| 1. Use basic functions of calculator | * 1. Keys are identified and used for ***basic functions on a calculator*** as per SOPs   2. Calculation is done using whole numbers, money and routine decimals and percentages as per SOPs   3. Calculation done with routine fractions and percentages as per SOPs   4. Order of operations is applied to solve multi-step calculations as per SOPs   5. Results are interpreted, displayed and recorded as per workplace procedures   6. Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per workplace procedures   7. Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task as per workplace procedures. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Use basic functions of calculator may include but not limited to: | * Addition * Multiplication * Calculate ratios * Conversion of ratios into percentages |
| Different tables and graphs may include but not limited to: | * Bar Graphs * Flow Charts * Pie Charts * Pictograph * Line Graphs * Time Series Graphs * Stem and Leaf Plot * Histogram * Dot Plot * Scatter plot |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Logical thinking
* Computing
* Drawing of graphs
* Applying mathematical formulas
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages 2. Estimated, measured and calculated with routine metric measurements 3. Applied simple scale to estimate length of objects or distance to location or object 4. Used formal and informal mathematical language to describe and compare common angles 5. Used common geometric instruments to draw two dimensional shapes 6. Collected data and constructed routine tables and graphs 7. Used basic functions of calculator correctly |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed in:   1. On the job 2. Off the job 3. Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE DIGITAL LITERACY**

**UNIT CODE:** BUS/OS/RA/BC/03/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Identify appropriate computer software and hardware | 1. Concepts of ICT are determined in accordance with computer equipment 2. Classifications of computers are determined in accordance with manufacturers specification 3. ***Appropriate computer software*** is identified according to manufacturer’s specification 4. ***Appropriate computer hardware*** is identified according to manufacturer’s specification 5. Functions and commands ofoperating system are determined in accordance withmanufacturer’s specification |
| 1. Apply security measures to data, hardware, software in automated environment | 1. ***Data security and privacy are classified*** in accordance with the prevailing technology 2. ***Security threats*** areidentified, **and *control measures*** are applied in accordance with laws governing protection of ICT 3. Computer threats and crimes are detected in accordance with Information security management guidelines 4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | 1. ***Word processing concepts***are applied in resolving workplace tasks, report writing and documentation as per job requirements 2. ***Word processing utilities*** are applied in accordance with workplace procedures 3. Worksheet layout is prepared in accordance with work procedures 4. Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures 5. Continuous data manipulated on worksheet is undertaken in accordance with work requirements 6. Database design and manipulation is undertaken in accordance with office procedures 7. Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures |
| 1. Apply internet and email in communication at workplace | 1. Electronic mail addresses are opened and applied in workplace communication in accordance with office policy 2. Office internet functions are defined and executed in accordance with office procedures 3. ***Network configuration*** is determined in accordance with office operations procedures 4. Official World Wide Web is installed and managed according to workplace procedures |
| 1. Apply desktop publishing in official assignments | 1. Desktop publishing functions and tools are identified in accordance with manufactures specifications 2. Desktop publishing tools are developed in accordance with work requirements 3. Desktop publishing tools are applied in accordance with workplace requirements 4. Typeset work is enhanced in accordance with workplace standards |
| 1. Prepare presentation packages | 1. Types of presentation packages are identified in accordance with office requirements 2. Slides are created and formulated in accordance with workplace procedures 3. Slides are edited and run in accordance with work procedures 4. Slides and handouts are printed according to work requirements |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Appropriate computer hardware may include but not limited to: | * Computer case * Monitor * keyboard * mouse |
| Data security and privacy may include but not limited to: | * Confidentiality of data * Cloud computing * Integrity -but-curious data surfing |
| Security and control measures may include but not limited to: | * Counter measures against cyber terrorism * Risk reduction * Cyber threat issues * Risk management * Pass wording |
| Security threats may include but not limited to: | * Cyber terrorism * Hacking |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Typing
* Communication
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Software concept
* Functions of computer software and hardware
* Data security and privacy
* Computer security threats and control measures
* Technology underlying cyber-attacks and networks
* Cyber terrorism
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Microsoft suite

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified and controlled security threats 2. Detected and protected computer crimes 3. Applied word processing in office tasks 4. Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 5. Opened electronic mail for office communication as per workplace procedure 6. Installed internet and World Wide Web for office tasks in accordance with office procedures 7. Integrated emerging issues in computer ICT applications 8. Applied laws governing protection of ICT |
| 1. Resource Implications | The following resources should be provided:   1. Tablets 2. Laptops 3. Desktop computers 4. Calculators 5. Internet 6. Smart phones 7. Operation Manuals |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written Test 2. Observation 3. Practical assignment 4. Interview/Oral Questioning |
| 1. Context of Assessment | Competency may be assessed in:   1. Off the job 2. On the job setting 3. Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENTREPRENEURIAL SKILLS**

**UNIT CODE :** BUS/OS/RA/BC/04/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship, and self-employment, identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation, developing business innovative strategies and developing business plan.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Demonstrate understanding of an entrepreneur | 1. Entrepreneurs and Businesspersons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship |
| 1. Demonstrate understanding of Entrepreneurship and self-employment | 1. Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. Importance of self-employment is analysed based on business procedures and strategies 3. ***Requirements for entry into self-employment*** are identified according to business procedures and strategies 4. Role of an Entrepreneur in business is determined according to business procedures and strategies 5. Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 6. Entrepreneurship culture in Kenya is explored as per business procedures and strategies 7. Born or made Entrepreneurs are distinguished as per entrepreneurial traits |
| 1. Identify Entrepreneurship opportunities | 1. Sources of business ideas are identified as per business procedures and strategies 2. Business ideas and opportunities are generated as per business procedures and strategies 3. Business life cycle is analysed as per business procedures and strategies 4. Legal aspects of business are identified as per procedures and strategies 5. Product demand is assessed as per market strategies 6. Types of ***business environment*** are identified and evaluated as per business procedures 7. Factors to consider when evaluating business environment are explored based on business procedure and strategies 8. Technology in business is incorporated as per best practice |
| 1. Create entrepreneurial awareness | 1. ***Forms of businesses*** are explored as per business procedures and strategies 2. Sources of business finance are identified as per business procedures and strategies 3. Factors in selecting source of business finance are identified as per business procedures and strategies 4. ***Governing policies*** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies 5. Problems of starting and operating SSEs are explored as per business procedures and strategies |
| 1. Apply entrepreneurial motivation | 1. ***Internal and external motivation*** factors are determined in accordance with motivational theories 2. Self-assessment is carried out as per entrepreneurial orientation 3. Effective communications are carried out in accordance with communication principles 4. Entrepreneurial motivation is applied as per motivational theories |
| 1. Develop innovative business strategies | 1. Business innovation strategies are determined in accordance with the organization strategies 2. Creativity in business development is demonstrated in accordance with business strategies 3. ***Innovative business strategies*** are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Identified Business is described as per business procedures and strategies 2. Marketing plan is developed as per business plan format 3. Organizational/Management plan is prepared in accordance with business plan format 4. Production/operation plan in accordance with business plan format 5. Financial plan is prepared in accordance with the business plan format 6. Executive summary is prepared in accordance with business plan format 7. Business plan is presented as per best practice |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Types of entrepreneurs may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Internal and external motivation may include but not limited to: | * Interest * Passion * Freedom * Prestige * Rewards * Punishment * Enabling environment * Government policies |
| 1. Business environment may include but not limited to: | * External * Internal * Intermediate |
| 1. Forms of businesses may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Governing policies may include but not limited to: | * Increasing scope for finance * Promoting cooperation between entrepreneurs and private sector * Reducing regulatory burden on entrepreneurs * Developing IT tools for entrepreneurs |
| 1. Innovative business strategies may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care strategies
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion strategies
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Distinguished entrepreneurs and business persons correctly 2. Identified ways of becoming an entrepreneur appropriately 3. Explored factors affecting entrepreneurship development appropriately 4. Analysed importance of self-employment accurately 5. Identified requirements for entry into self-employment correctly 6. Identified sources of business ideas correctly 7. GeneratedBusiness ideas and opportunities correctly 8. Analysed business life cycle accurately 9. Identified legal aspects of business correctly 10. Assessed product demand accurately 11. Determined Internal and external motivation factors appropriately 12. Carried out communications effectively 13. Identified sources of business finance correctly 14. Determined Governing policy on small scale enterprise appropriately 15. Explored problems of starting and operating SSEs effectively 16. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 17. Prepared executive summary correctly 18. Determined business innovative strategies appropriately 19. Presented business plan effectively |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written tests 2. Oral questions 3. Third party report 4. Interviews 5. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE EMPLOYABILITY SKILLS**

**UNIT CODE:** BUS/OS/RA/BC/05/5/A

**UNIT DESCRIPTION**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading small teams, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotional intelligence is demonstrated as per workplace requirements. 3. Individual performance is evaluated and monitored according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated based on workplace instructions. 6. Self-esteem and a positive self-image are developed and maintained based on values. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objective 9. Self-strengths and weaknesses are identified based on personal objectives |
| 1. Demonstrate interpersonal communication | 1. Writing skills are demonstrated as per communication policy 2. Negotiation and persuasion skills are demonstrated as per communication policy 3. Internal and external stakeholders’ needs are identified and interpreted as per the communication policy 4. Communication networks are established based on workplace policy 5. Information is shared as per communication policy |
| 1. Demonstrate critical safe work habits | 1. Stress is managed in accordance with workplace policy. 2. Punctuality and time consciousness is demonstrated in line with workplace policy. 3. Personal objectives are integrated with organization goals based on organization’s strategic plan. 4. ***Resources*** are utilized in accordance with workplace policy. 5. Work priorities are set in accordance to workplace goals and objectives. 6. Leisure time is recognized and utilized in line with personal objectives. 7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy. 8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy. 9. Safety consciousness is demonstrated in the workplace based on organization safety policy. 10. ***Emerging issues*** are identified and dealt with in accordance with organization policy. |
| 1. Lead small teams | 1. Performance targets for the ***team*** are set based on organization’s objectives 2. Duties are assigned in accordance with the organization policy. 3. ***Forms of communication*** in a team are established according to organization’s policy. 4. Team performance is evaluated based on set targets as per workplace policy. 5. Conflicts are resolved between team members in line with organization policy. 6. Gender related issues are identified and mainstreamed in accordance workplace policy. 7. Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010. 8. Healthy relationships are developed and maintained in line with workplace. |
| 1. Plan and organize work | 1. Task requirements are identified as per the workplace objectives 2. Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements 3. Work activity is organized with other involved personnel as per the SOPs 4. Resources are mobilized, allocated and utilized to meet project goals and deliverables. 5. Work activities are monitored and evaluated in line with organization procedures. 6. Job planning is documented in accordance with workplace requirements. 7. Time is managed achieve workplace set goals and objectives. |
| 1. Maintain professional growth and development | 1. Personal training needs are identified and assessed in line with the requirements of the job. 2. ***Training and career opportunities*** are identified and utilized based on job requirements. 3. Resources for training are mobilized and allocated based organizations and individual skills needs. 4. Licensees and certifications relevant to job and career are obtained and renewed as per policy. 5. Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives. 6. Recognitions are sought as proof of career advancement in line with professional requirements. |
| 1. Demonstrate workplace learning | 1. Learning opportunities are sought and managed based on job requirement and organization policy. 2. Improvement in performance is demonstrated based on courses attended. 3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job 4. Time and effort is invested in learning new skills based on job requirements 5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy. 6. New systems are developed and maintained in accordance with the requirements of the job. 7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job. |
| 1. Demonstrate problem solving skills | 1. Creative, innovative and practical solutions are developed based on the problem 2. Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job. 3. Team problems are solved as per the workplace guidelines 4. Problem solving strategies are applied as per the workplace guidelines 5. Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Demonstrate workplace ethics | 1. Policies and guidelines are observed as per the workplace requirements 2. Self-worth and professionalism is exercised in line with personal goals and organizational policies 3. Code of conduct is observed as per the workplace requirements 4. Integrity is demonstrated as per legal requirement |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Drug and substance abuse may include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Relationships may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. Forms of communication may include but not limited to: | * Written * Visual * Verbal * Non verbal * Formal and informal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Personal growth may include but not limited to: | |  | | --- | | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance | |
| 1. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Trainings and career opportunities may include but not limited to | * Participation in training programs * Technical * Supervisory * Managerial * Continuing Education * Serving as Resource Persons in conferences and workshops |
| 1. Resource may include but not limited to: | * Human * Financial * Hardware * Software |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning may include but not limited to: | * Mentoring * peer support and networking * IT and courses |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Critical thinking
* Observation
* Organizing
* Negotiation
* Monitoring
* Evaluation
* Record keeping
* Problem solving
* Decision Making
* Resource utilization
* Resource mobilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies
* Company operations, procedures and standards
* Occupational Health and safety procedures
* Fundamental rights at work
* Personal hygiene practices
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Resources and allocating resources
* Organizing work
* Monitoring and evaluation
* Record keeping
* Workplace problems and how to deal with them
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Leadership
* Safe work habits
* Professional growth and development
* Technology in the workplace
* Emerging issues
* Social media
* Terrorism
* National cohesion

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Conducted self-management 2. Demonstrated interpersonal communication 3. Demonstrated critical safe work habits 4. Led small teams 5. Planned and organized work 6. Maintained professional growth and development 7. Demonstrated workplace learning 8. Demonstrated problem solving skills 9. Demonstrated workplace ethics |
| 1. Resource Implications | |  | | --- | | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place | |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral questioning 2. Portfolio of evidence 3. Third Party Reports 4. Written tests |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENVIRONMENTAL LITERACY**

**UNIT CODE:** BUS/OS/RA/BC/06/5/A

**UNIT DESCRIPTION**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Control environmental hazard | 1. ***Storage methods*** for environmentally***hazardous*** materials are strictly followed according to environmental regulations and OSHS. 2. ***Disposal methods*** of hazardous wastes are followed always according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution control | 1. Environmental pollution ***control measures*** are compiled following standard protocol. 2. Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 3. Methods for minimizing ***noise pollution*** is complied with based on *Noise* and Excessive Vibration *Pollution and*  *Control Regulations*, 2009 |
| 1. Demonstrate sustainable resource use | 1. Methods for minimizing wastage are complied with. 2. Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3. Methods for economizing and reducing resource consumption are practiced as per the Environmental Management and Coordination Act 1999 |
| 1. Evaluate current practices in relation to resource usage | 1. Information on resource efficiency **systems and procedures** are collected and provided to the work group where appropriate. 2. Current resource usage is measured and recorded by members of the work group. 3. Current purchasing strategies are analyzed and recorded according to industry procedures. 4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify Environmental legislations/conventions for environmental concerns | 1. Environmental ***legislations/conventions*** and local ordinances are identified according to the different ***environmental aspects/impact*** 2. ***Industrial standard/environmental practices*** are described according to the different environmental concerns |
| 1. Implement specific environmental programs | 1. Programs/Activities are identified according to organizations policies and guidelines. 2. Individual roles/responsibilities are determined and performed based on the activities identified. 3. Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines 4. Stakeholders are consulted based on company guidelines |
| 1. Monitor activities on Environmental protection/Programs | 1. Activities are periodically monitored and evaluated according to the objectives of the environmental Program 2. Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 3. Data gathered are analyzed based on evaluation requirements 4. Recommendations are submitted based on the findings 5. Management support systems are set/established to sustain and enhance the program 6. Environmental incidents are monitored and reported to concerned/proper authorities |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. PPE may include but not limited to: | * Mask * Gloves * Goggles * Safety hat * Overall * Hearing protector * Safety boots |
| 1. Environmental pollution control measures may include but not limited to: | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and ingestion of gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 1. Waste management procedures may include but not limited to: | * Sorting * Storing of items * Recycling of items * Disposal of items |
| 1. Resources may include but not limited to: | * Electric * Water * Fuel * Telecommunications * Supplies * Materials |
| 1. Workplace environmental hazards may include but not limited to: | * Biological hazards * Chemical and dust hazards * Physical hazards |
| 1. Organizational systems and procedures may include but not limited to: | * Supply chain, procurement and purchasing * Quality assurance * Making recommendations and seeking approvals |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Observation
* Measuring
* Writing
* Communication
* Analytical
* Monitoring
* Evaluation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Storage methods of environmentally hazardous materials
* Disposal methods of hazardous wastes
* Usage of PPE Environmental regulations
* OSHS
* Types of pollution
* Environmental pollution control measures
* Different solid wastes
* Solid waste management
* Different noise pollution
* Methods of minimizing noise pollution
* Solid Waste Act
* Methods of minimizing wastage
* Waste management procedures
* Economizing of resource consumption
* 3Rs principle
* Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Types of workplace environmental hazards
* Environmental regulations
* Environmental regulations applying to the enterprise.
* Measurement and recording of current resource usage
* Analysis current work processes to access information and data Analysis of data and information
* Identification of areas for improvement
* Resource consuming processes
* Determination of quantity and nature of resource consumed
* Analysis of resource flow of different parts of the resource flow process
* Use/conversion of resources
* Causes of low efficiency of use
* Increasing the efficiency of resource use
* Inspection of resource use plans
* Regulations/licensing requirements
* Determine benefit/cost for alternative resource sources
* Benefit/costs for different alternatives
* Components of proposals
* Criteria on ranking proposals
* Regulatory requirements
* Proposals for improving resource efficiency
* Implementation of resource efficiency plans
* Procedures in monitor implementation
* Adjustments of implementation plan
* Inspection of new resource usage

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Controlled environmental hazard 2. Controlled environmental pollution 3. Demonstrated sustainable resource use 4. Evaluated current practices in relation to resource usage 5. Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 6. Described industrial standard environmental practices according to the different environmental issues/concerns. 7. Resolved problems/ constraints encountered based on management standard procedures 8. Implemented and monitored environmental practices on a periodic basis as per company guidelines 9. Recommended solutions for the improvement of the Program 10. Monitored and reported to proper authorities any environmental incidents |
| 1. Resource Implications | The following resources should be provided:   1. Workplace with storage facilities 2. Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 3. PPE 4. Manuals and references 5. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 6. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Interview/Third Party Reports 5. Portfolio of evidence |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** BUS/OS/RA/BC/07/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify workplace hazards and risk | 1. ***Hazards*** in the workplace are identified ***based their indicators*** 2. Risks and hazards are evaluated based on legal requirements. 3. ***OSH concerns*** raised by workers are addressed as per legal requirements. |
| 1. Control OSH hazards | 1. Hazard prevention ***and control measures*** are implemented as per legal requirement. 2. Risk assessment is conductedand a risk matrix developed based on likely impact. 3. ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs | 1. Company OSH program are identified, evaluated and reviewed based on legal requirements. 2. Company OSH programs are implemented as per legal requirements. 3. Workers are capacity built on OSH standards and procedures as per legal requirements 4. ***OSH-related records*** are maintained as per legal requirements. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Hazards may include but are not limited to: | * Physical hazards * Biological hazards * Chemical hazards * Ergonomics * Psychological factors * Physiological factors * Safety hazards * Unsafe workers’ act |
| Indicators may include but are not limited to: | * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| Evaluation and/or work environment measurements may include but are not limited to: | * Health Audit * Safety Audit * Work Safety and Health Evaluation * Work Environment Measurements of Physical and Chemical Hazards |
| OSH issues and/or concerns may include but are not limited to: | * Workers’ experience/observance on presence of work hazards * Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) * Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines |
| Prevention and control measures may include but are not limited to: | * Eliminate the hazard * Isolate the hazard * Substitute the hazard with a safer alternative * Use administrative controls to reduce the risk * Use engineering controls to reduce the risk * Use personal protective equipment * Safety, Health and Work Environment Evaluation * Periodic and/or special medical examinations of workers |
| Safety gears /PPE (Personal Protective Equipment’s) may include but are not limited to: | * Arm/Hand guard, gloves * Eye protection (goggles, shield) * Hearing protection (ear muffs, ear plugs) * Hair Net/cap/bonnet * Hard hat * Face protection (mask, shield) * Apron/Gown/coverall/jump suit * Anti-static suits * High-visibility reflective vest |
| Appropriate risk controls | * Eliminate the hazard altogether * Isolate the hazard from anyone who could be harmed * Substitute the hazard with a safer alternative * Use administrative controls to reduce the risk * Use engineering controls to reduce the risk * Use personal protective equipment |
| Contingency measures may include but are not limited to: | * Evacuation * Isolation * Decontamination * Emergency personnel |
| Emergency procedures may include but are not limited to: | * Fire drill * Earthquake drill * Basic life support/CPR * First aid * Spillage control * Decontamination of chemical and toxic * Disaster preparedness/management * Set of fire-extinguisher |
| Incidents and emergencies may include but are not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| OSH-related Records may include but are not limited to: | * Medical/Health records * Incident/accident reports * Sickness notifications/sick leave application * OSH-related trainings obtained |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Presentation
* Risk assessment
* Evaluation
* Critical thinking
* Problem solving
* Negotiation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH Principles
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* General OSH principles
* National OSH regulations
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counseling methodologies and strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified hazards in the workplace based their indicators 2. Evaluated workplace hazards based on legal requirements. 3. Addressed OSH concerns raised by workers as per legal requirements. 4. Implemented hazard prevention and control measures as per legal requirement. 5. Conducted risk assessment as per legal requirement. 6. Developed risk matrix based on likely impact. 7. Recognized and established contingency measures in accordance with organization procedures. 8. Identified, evaluated and reviewed company OSH program based on legal requirements. 9. Implemented company OSH programs as per legal requirements. 10. Capacity built workers on OSH standards and procedures as per legal requirements 11. Maintained OSH-related records as per legal requirements. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CORE UNITS OF COMPETENCY

# MANAGE INFORMATION CREATION AND COLLECTION

**UNIT CODE:** BUS/OS/RA/CR/01/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to manage information collection and content. It involves managing information collection and content, implementing information collections and selecting information and content materials.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Manage information creation and collection | * 1. Content and collection strategies and priorities are identified based on work place needs.   2. ***Information sources*** are identified in accordance with the workplace needs.   3. Information tools, materials and resources are identified based on the strategies. |
| 1. Organize information and content materials | * 1. Content and collections materials are selected in ***formats*** that meet the workplace requirements.   2. Content and collections materials are managed based on the SOPs |
| 1. Circulate information collections | * 1. Policies for sustainable content and collection acquisition are executed in line with ***legal requirements for information management.***   2. Strategies for new content or collections are implemented based on work place needs.   3. Collections and contents are regularly reviewed as per work place needs. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Legal requirements for information management includes but not limited to: | * The Constitution of Kenya * The Information and Communications (Amendment) 2009 Act * Law of evidence * National Archives and Documentation Services Act * Access to information, Evidence Act * Records Disposal Act * Public Procurement and disposal Act * Public Audit Act * Anti-Corruption and Economic Crimes Act |
| 1. Formats includes but not limited to: | * Print * Non-print |
| 1. Information sources includes but not limited to: | * Interviews * Observations * Questionnaires * Text-books * Journals * Newspapers |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

The individual needs to demonstrate the following skills:

* Basic analytical
* Communication
* ICT
* Interpersonal
* Public relations

**Required knowledge**

The individual needs to demonstrate knowledge of:

* National legislation, policy and standards for the management of information content and collections
* Organizational content and collection policies, strategies, and priorities to meet the business needs of the service and its users
* The characteristics of content and collections to meet workplace needs
* Procedures to ensure collections and content are regularly reviewed
* Organizational arrangements for the acquisition, borrowing and return of collections and content
* The importance of accountability through keeping records of all content and collection transactions
* National and organizational standards for the management of creation and collection
* Techniques to monitor the management of collections and content
* Standards applicable to the management of collections and content

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified content and collection strategies and priorities that meet the workplace needs.   2. Identified information sources in accordance with the workplace needs.   3. Implemented policies for sustainable content and collection acquisition in accordance with legal requirements for information management   4. Selected content and collections in formats that meet the workplace requirements   5. Managed collections and content as per SOPs |
| 1. Resource Implications | The following resources must be provided:   1. Stationeries 2. Records 3. Schedules 4. finding tools |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Interview   3. Written tests   4. Oral questioning   5. Third party reports |
| 1. Context of Assessment | Competency will be assessed:   * On the job * Off the job/institutional level * Both on the job and off the job |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# MANAGE ORGANIZATION RECORDS AND ARCHIVES

**UNIT CODE:** BUS/OS/RA/CR/02/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to manage records in an organization. It involves

Identifying, filing classification, managing organization mails, managing current records and applying legal issues in Archives and Records Management.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify a filing classification | * 1. ***Filing classification methods*** are identified based on the organizational needs and type of records.   2. Filing classification methods are implemented based on the organizational needs and type of records. |
| 1. Manage organization mails | * 1. Incoming and outgoing mails received as per the SOPs.   2. Incoming and outgoing mails are sorted as per the SOPs   3. Incoming mails are date-stamped as per the SOPs   4. Incoming and outgoing mails are registered as per the SOPs   5. Incoming and outgoing mails are routed to various destinations as per the SOPs. |
| 1. Manage current records | * 1. organization’s records are received as per the SOPs   2. Received organization’s records are classified based on the organization activities.   3. Records are filed based on the established filing classification system   4. Filed documents are assigned folio based on the file.   5. Records retrieval system is established based on filing classification system. |
| 1. Apply legal issues in Archives and Records Management | * 1. legal issues in Archives and Records are identified   2. ***Current legislations*** governing the management of information in organization are identified.   3. legal issues in Archives and Records are implemented based on legislation governing the organization |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Filing classification methods include but not limited to: | * Alphabetical * Numerical * Alphanumerical * Geographical * Subject * Chronological |
| 1. Current legislations include but not limited to: | * Record disposal Act * Constitutional of Kenya * Law of evidence * National archives and documentation services Act |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

The individual needs to demonstrate the following skills:

* Basic analytical
* Basic computing
* Communication
* ICT
* Interpersonal
* Public relations
* Management

**Required knowledge**

The individual needs to demonstrate knowledge of:

* National legislation, policy and standards for the management of records
* Organizational records management policies, strategies, and priorities
* Standards applicable to the records management
* Filing
* Disposition/retention of documents and records
* Types of correspondences in an organization
* Current affairs
* RMP (record management programme)

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * Established Records management team appropriately. * Demonstrated understanding of records management policies and procedures. * Identified type of records to be managed * Identified ***Filing classification methods*** * established Filing classification methods * Received incoming and outgoing mails. * sorted incoming and outgoing mails * date-stamped incoming mails * registered incoming and outgoing mails * routed incoming and outgoing mails to various destinations * Received organization’s records * Filed Records appropriately * Assigned folio numbers to Filed documents * Established a Records retrieval system * Prepared Records retention schedules |
| 1. Resource Implications | The following resources must be provided:   * 1. Records   2. Schedules   3. Finding tools |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Interview   2. Observation   3. Written tests   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * 1. On the job   2. Off the job   3. In a Simulated workplace setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

## 

# MANAGE ELECTRONIC RECORDS

**UNIT CODE:** BUS/OS/RA/CR/03/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to **manage electronic records. It involves**

Creating /receiving electronic records, storing electronic records, retrieving electronic records, manipulating electronic records, distributing electronic records and carrying out disposition of electronic records.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Develop electronic records | 1. Types of Electronic records are identified as per the organization ‘activities. 2. Types of ***electronic records systems*** are identified based on work place needs. 3. ***Resources (human, financial, technical, and physical)*** for installation of electronic records system are identified and availability secured. 4. Electronic records system is installed as per the available resources. 5. Electronic records system is commissioned as per the organization objectives. 6. ***Electronic records are created*** in line with the commissioned system. |
| 1. Store electronic records | 1. ***Electronic storage devices*** (hard disks, server, flash disks cloud/google drive)are identified based on the type of record. 2. Safety and security of electronic storage devices is determined as per the organization guidelines. 3. Electronic records are stored as per their identified electronic storage devices. 4. Stored electronic records are assigned folio based on the file |
| 1. Retrieve electronic records | 1. Records retrieval system is established based on filing classification system. 2. Electronic records to be retrieved are identified based on the work place needs. 3. Electronic records are retrieved based on the work place needs. |
| 1. Manipulate electronic records | * 1. Electronic records survey is conducted based on the work place needs.   2. Electronic records are modified based on user levels. |
| 1. Distribute electronic records | 1. Types of electronic records to be distributed are identified as per the work place requirements. 2. Distribution channels are identified and assigned to various types of electronic records. 3. Internal and external clients are identified as per the organization requirements. 4. Electronic records are dispensed to respective client as per the SOPs |
| 1. Perform record automation | 1. Infrastructure and requirements are identified as per the work place policy. 2. Record automation program is established as per the work place requirement. 3. Automated record management systems is implemented and maintained. |
| 1. Carry out disposition of electronic records | * 1. Electronic records retention schedules are prepared as per the organization’s requirements.   2. Electronic Records survey is conducted as per the organization’s requirements.   3. Electronic Records appraisal is conducted as per the organization’s requirements.   4. Electronic Records are Disposed/retained as per the KNADS Act. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Electronic records systems include but not limited to: | * IPPD-integrated payroll personnel database * RMIS -record management information systems, * GHRIS * IFMIS * AMIS -archives management information systems |
| 1. Resources include but not limited to: | * Human * Financial * Technical * Physical |
| 1. Electronic records are created include but not limited to: | * Converting manual records to e-records |
| 1. Electronic storage devices include but not limited to: | * Hard disks * Server * Flash disks * Cloud/google drive |
| 1. Records survey include but not limited to: | * Records management survey * Archival records survey * Multi repository survey * Non-repository survey |
| 1. Records disposition include but not limited to: | * Destruction of records e.g. deletion, * Retention |
| 1. KNADS | * Kenya national archives and documentation services. |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

The individual needs to demonstrate the following skills:

* Evaluation
* Basic analytical
* Basic computing
* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Management

**Required knowledge**

The individual needs to demonstrate knowledge of:

* National legislation, policy and standards for the management of e-records
* Organizational e-records management policies, strategies, and priorities
* Standards applicable to the e-records management
* Electronic filing
* Electronic Disposition/retention of documents and e-records
* Types of stakeholders in an organization
* Current affairs
* ERMP (electronic record management programme)
* IPPD-integrated personnel payroll data
* RMIS -record management information systems,
* GHRIS
* IFMIS
* AMIS -archives management information systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * Identified types of Electronic records correctly. * Identified types of ***electronic records systems*** correctly. * Identified ***resources*** for installation of electronic records system and secured availability. * Facilitated installation of electronic records system appropriately. * Facilitated commissioning of electronic records system appropriately. * Created Electronic records. * Identified Electronic storage devices correctly. * Determined safety and security of electronic storage devices. * Established Records retrieval system. * Conducted electronic records survey. * Modified Electronic records. * Identified types of electronic records to be distributed correctly. * Identified distribution channels and assigned to various types of electronic records. * Prepared electronic records retention schedules. * Conducted Electronic Records appraisal * Disposed/retained Electronic Records appropriately. |
| 1. Resource Implications | The following resources must be provided:   * Electronic records * Electronic schedules * Finding tools |
| 1. Methods of Assessment | Competency may be assessed through:   * + Interview   + Observation   + Written tests   + Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * + On the job   + Off the job   + In a Simulated workplace setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# PRESERVE ORGANIZATION RECORDS AND ARCHIVES

**UNIT CODE:** BUS/OS/RA/CR/04/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to preserve organization records and archives. It involves identifying properties and composition of information material, preventing deterioration of information and materials, restoring information materials and provides security and disaster plan for information materials.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify properties and composition of information materials | 1. Properties and composition of information materials are sourced as per the work place needs. 2. Properties and composition of information materials are received as per the work place needs. 3. Properties and composition of information materials are selected as per the work place needs. 4. Properties and composition of information materials are arranged based on their nature. 5. Properties and composition of information materials are described and referenced based on the format and source. 6. Properties and composition of information materials are stored. |
| 1. Prevent deterioration of information and materials | 1. ***Storage techniques*** and housing of the materials are identified based on the nature of information and materials. 2. ***Storage conditions*** are determined based on the nature of the information and materials. 3. Safety and security of information and materials is established as per the work place requirements. 4. Information and materials ***Personal protective equipment’s*** and handling practices are maintained based on the work place policy. |
| 1. Restore information materials | 1. Information materials are identified based on their format. 2. ***Resources*** for restoration of information materials are identified and their availability secured. 3. Identified information materials are restored as per the SOPs. |
| 1. Provide security and disaster plan for information materials | * 1. Security and disaster plan committee is appointed as per the work place policy.   2. ***Security and disaster risks*** are identified, assessed and analyzed as sops.   3. ***Mitigation measures*** are identified and analyzed as per the organization requirements***.***   4. ***Mitigation resources*** are identified and their availability secured.   5. Security and disaster plan is documented and commissioned based on the work place policy. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Storage techniques include but not limited to: | * Cabinets * microfilm * computer * Microfiche * Boxes * Lockable shelves |
| Storage conditions include but not limited to: | * Direct-sunlight * Dust * Temperature * Moisture |
| Personal protective equipment’s include but not limited to: | * Gloves, * Dust coat, * Dust-masks |
| Resources include but not limited to: | * Curators * Financial * Technical * Physical |
| Security and disaster risks include but not limited to: | * Lightening * Air-craft crash * Chemical spills * technological obsolescence * infestation * Floods * Fire * riots * Strike * Labour dispute * Earthquake * Theft * Virus from damaged computer files * Power outages |
| Mitigation measures include but not limited to: | * CCTV * Lightening arresters * Fire alarms * Insurance |
| Mitigation resources include but not limited to: | * Financial, * human, * Technical, * Physical |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

The individual needs to demonstrate the following skills:

* Evaluation
* Basic analytical
* Basic computing
* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Management

**Required knowledge**

The individual needs to demonstrate knowledge of:

* National legislation, policy and standards for the management of information and materials.
* Organizational information and materials management policies, strategies, and priorities
* Standards applicable to the information and materials management.
* Types of stakeholders in an organization
* Current affairs
* ERMP (electronic record management programme)
* IPPD-integrated personnel payroll data
* RMIS -record management information systems,
* GHRIS
* IFMIS
* AMIS -archives management information systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Sourced/received and selected properties and composition of information materials appropriately. 2. Arranged, described and referenced properties and composition of information materials correctly. 3. Stored Properties and composition of information materials appropriately. 4. Identified storage techniques and housing of the materials. 5. Determined storage conditions of the information and materials. 6. Established safety and security of information and materials. 7. Maintained information and materials Personal protective equipment’s and handling practices. 8. Identified resources for restoration of information materials and secured their availability. 9. Restored information materials. 10. Appointed Security and disaster plan committee. 11. Identified, assessed and analyzed Security and disaster risks 12. Are identified and analyzed Mitigation measures. 13. Identified Mitigation resources and secured their availability. 14. Documented and commissioned Security and disaster plan. |
| 1. Resource Implications | The following resources must be provided:   1. Electronic records 2. Electronic schedules 3. Finding tools |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * + On the job   + Off the job   + In a Simulated workplace setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# MANAGE RECORDS UNIT /CENTER AND ARCHIVES

**UNIT CODE:** BUS/OS/RA/CR/05/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to manage records unit /center and archives**.**it involves providing information on records and archives to the relevant users, advising on security in archives and records unit/center, identifying emerging trends in archives and records management and preparing requisition for archives and records unit/center.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Provideinformation on records and archives to the relevant users | 1. Requisition for information on records and archives is received and verified as per the SOPs. 2. information on records and archives is retrieved and registered as per the SOPs. 3. information on records and archives is handed over as per the SOPs. |
| 1. Advice on security in records unit/center and archives | 1. ***Security risks (theft, terrorism, vandalism)*** are identified, assessed and analyzed as sops. 2. ***Mitigation measures (staff vetting, restricted access, piping water system, burglar proof, CCTV, security alarms, fire extinguishers)*** are identified and analyzed as per the organization requirements***.*** 3. ***Mitigation resources (human, financial, technical, physical)*** are identified and their availability secured. 4. Security plan is documented and commissioned based on the work place policy. |
| 1. Prepare requisition for archives and records unit/center | * 1. Required items are identified assessed and analyzed as per the work place needs.   2. Identified items are documented as per SOPs.   3. Documented items are ratified as per the SOPs.   4. Ratified documents are submitted to the procurement department as per the work place policy. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Mitigation measures include but not limited to: | * Staff vetting * Restricted access * piping water system * Burglar proof * Cctv * Security alarms * Fire extinguishers |
| Mitigation resources include but not limited to: | * Human * Financial * Technical * Physical |
| Security risks include but not limited to: | * Theft * Terrorism * Vandalism |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

The individual needs to demonstrate the following skills:

* Evaluation
* Basic analytical
* Basic computing
* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Management

**Required knowledge**

The individual needs to demonstrate knowledge of:

* National legislation, policy and standards for the management of information and materials.
* Organizational information and materials management policies, strategies, and priorities
* Standards applicable to the information and materials management.
* Types of stakeholders in an organization
* Current affairs
* ERMP (electronic record management programme)
* IPPD-integrated personnel payroll data
* RMIS -record management information systems,
* GHRIS – government human resource information system
* AMIS -archives management information systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Sourced/received and selected properties and composition of information materials appropriately. 2. Arranged, described and referenced properties and composition of information materials 3. Stored Properties and composition of information materials 4. Identified storage techniques and housing of the materials. 5. Maintained safety and security of information and materials. 6. Maintained information and materials Personal protective equipment’s and handling practices. 7. Identified resources for restoration of information materials and secured their availability. 8. Restored information materials. 9. Identified, assessed and analyzed Security and disaster risks 10. Mitigation measures are Identified and secured their availability secured |
| 1. Resource Implications | The following resources must be provided:   1. Electronic records 2. Electronic schedules 3. Finding tools |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * + On the job   + Off the job   + In a Simulated workplace setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# CONDUCT RESEARCH IN ARCHIVES AND RECORDS MANAGEMENT

**UNIT CODE:** BUS/OS/RA/CR/06/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct research in archives and records management**.**it involves Identifying a research problem, formulating hypothesis or research questions, conducting research review, developing research design and methodology, Conducting data collection, analyzing and presentation, Conducting hypothesis testing, Preparing research proposal and Preparing research report

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify a research problem | 1. Investigation is done based on the records and archives management. 2. Define the scope of the study 3. A research title is formulated |
| 1. Formulate hypothesis or research questions | 1. Research objectives are identified based on the title. 2. Research questions are established based on the objectives. 3. Hypothesis is formulated base on the research questions. |
| 1. Conduct research review | 1. ***Sources of information*** are identified assessed and analyzed. 2. Literature review is conducted based on the research problem. |
| 1. Develop research design and methodology. | 1. ***Types of research design*** are identified 2. A research design is selected 3. ***Sampling techniques*** are selected and established 4. ***Data analysis techniques*** are selected and established. 5. Validity and reliability of research instruments is determined. |
| 1. Conduct data collection, analysis and presentation | 1. ***Sources of data*** are identified assessed and analyzed. 2. ***Methods of data collection*** are identified assessed and analyzed. 3. Data is collected, analyzed presented and interpreted in line with research objectives. 4. Quality and quantity is determined |
| 1. Conduct hypothesis testing | 1. Types of errors and level of significance are established. 2. True and false tests are conducted. 3. Methods of hypothesis testing are identified, selected and established. |
| 1. Prepare research proposal | * 1. General topic Determined   2. Literature Review Performed   3. Gap in the Literature Identified   4. Statement of the problem framed   5. Research Hypotheses and or Research Questions determined   6. Method of Investigation Determined   7. Research Design Determined   8. Sample Size and the Characteristics of the Sample are determined   9. Data Collection and Data Analysis Procedures are determined |
| 1. Prepare research report | * 1. Data collected is analyzed as per SOPs   2. Research findings are determined as per work place procedures   3. Research findings are presented as per SOPs   4. Research conclusions are made as per analyzed report   5. Research recommendations are carried out based on the result |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Sources of information include but not limited to: | * Primary * Secondary |
| Types of research design include but not limited to: | * Descriptive * Experimental * Case study * Correlational |
| Sampling techniques include but not limited to: | * Probability * Non-probability |
| Data analysis techniques include but not limited to: | * Hypothesis test |
| Sources of data include but not limited to: | * Primary * Secondary |
| Methods of data collection include but not limited to: | * Questionnaire * Interviewing * Observation |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

The individual needs to demonstrate the following skills:

* Evaluation
* analytical skills
* presentation
* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Management

**Required knowledge**

The individual needs to demonstrate knowledge of:

Research methods

Organizational Policy and procedures

Current affairs

Types of stakeholders in an organization

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. demonstrated ability to identify research problem 2. formulated hypothesis for research questions 3. conducted research review 4. developed research design and methodology 5. conducted data collection, analysis and presentation 6. conducted hypothesis testing 7. prepared research proposal and report |
| 1. Resource Implications | The following resources must be provided:   1. SOPs manuals 2. Finding tools 3. Working schedules |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Interview   2. Observation   3. Written tests   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * 1. On the job   2. Off the job   3. In a Simulated workplace setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# CONDUCT RECORDS DISPOSAL

**UNIT CODE:** BUS/OS/RA/CR/07/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to conduct records disposal. It entails: review records retention, complete records disposition, prepare record deposition report, prepare record destruction and formulate retention schedule.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Conduct records survey | 1. Team to develop and implement a disposal schedule is established. 2. Records at the series or system level are clearly described. 3. Organization-wide inventory of all the records in the organization are curried out as per the standard operating procedures. 4. Information about the records is gathered based on the administrative context. |
| 1. Prepare disposal schedules | 1. Formation of retention team is established as per the work place polices. 2. Training the retention team is established as per the work place procedures. 3. Series and sub-series of records from organization are identified. 4. Filling in the questionnaire for each series and sub-series is curried out 5. Retention period is Set. |
| 1. Conduct records appraisal | 1. Appraisal ***principles*** are identified 2. ***Primary principles*** for records appraisal are established. 3. Administrative values of records are created to facilitated administrative function of the organization. 4. Records value is done continuously to protect the legal rights. 5. Financial value of records is created for continuity of the business. 6. ***Secondary principles*** for records appraisal is established. |
| 1. Review records retention | 1. Cut-off and disposition instructions are clearly and readily applicable. 2. Deviations from the General Records Schedules are adequately justified. 3. Justifications for changes in the retention period or dispositions are carried out based on series already scheduled. 4. Instructions for series that will be retired to a records storage facility prior are obtained based on final disposition. 5. Proposed for permanent retention of the records are determined as per the work place policy. 6. Electronic systems, descriptions and disposition instructions for inputs, outputs, the Master file, and system documentation are established as per the organization procedures. |
| 1. Complete records disposition | 1. Disposal form from the transferring organization, department or records center is duly signed. 2. Locations of the boxes which are destroyed from the register are identified. 3. Cross out the entry for the destroyed boxes in location register is done based on the work place guidelines. 4. Amend transfer list is send to the records office. 5. File the signed records center disposal form in the records center is done as per the SOPs. 6. Record deposition report is prepared as per the SOPs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Principlesmay include but not limited to: | * Primary * Secondary |
| Primary principles may include but not limited to: | * Administrative * Legal * Financial |
| Secondary principles may include but not limited to: | * Evidential * Information value * Intrinsic value |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Typing
* Communication
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* National legislation, policy and standards for the management of information and materials.
* Organizational information and materials management policies, strategies, and priorities
* Standards applicable to the information and materials management.
* Types of stakeholders in an organization
* Current affairs
* ERMP (electronic record management programme)
* IPPD-integrated personnel payroll data
* RMIS -record management information systems,
* GHRIS
* IFMIS
* AMIS -archives management information systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated ability to Conduct records survey 2. Demonstrated ability to prepare disposal schedules 3. Conducted records appraisal 4. Demonstrated ability to review records retention 5. Completed records disposition |
| 1. Resource Implications | 1. Operations Manuals 2. SOPs manuals 3. Finding tools 4. Working schedules |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written Test 2. Demonstration 3. Practical assignment 4. Interview/Oral Questioning 5. Demonstration |
| 1. Context of Assessment | Competency may be assessed in an off and on the job setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PERFORM ARCHIVING MANAGEMENT

**UNIT CODE:** BUS/OS/RA/CR/08/5/A

**UNIT DESCRIPTION**

This unit covers the competencies required to perform archiving management. It entails: conduct records accessioning, establish records arrangement and description, prepare finding aids apply access and references services and manage archives in special format.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Conduct records accessioning, | 1. Records delivered are confirmed that all were the expected ones. 2. Scheduling standards and preparation standards are confirmed. 3. Descriptions available in our catalogue are marked as per the SOPs 4. Files are moved to a permanent place in The National Archives’ repositories. 5. Digital records will then be ingested into our digital records infrastructure system for preservation and if open, presented to the public via our Discovery service on The National Archives’ website. |
| 1. Establish records arrangement and description | 1. Formulate a plan based on notes taken during the survey and research Pattern and level of arrangement influences eventual description based on order discerned during survey. 2. Groupings of records called series and records arranged in series and sub-series. 3. Record series will be as unique as the individuals or organizations that created them. 4. Record finding aids are prepared as per the SOPs. |
| 1. Apply access and references services | 1. Archives should create a general Access/Reference Policy for its users. 2. Legal position must be clearly established for every item in the collection and ideally documented in the catalogue record. 3. Archives in ***special format*** (moving images, photos, microfilm, maps drawing, sound recording, fiches) are managed. |
| 1. Preserve achieve materials | 1. Storage of archival material is determined. 2. Preservation Management team is Set up. 3. Actual environment is monitored |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| Special format may include but not limited to: | * Moving images * Photos * Microfilm * Maps drawing * Sound recording * Fiches |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Communication
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* National legislation, policy and standards for the management of information and materials.
* Organizational information and materials management policies, strategies, and priorities
* Standards applicable to the information and materials management.
* Types of stakeholders in an organization
* Current affairs
* ERMP (electronic record management programme)
* IPPD-integrated personnel payroll data
* RMIS -record management information systems,
* GHRIS
* IFMIS

AMIS -archives management information systems

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated the ability to conduct records accessioning. 2. Established records arrangement and description 3. Demonstrated the ability to apply access and references services. 4. Demonstrated the ability to preserve achieve materials. |
| 1. Resource Implications | 1. Operations Manuals 2. SOPs manuals 3. Finding tools 4. Working schedules |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written Test 2. Demonstration 3. Practical assignment 4. Interview/Oral Questioning 5. Demonstration |
| 1. Context of Assessment | Competency may be assessed in an off and on the job setting |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |