



**ZIMBABWE**

***MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE  
AND TECHNOLOGY DEVELOPMENT***

**HIGHER EDUCATION EXAMINATIONS COUNCIL**

**2023**

**REGULATIONS AND MODULES FOR THE**

**NATIONAL DIPLOMA**

**IN**

**RECORDS MANAGEMENT AND INFORMATION SCIENCE**

**Course Code: 551/23/CO/MO**

***Implementation date: January 2024***

***HERITAGE-BASED EDUCATION 5.0***

## **PREAMBLE**

The course is designed to develop a Records and Information Officer with prerequisite knowledge, skills and attitudes to operate effectively and efficiently in records offices, centres and related fields to meet the information needs of a gender and HIV/AIDS sensitive, sustainable, socially inclusive and cohesive knowledge driven economy. The total duration of the course is **1860** notional hours spread over a period of two years. The minimum entry requirement into this course is a National Certificate in Records Management and Information Science or equivalent. The course is offered on a full time, part time, Block release or Open Distance Learning (ODL) basis. Assessment is through field based assignments, continuous assessment and written examination. The course will consider gender mainstreaming for sustainable development, physical challenges and health dispositions, and the intersections between race, class and culture. It shall embrace innovative heritage-based education and training philosophy to solve national problems and to produce goods and services for industrialisation and modernisation.

<b>CONSULTATION</b>	<b>YEAR</b>
1. National Archives	2022
2. City of Bulawayo Libraries	2022
3. City of Harare Libraries	2022
4. Parliament of Zimbabwe Library	2022
5. National Library and Documentation Services	2022
6. University of Zimbabwe Library	2022
7. United States Information Service	2022
8. Zimbabwe Library Association	2022
9. Public Service Commission	2022
10. Bindura University of Science and Technology (BUSE)	2022

- |     |                                    |      |
|-----|------------------------------------|------|
| 11. | Registrar General's Office         | 2022 |
| 12  | Zimbabwe Revenue Authority (ZIMRA) | 2022 |

## **PART I: REGULATIONS**

### **1.0 TITLE AND LEVEL OF AWARD**

National Diploma in Records Management and Information Science

### **2.0 AIM**

The aim of the course is to develop a Records and Information Officer with the knowledge, skills and attitudes to operate effectively and efficiently in records offices, centres and other related fields.

### **3.0 LEARNING OUTCOMES**

By the end of the course the student should be able to:

3.1 Manage organisational records manually and electronically

3.2 Preserve and conserve records.

3.3 Design and manage an information centre database

3.4 Create, access, and evaluate information

3.5 Establish and manage a Records Centre

3.6 Manage archival materials in all formats

3.7 Reproduce records in different formats

3.8 Capture and manage indigenous knowledge

3.9 Automate records and information services using emerging technologies

3.10 Conduct research and provide solutions in Records Management and Information Science

3.11 Demonstrate patriotism

3.12 Apply infopreneurial skills

3.13 Demonstrate appropriate industrial experience in Records Management and Information Science

#### 4.0 STRUCTURE

Module Title	Code	Duration (Hours)
<b>FIRST YEAR</b>		
<b>Semester I</b>		
1. Records and Information Management	551/23/M01	200
2. Preservation Management	551/23/M02	180
3. Database Analysis and Design	551/23/M03	150
4. Information Literacy	551/23/M04	180
5. Records Centre Management	551/23/M05	180
6. Skills Proficiency	551/23/M12	80
7. *National Studies	401/22/M01	80
<b>Semester II</b>		
8. Reprographics	551/23/M06	180
9. Archives Administration	551/23/M07	200
10. Indigenous Knowledge Systems Management	551/23/M08	150
11. Records and Information Services Automation	551/23/M09	150
12. Research Methods in Information Science	551/23/M10	190
6. Skills Proficiency	551/23/M12	
13. *Entrepreneurship Skills development	402/22/M02	80
<b>SECOND YEAR</b>		
14. On the Job Education and Training	551/23/M11	one year
<b>Total</b>		<b>1740 + 1Year</b>

*\*National Studies and Entrepreneurship Skills Development is exempted to those who have passed the subject at other levels.*

## **5.0 DURATION (HOURS)**

-The course duration is 1740 contact hours plus one year On the Job Education and Training

-Full –time spreads over at least two years institution based learning.

## **6.0 ENTRY REQUIREMENTS**

6.1 English Language and Mathematics passed at Ordinary Level with grade C or better and any other three Ordinary Level subjects or National Foundation Certificate subjects **and** full National Certificate in Records Management and Information Science or equivalent.

6.2 The single module part qualification pathway is exempted from 5 O' levels requirement.

6.3 The single modular part qualifications should be taken 1 (one) module at a time by those without 5 Ordinary levels (but requisite modules should have been covered at National Certificate level).

## **7.0 MODE OF STUDY**

7.1 Full time

7.2 Part time

7.3 Block release

7.4 ODL

## 8.0 ASSESSMENT SCHEME

MODULE	MODE OF ASSESSMENT		WEIGHTING
	WRITTEN EXAMINATION 40%	CONTINUOUS ASSESSMENT 60%	
Records and Information Management	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Preservation Management	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Database Analysis and Design	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Information Literacy	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%

Records Centre Management	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Reprographics	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Archives Administration	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Indigenous Knowledge Systems Management	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Records and Information Services Automation	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20%</li> </ul>	100%

		(weighted 10% each)	
Research Methods in Information Science	3 hour written paper	A minimum of <ul style="list-style-type: none"> <li>• 2 assignments 20% (weighted 10% each)</li> <li>• 2 Practicals 20% (weighted 10% each)</li> <li>• 2 Tests 20% (weighted 10% each)</li> </ul>	100%
Skills Proficiency	Submit Marks	As per Skills Proficiency Schedule	100%
On the Job Training	Submit Marks	As per Log book	100%

## 9.0 GRADING

0% to less than 50%	-	Fail
50% to less than 60%	-	Pass
60% to less than 80%	-	Credit
80% and above	-	Distinction

## 10.0 CONDITIONS OF AWARD

- 10.1 A candidate should attend 100% of learning sessions to qualify for examinations.
- 10.2 The final mark should be obtained through aggregation provided the candidate scores at least 50 % in each of continuous assessment and examinations.
- 10.3 The pass mark will be 50%.
- 10.4 A candidates should pass all modules to be awarded a National Diploma in Records Management and Information Science.
- 10.5 Single module candidates will be awarded part certificates in passed single modules.

## **11.0 RE-WRITES**

- 11.1 Re-write(s) should conform to current course structure.
- 11.2 Any candidate who fails to pass at least two thirds of the course should rewrite the failed modules before proceeding to the next semester.
- 11.3 A candidate shall not be allowed to register a module before passing the prerequisite for that module.
- 11.4 A candidate is given no time limit for which to re-write the failed module (s).
- 11.5 There is no aggregation for re-writes.
- 11.6 All re-writes should pass on performance in the examination.
- 11.7 If a candidate fails coursework, he/she repeats the module.

## **12.0 EXEMPTIONS AND TRANSFER OF CREDITS**

- 12.1 Exemptions are only granted in modules already attained from a completed accredited qualification provided an exemption certificate specifying modules of exemption is produced.
- 12.2 Transfer of credits are only granted in modules passed from accredited course or programmes
- 12.3 Exemption or Transfer of credit certificate should be applied for at enrolment stage and produced before registration for examinations.

## **13.0 IRREGULAR PRACTICES**

- 13.1 Cheating in examination will result in disqualification from the whole course and all other HEXCO courses. The candidate will be suspended for two years.
- 13.2 Plagiarism with a similar index of more than 15% in any of the assessments will result in automatic disqualification of the module.

## **14.0 RESOURCES**

- 14.1 **Lecturer Qualifications**

The minimum qualification for a lecturer is at least a relevant Higher National Diploma in Records and Information Science OR equivalent, with a training qualification, plus at least two years post qualification experience.

#### 14.2 **Facilities**

Classrooms

Libraries

Placement Libraries

Recording and Video Studio

Training Kits

Conservation kits

AACR

DDC

Photocopier

Flip-chart holder

#### 14.3 **Equipment**

##### i) Computer Laboratory

- Terminals
- Printers
- Software
- Internet facility
- PCs

- ##### ii)
- Registry
  - Records Centres (Access to)
  - Archives Library (Access to)
  - Library
  - Photographic Studio (Access to)
  - Filming Laboratory (Access to)
  - Filming Audio-visual Archives (Access to)

- ##### iii)
- Films and Videos from various sources e.g. local and international productions , ZBCTV, National Archives of Zimbabwe, British Council, USIS etc

- iv) Disaster management and preparedness tools, for example, insect control and monitoring tools, fireproof files and safe, moisture resistant boxes, humidifiers, alarms .

<b>Module Code:</b>	<b>551/23/M01</b>
<b>Module Title:</b>	<b>RECORDS AND INFORMATION MANAGEMENT</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	20
<b>Duration:</b>	200 hours
<b>Relationship with Qualification Standards:</b>	Based on unit standard Records and Information Management qualification standards for a <b>RECORDS AND INFORMATION OFFICER</b> .
<b>Pre-requisite modules:</b>	No prerequisite
<b>Purpose of Module:</b>	This module describes the skills, knowledge and attitudes required by a <b>Records and information officer</b> to manage records in different formats. This includes Records and Information Management in the age of ICTs, document control, Inventory methods, vital records management and disaster management, development of an Integrated Records management programme (IRMP) and developing records management manuals. The module targets individuals who are in the Records and Information Management profession irrespective of gender, age or ethnicity.
<b>List of Learning Outcomes:</b>	<b>LO1: Apply emerging trends in Records and Information Management</b> <b>LO2: Implement document control procedures</b> <b>LO3: Conduct a Records inventory</b> <b>LO4: Implement a Vital Records and Disaster Management Programme</b> <b>LO5: Implement an Integrated Records Management Programme (IRMP)</b> <b>Lo6: Use Records Management manuals</b>

<b>Learning Outcome 01</b>	<b>Apply emerging trends in Records and Information management</b>
<b>Assessment Criteria:</b>	1.1 Trace the evolution of ICTs in Records and Information Management 1.2 Determine the impact of ICTs in Records and Information Management 1.3 Establish current trends in Records and Information Management 1.4 Articulate the elements for effective information governance and data governance
<b>Content:</b>	<p><b>1.1 Trace the evolution of ICTs in Records and Information Management</b></p> <ul style="list-style-type: none"> <li>outline the evolution of ICTs in Records and Information Management</li> </ul> <p><b>1.2 Determine the impact of ICTs in Records and Information Management</b></p> <ul style="list-style-type: none"> <li>Discuss how ICTs have impacted the Records and Information Management profession</li> <li>Examine new roles for Records and Information Management practitioners with the advent of ICTs</li> </ul> <p><b>1.3 Establish current trends in Records and Information Management</b></p> <ul style="list-style-type: none"> <li>Examine the current/evolving trends in Records and Information Management</li> <li>Justify the advent of ICTs as an agent of change in Records and Information Management</li> </ul> <p><b>1.4 Articulate the critical elements for effective information governance and data governance</b></p> <ul style="list-style-type: none"> <li>Components of a successful information governance program</li> <li>Importance of imbedding an information governance culture</li> <li>Principles of data governance</li> <li>Roles which support information governance</li> <li>Legal framework governing use of data</li> <li>Capturing, distributing, accessing, storing and disposal of information</li> </ul>
<b>Assessment Tasks:</b>	1. Written and/or oral assessment on the skills and knowledge required in the management of ICTs in records management 2. Practical assessment on the applications of ICTs in

	records and information management
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</li> </ol>

<b>Learning Outcome 02</b>	<b>Implement document control procedures</b>
<b>Assessment Criteria</b>	<p>2.1 Identify controlled documents</p> <p>2.2 Define document control processes</p> <p>2.3 Establish document control procedures and workflows</p> <p>2.4 Select and implement document control management software</p> <p>2.5 Maintain a digital paper trail of controlled documents</p>
<b>Content</b>	<p><b>2.1 Identify controlled documents</b></p> <ul style="list-style-type: none"> <li>• Outline steps in setting up a document control system and framework</li> <li>• Creating information and documentation policies and procedures</li> <li>• Examine the reasons for poor document control and recommend ways to improve the process</li> </ul> <p><b>2.2 Define document control process</b></p> <p>Define document control processes</p> <p>Explain document control functions and operations</p> <p>Identify software packages used by document controllers and their functionalities</p>

	<p><b>2.3 Establish document control procedures and workflows</b></p> <ul style="list-style-type: none"> <li>• Examine the roles of a document controller</li> <li>• Challenges in document controlling</li> </ul> <p><b>2.4 Maintain a digital paper trail of all controlled documents</b></p> <ul style="list-style-type: none"> <li>• Explain the advantages of maintaining digital paper trails of controlled documents</li> <li>• Apply key Document Control and Records Management concepts and techniques to organising and managing documents and records</li> </ul>
<b>Assessment Tasks</b>	<p>1. Written and/or oral assessment on the skills and knowledge required to manage and control documents</p> <p>2. Practical assessment on designing and implementation of document control systems</p>
<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment.</p> <p>2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>The context of assessment should include the facilities, tools, equipment and materials listed below.</p>

<b>Learning Outcome 03</b>	<b>Conduct a Records Inventory</b>
<b>Assessment Criteria</b>	3.1 Determine the purpose of a records inventory 3.2 Develop and follow inventory procedures 3.3 Develop a list of all records 3.4 Apply records inventory
<b>Content</b>	<p><b>3.1 Purpose of records inventory</b></p> <ul style="list-style-type: none"> <li>• Justify the purpose of a records inventory</li> <li>• explain the advantages and disadvantages of a records inventory</li> </ul> <p><b>3.2 Develop inventory procedures</b></p> <ul style="list-style-type: none"> <li>• discuss methods of conducting records inventory</li> <li>• identify and explain the elements of an inventory worksheet</li> </ul> <p><b>3.4 Develop a list of records</b></p> <ul style="list-style-type: none"> <li>• Develop a list of records and equipment- inventories</li> </ul> <p><b>3.4 Application of records inventory</b></p> <ul style="list-style-type: none"> <li>• records inventory application</li> </ul>
<b>Assessment Tasks</b>	1. Written and/or oral assessment on the skills and knowledge required to performing records inventory 2. Practical assessment on conducting records inventory
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. The context of assessment should include the facilities, tools, equipment and materials listed below.

<b>Learning Outcome 04</b>	<b>Implement a Vital Records and Disaster Management Programme</b>
<b>Assessment Criteria</b>	4.1 Identify vital records 4.2 Identify protection measures 4.3 Enforce security on the proposed storage areas 4.4 Establish the need for a disaster management Plan 4.5 Develop and implement a disaster preparedness plan 4.6 Evaluate Vital Records Management Programme
<b>Content</b>	<p><b>4.1 Identify vital records</b></p> <ul style="list-style-type: none"> <li>• Define vital records</li> <li>• Examine steps in the identification of vital records in an organisation</li> </ul> <p><b>4.2 Identify protection measures of vital records</b></p> <ul style="list-style-type: none"> <li>• Justify the need for a Vital Records Management programme in an institution</li> </ul> <p><b>4.3 Enforce security of vital records</b></p> <ul style="list-style-type: none"> <li>• Identify various threats to vital records</li> <li>• explain methods of securing/protecting vital records</li> </ul> <p><b>4.4 Develop and implement a disaster preparedness plan</b></p> <ul style="list-style-type: none"> <li>• Design disaster preparedness plan for an institution</li> <li>• Examine the steps to be taken in disaster response and recovery <ul style="list-style-type: none"> <li>- assessment</li> <li>- contacting the insurer</li> <li>- setting up a post activating plans for supplies and staff</li> <li>- eliminating hazards</li> <li>- controlling the environment</li> <li>- initiating recovery plans</li> <li>- documenting the activities</li> <li>- concluding the initial response phase</li> </ul> </li> <li>• Implementing the disaster preparedness plan</li> <li>• Records salvaging</li> </ul> <p><b>4.5 Evaluate Vital Records Management Programme</b></p> <ul style="list-style-type: none"> <li>• Evaluate the Vital Records Management programme</li> </ul>
<b>Assessment Tasks</b>	1. Written and/or oral assessment on the skills and knowledge required in the management of vital records and disaster management 2. Practical assessment on vital records protection and implementation of disaster management plan and recovery

<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment.</p> <p>2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>The context of assessment should include the facilities, tools, equipment and materials listed below.</p>
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<b>Learning Outcome 05</b>	<b>Implement an Integrated Records Management Programme (IRMP)</b>
<b>Assessment Criteria</b>	<p>1.1 Establish the need for an Integrated Records Management Program</p> <p>1.2 Identify the components of an IRMP</p> <p>1.3 Establish the steps in conducting Integrated record management programme</p> <p>1.4 Develop and implement an Integrated Records Management Program</p> <p>1.5 Evaluate program</p>
<b>Content</b>	<p><b>1.1 Establish the need for an Integrated Records Management Program</b></p> <ul style="list-style-type: none"> <li>• Explain the concept of IRMP giving its benefits and drawbacks</li> <li>• Analyse the goals and objectives of an IRMP</li> </ul> <p><b>1.2 Identify the components of an IRMP</b></p> <ul style="list-style-type: none"> <li>• describe key components of an Integrated Records Management Program</li> </ul> <p><b>1.3 Establish the steps in conducting Integrated record management programme</b></p> <ul style="list-style-type: none"> <li>• Outline the key stages involved in developing an Integrated Records Management program</li> </ul> <p><b>1.4 Develop and implement an Integrated Records Management Program</b></p> <ul style="list-style-type: none"> <li>• Steps involved in supporting and sustaining an IRMP</li> <li>• Maintain and periodically review the IRMP</li> </ul>

	<b>1.5 Evaluate program</b> <ul style="list-style-type: none"> <li>• Explain the importance evaluating and reviewing existing structures in an IRMP</li> </ul>
<b>Assessment Tasks</b>	1. Written and/or oral assessment on the skills and knowledge required in the development and implementation of Integrated Records Management Programmes 2. Practical assessment on key steps involved in supporting and sustaining an integrated records management program
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. The context of assessment should include the facilities, tools, equipment and materials listed below.

<b>Learning Outcome 06</b>	<b>Use records management manuals</b>
<b>Assessment Criteria</b>	1.1 Explain the purpose and functions of a Records Management manual  1.2 Highlight steps in developing a Records Management manual  1.3 Develop a Records Management manual 1.4 Evaluate Records management manuals.
<b>Content</b>	<b>1.1 Explain the purpose and functions of a Records Management manual</b> <ul style="list-style-type: none"> <li>• Define records procedure manuals</li> <li>• Explain purposes/functions of a records management manual <ul style="list-style-type: none"> <li>-Standardise procedures</li> <li>-Establishes responsibility</li> <li>-Assists in employee training</li> <li>-Provides updates for procedures</li> </ul> </li> </ul> <b>1.2 Highlight steps in developing a Records Management manual</b>

	<ul style="list-style-type: none"> <li>• Outline steps involved in developing records management manuals</li> <li>• Describe key elements to include in a records procedure manual</li> </ul> <p><b>1.3 Develop a Records Management manual</b></p> <ul style="list-style-type: none"> <li>• Identify types of manuals that can be used by an organisation <ul style="list-style-type: none"> <li>- policy manuals</li> <li>-operational manuals</li> <li>-organisational manuals</li> <li>-administrative manuals</li> </ul> </li> </ul> <p><b>1.4 Evaluate Records management manuals.</b></p> <ul style="list-style-type: none"> <li>• Examine reasons for evaluating Records Management manuals</li> <li>• Evaluate manuals</li> </ul>
<b>Assessment Tasks</b>	<p>1. Written and/or oral assessment on the skills and knowledge required in the development of records management procedure manuals</p> <p>2. Practical assessment on key steps involved in designing records procedure manuals</p>
<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment.</p> <p>2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>The context of assessment should include the facilities, tools, equipment and materials listed below.</p>

### **Approach to Teaching and Learning:**

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.

7. Use of social media.

### **Approach to Assessment:**

1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

### **Resources:**

#### **1. Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND in Records Management and Information Science or equivalent

BSc in Records and Archives Management an added advantage

#### **2. Facilities, Tools, Equipment and Materials**

- Electrical tool box
- Ladder

#### **3. Learning Resources**

Relevant training manual (learners' guide) and facilitators' guide

### **ASSESSMENT SPECIFICATION GRID**

<b>TOPIC</b>	<b>WEIGHTING</b>
Apply emerging trends in Records and Information Management	20%
Implement document control procedures	15%
Conduct a records inventory	15%
Implement a Vital Records and Disaster Management Programme	20%
Implement an Integrated Records Management Programme	15%
Use Records Management Manuals	15%
<b>TOTAL</b>	<b>100%</b>

## PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

LEARNING OUTCOME	NO. OF QUESTIONS	WEIGHTING
<b>EMERGING TRENDS IN RIM</b> <ul style="list-style-type: none"><li>• Trace the evolution of ICTs in Records Management</li><li>• Impact of ICTs in Records Management</li><li>• Evolving trends in Records and Information Management</li><li>• Justify the advent of ICTs as an agent of change in Records and Information Management</li><li>• Critical elements for effective information governance</li><li>• Significance of imbedding information governance</li><li>• Principles of information governance</li><li>• Legal framework governing information governance</li><li>• Roles which support information governance</li></ul>	1	20%
<b>DOCUMENT CONTROL</b> <ul style="list-style-type: none"><li>• Steps in setting up a document control system</li><li>• Reasons for poor document controlling</li><li>• Document control processes</li><li>• Document control functions and operations</li><li>• Software packages used by document controllers</li><li>• Roles of a document controller</li><li>• Challenges in document controlling</li><li>• Advantages of maintaining a digital paper trail of controlled documents</li></ul>	1	15%
<b>RECORDS INVENTORY</b> <ul style="list-style-type: none"><li>• Purpose of a records inventory</li><li>• Benefits and drawbacks of a records inventory</li><li>• Methods used to conduct records inventories</li><li>• Elements of an inventory worksheet</li></ul>	1	15%
<b>VITAL RECORDS AND DISASTER MANAGEMENT</b> <ul style="list-style-type: none"><li>• Steps in identifying Vital Records</li><li>• Justify the need for a Vital Records Management Programme</li></ul>	1	20%

<ul style="list-style-type: none"> <li>• Methods in protecting vital records</li> <li>• Threats to Vital records</li> <li>• Steps in disaster response and recovery</li> <li>• Records salvaging</li> </ul>		
<b>INTEGRATED RECORDS MANAGEMENT PROGRAMME</b> <ul style="list-style-type: none"> <li>• Explain the concepts of IRMP giving benefits and drawbacks</li> <li>• Key components of an IRMP</li> <li>• Key stages in developing an IRMP</li> <li>• Steps in supporting and sustaining an IRMP</li> <li>• Importance of reviewing existing structures in an IRMP</li> </ul>	1	15%
<b>RECORDS MANAGEMENT MANUALS</b> <ul style="list-style-type: none"> <li>• Define records procedure manual</li> <li>• Purpose and functions of a records procedure manual</li> <li>• Steps in developing a Records Management manual</li> <li>• Key elements in a records procedures manual</li> <li>• Types of manuals</li> <li>• Reasons for evaluating records procedures manuals</li> </ul>	1	15%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

#### 4. Reference Materials (recommended textbooks, recommended readings)

(list suitable reference materials using appropriate referencing system which includes: Author, year of publication, title, publisher, town and country of publication)

1. Reed, J.( et.al) (2010) Records Management paper book. Western Cengage Learning, USA
2. Mcleod, J. and Hare, C. (2010). How to Manage Records in the e-environment. New York:
3. Taylor and Francis Book Penn . I.A (etal). (2017). Records Management Handbook. Routledge: London
4. Franks, P.C (2013). Records and Information Management. London: Facet Publishing
5. Brunskill, C and Demb S. (2012). Records Management for museums and galleries. Elsevier Science:
6. San Diego. Frank, P.C. (2013). Records and Information Management. London:
7. ALA Neal Schuman. Saffady, W. (2021). Records and Information Management: fundamentals of Professions Practice. 4th Ed. Rowman and Littlefield:

8. Lanham Smith, K. (2016). Public Sector Records Management: A practical guide. Routledge: London.
9. Harries, S. (2011). Records Management and knowledge mobilisation: A handbook for regulation, innovation and transformation. Elsevier Science: London

<b>Module Code:</b>	<b>551/23/M02</b>
<b>Module Title:</b>	<b>Preservation Management</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	18
<b>Duration:</b>	180 hours
<b>Relationship with Qualification Standards:</b>	Based on Unit Standard Preservation Management of qualification standards for a <b>Records and Information Officer</b>
<b>Pre-requisite modules:</b>	No prerequisites
<b>Purpose of Module:</b>	This module describes the skills, knowledge and attitudes required by a <b>Records and Information officer</b> to effectively preserve and conserve records. This includes reducing records deterioration, proper storage and handling of records, digital preservation, and preservation planning and information security. This module is important as it ensures proper preservation of records in different formats. The module targets individuals who are in the Records and Information Management profession irrespective of gender, age or ethnicity.
<b>List of Learning Outcomes:</b>	<b>LO1: Examine Records deterioration</b> <b>L02: Implement appropriate storage and handling of records in all media</b> <b>L03: Apply Digital preservation strategies</b> <b>L04: Implement a Preservation plan</b> <b>L05: Execute information security strategies</b>

<b>Learning Outcome 01</b>	<b>Examine Records Deterioration</b>
<b>Assessment Criteria:</b>	<p>2.1 Articulate causes of deterioration to records</p> <p>2.1 Assess the methods used in controlling damage or deterioration of records</p> <p>2.1 Analyse methods of records conservation</p> <p>2.1 Design a conservation worksheet</p>
<b>Content:</b>	<p><b>2.1 Articulate causes of deterioration to records</b></p> <ul style="list-style-type: none"> <li>• Explain categories of records deterioration</li> <li>• Analyse causes of records deterioration</li> </ul> <p><b>2.1 Assess the methods used in controlling damage or deterioration of records</b></p> <ul style="list-style-type: none"> <li>• Identify methods used to control damage and deterioration of records</li> <li>• Discuss advantages and limitations of each method identified above</li> </ul> <p><b>2.1 Analyse methods of records conservation</b></p> <ul style="list-style-type: none"> <li>• Examine records conservation methods</li> <li>• Apply various methods to deteriorating records</li> <li>• Adhere to principles and guidelines in conservation treatment</li> </ul> <p><b>2.1 Design a conservation worksheet</b></p> <ul style="list-style-type: none"> <li>• Explore the elements of a conservation worksheet</li> <li>• Design a conservation worksheet</li> </ul>
<b>Assessment Tasks:</b>	<p>3. Written and/or oral assessment on the skills and knowledge required in preserving and conserving records.</p> <p>4. Practical assessment on the identification of suitable storage equipment for records and archives</p>
<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>3. The context of assessment should include the facilities, tools, equipment and materials listed below: -</p> <ul style="list-style-type: none"> <li>- Temperature measuring instrument</li> <li>- Acid-free boxes (Archival boxes)</li> <li>- Enclosures (Paper and plastic)</li> <li>- Fully equipped conservation unit</li> <li>- Safe vaults</li> </ul>

<b>Learning Outcome 02</b>	<b>Implement proper storage and handling of records</b>
<b>Assessment Criteria</b>	<p>2.2 Develop handling and maintenance procedures for materials in different formats</p> <p>2.2 Determine appropriate storage equipment and enclosures</p> <p>2.2 Apply proper housekeeping measures in all information and records repositories</p>
<b>Content</b>	<p><b>2.2.1 Develop handling and maintenance procedures for materials in different formats</b></p> <ul style="list-style-type: none"> <li>Analyse the composition and structure of records in different media</li> <li>Explore measures that can be implemented to ensure proper preservation of records in different media</li> <li>Explain measures against abuse and mishandling of materials in different formats</li> </ul> <p><b>2.2.2 Determine appropriate storage equipment and enclosures</b></p> <ul style="list-style-type: none"> <li>Identify storage containers (preservation enclosures) <ul style="list-style-type: none"> <li>-paper enclosures</li> <li>-plastic enclosures</li> </ul> </li> <li>Discuss storage of information materials</li> <li>Assess storage conditions for materials in different formats <ul style="list-style-type: none"> <li>-paper</li> <li>-film</li> <li>-digital formats</li> <li>-audio-visual records</li> <li>-micrographics</li> </ul> </li> <li>Explain the maintenance of storage equipment</li> <li>Advantages of proper storage</li> <li>Identify factors to consider when choosing storage facilities for different records formats</li> </ul> <p><b>2.2.3 Apply proper housekeeping measures in all information and records repositories</b></p> <ul style="list-style-type: none"> <li>Apply housekeeping measures to records in different media/formats</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>Written and/or oral assessment on the skills and knowledge required in preserving records in different formats.</li> <li>Practical assessment on the identification of appropriate</li> </ol>

	storage facilities for records in different formats
<b>Conditions/Context of assessment</b>	<p>4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>6. The context of assessment should include the facilities, tools, equipment and materials listed below: -</p> <ul style="list-style-type: none"> <li>- Temperature measuring instrument</li> <li>- Acid-free boxes (Archival boxes)</li> <li>- Enclosures (Paper and plastic)</li> <li>- Staple pin remover</li> <li>- Safe vaults</li> </ul>

<b>Learning Outcome 03</b>	<b>Apply digital preservation strategies</b>
<b>Assessment Criteria</b>	<p>3.1 Articulate the concept of digital preservation</p> <p>3.2 Analyse the challenges in digital preservation</p> <p>3.3 Examine the solutions to the challenges in preserving digital media</p> <p>3.4 Assess the digital preservation strategies that an organisation can implement</p>
<b>Content</b>	<p><b>3.3.1 Articulate the concept of digital preservation</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept of digital preservation</li> <li>• Highlight the equipment used in digital preservation</li> </ul> <p><b>3.3.2 Analyse the challenges in digital preservation</b></p> <ul style="list-style-type: none"> <li>• Outline challenges in digital preservation</li> </ul> <p><b>3.3.3 Examine the solutions to the challenges in preserving digital media</b></p> <ul style="list-style-type: none"> <li>• Set mitigation factors to challenges in preserving digital media</li> </ul> <p><b>3.3.4 Assess the digital preservation strategies that an organisation can implement</b></p> <ul style="list-style-type: none"> <li>• Examine digital preservation strategies</li> <li>• Explore advantages and limitation of each strategy</li> </ul>

<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required in preserving digital media challenges and solutions.</li> <li>2. Practical assessment on finding measures to problems in digital preservation</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: - <ul style="list-style-type: none"> <li>- Temperature measuring instrument</li> <li>- locks</li> <li>- safe vaults</li> <li>- Air conditioners and fire extinguishers</li> <li>- Fully equipped conservation unit</li> <li>- Blinders and mutton cloth</li> </ul> </li> </ol>

<b>Learning outcome 04</b>	<b>Implement a Preservation plan</b>
<b>Assessment Criteria</b>	<p>4.1 Analyse the significance of preservation planning</p> <p>4.2 Outline the steps involved in planning for a preservation programme</p> <p>4.3 Justify the need for a Preservation Management Programme</p> <p>4.4 Articulate the essence of preservation budgeting</p>
<b>Content</b>	<p><b>4.1 Analyse the significance of preservation planning</b></p> <ul style="list-style-type: none"> <li>• Explore the concepts in preservation planning</li> <li>• Justify the significance of preservation planning</li> <li>• Examine the factors to consider when prioritising preservation actions</li> </ul> <p><b>4.2 Justify the need Preservation Management Programme</b></p> <ul style="list-style-type: none"> <li>• Analyse the concept of a Preservation Programme</li> <li>• Identify reason for having a Preservation Programme in an organisation</li> <li>• Examine elements that make up a Preservation Management Programme</li> </ul>

	<p><b>4.3 Outline the steps involved in planning for a preservation programme</b></p> <ul style="list-style-type: none"> <li>• Numerate the steps in planning for a preservation programme</li> <li>• Conduct a preservation survey</li> <li>• Develop and implement a preservation programme</li> </ul> <p><b>4.4 Articulate the essence of preservation budgeting</b></p> <ul style="list-style-type: none"> <li>• Examine the significance of preservation budgeting</li> <li>• Explore the elements of preservation budget</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to develop a preservation programme as well as prepare preservation management budget.</li> <li>2. Practical assessment on the developing of preservation programme</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: - <ul style="list-style-type: none"> <li>- Temperature measuring instrument</li> <li>- Locks</li> </ul> </li> </ol>

<b>Learning Outcome 05</b>	<b>5.1 Execute information security strategies</b>
<b>Assessment Criteria</b>	<p>5.1 Conduct/carry out a security assessment</p> <p>5.2 Evaluate security threats and vulnerabilities to information</p> <p>5.3 Design an emergency information manual</p> <p>5.4 Identify digital data security concepts</p> <p>5.5 Explain strategies in data security</p> <p>5.6 Evaluate ethical issues in information security and privacy</p>
<b>Content</b>	<p><b>5.1 Carry out a security assessment</b></p> <ul style="list-style-type: none"> <li>• Justify the importance of conducting a security assessment</li> <li>• Identify steps in conducting security assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain actions to take in the event of breach of security</li> </ul> <p><b>5.2 Evaluate security threats and vulnerabilities to information</b></p> <ul style="list-style-type: none"> <li>• Articulate the concept behind information security</li> <li>• Examine security threats and vulnerabilities to information</li> <li>• Examine security counter measures that can be implemented in an organisation</li> </ul> <p><b>5.3 Design an emergency information manual</b></p> <ul style="list-style-type: none"> <li>• Essence of an emergency information manual</li> <li>• Develop an emergency information manual</li> <li>• Evaluate an emergency information manual</li> </ul> <p><b>5.4 Identify digital data security concepts</b></p> <ul style="list-style-type: none"> <li>• Define digital data security</li> <li>• Justify the importance of digital data security</li> <li>• Explain challenges in digital data security</li> </ul> <p><b>5.5 Explain strategies in data security</b></p> <ul style="list-style-type: none"> <li>• Examine current/international trends and developments in data security</li> <li>• Explore strategies in data security</li> </ul> <p><b>5.6 Evaluate ethical issues in information security</b></p> <ul style="list-style-type: none"> <li>• Evaluate legislation and charters in data integrity and security</li> <li>• Maintain and adhere to ethical issues in information security</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required in carrying out security assessment as well as designing an emergency information as outlined in the performance criteria.</li> <li>2. Practical assessment on conducting security assessment and developing an emergency information manual</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training</li> </ol>

	<p>institution.</p> <p>3. The context of assessment should include the facilities, tools, equipment and materials listed below: -</p> <ul style="list-style-type: none"> <li>- Temperature measuring instrument</li> <li>- locks</li> <li>- safe vaults</li> <li>- Air conditioner</li> </ul>
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### **Approach to Teaching and Learning:**

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

### **Approach to Assessment:**

1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

### **Resources:**

#### **5. Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND in Records Management and Information Science or equivalent

BSc in Records and Archives Management an added advantage

#### **6. Facilities, Tools, Equipment and Materials**

- Fire extinguisher
- Air conditioner
- Computer
- Printer
- Photocopier
- Stationary
- Temperature measuring instrument

- Safe vaults
- Blinders
- Dusters
- Locks
- Fully-equipped conservation unit

## 7. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

## ASSESSMENT SPECIFICATION GRID

LEARNING OUTCOME	WEIGHTING
Examine records deterioration	15%
Implement appropriate storage and handling procedures	15%
Apply digital preservation strategies	25%
Implement a preservation plan	20%
Execute information security strategies	25%
<b>TOTAL</b>	<b>100%</b>

## PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

LEARNING OUTCOME	NO. OF QUESTIONS	WEIGHTING
<b>Examine records deterioration</b> <ul style="list-style-type: none"> <li>• Explain categories of records deterioration</li> <li>• Examine causes of records deterioration</li> <li>• Methods used to control damage to records</li> <li>• Records conservation methods</li> <li>• Elements of a conservation worksheet</li> </ul>	1	15%
<b>Implement appropriate storage and handling procedures</b> <ul style="list-style-type: none"> <li>• Composition and structure of records</li> <li>• Handling and maintenance procedures for materials in different media</li> <li>• Determine storage equipment and enclosures for records</li> </ul>	1	15%
<b>Apply digital preservation strategies</b> <ul style="list-style-type: none"> <li>• Discuss the concept of digital preservation</li> <li>• Equipment used in digital preservation</li> <li>• Challenges in digital preservations</li> </ul>	1 or 2	25%

<ul style="list-style-type: none"> <li>• Mitigating factors to challenges in preserving digital media</li> <li>• Examine digital preservation strategies</li> </ul>		
<b>Implement a preservation plan</b> <ul style="list-style-type: none"> <li>• Significance of preservation planning</li> <li>• Steps in planning for a preservation programme</li> <li>• Factors to consider when prioritising preservation actions</li> <li>• Justify the importance of a preservation programme</li> <li>• Elements of a preservation programme</li> <li>• Significance of a preservation budget</li> <li>• Elements of a preservation budget</li> </ul>	1	20%
<b>Execute information security strategies</b> <ul style="list-style-type: none"> <li>• Importance of conducting a security assessment</li> <li>• Steps in conducting a security assessment</li> <li>• Steps to take in the event of an information security breach</li> <li>• Information security concepts</li> <li>• Security threats and vulnerabilities</li> <li>• Security counter measures</li> <li>• Essence of an emergency information manual</li> <li>• Digital data security concepts</li> <li>• Strategies in digital data security</li> <li>• Ethical issues in information security</li> </ul>	1 or 2	25%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

## 8. Reference Materials (recommended textbooks, recommended readings)

1. Aitken, B.(et.al) (2012) "Digital Curation and the Cloud: Final Report." London: JISC,
2. Bardyn, Tania P., Taryn, R. and Susan K. C. (2012) "Translational Researchers' Perceptions of Data Management Practices and Data Curation Needs: Findings from a Focus Group in an Academic Health Sciences Library."IN: Journal of Web Librarianship 6, no. 4.
3. Forde, H and Rhys-Lewis, J. (2011) Preserving Archives. 2nd ed. London: Facet Publishing Gladney, H. (2007) Preserving Digital Information. Saratoga, HGN Consulting
4. Harvey, R. (2010) Preserving Digital Materials. Berlin: Walter De Gruyter.
5. Henderson, K.L. and William T. H. (2001) Conserving and Preserving Materials in Non-Book Formats. Urbana-Champaign, IL: University of Illinois Graduate School of Library and Information Science

6. Bronxville, N.Y.: N.T. Smith Morrow and Dyal. (2006) Conservation Treatment Procedures: A Manual of Step-by-Step Procedures for the Maintenance and Repair of Library Materials. 2<sup>nd</sup> ed. Littleton, Colorado: Libraries Unlimited
7. Morrow and Walker (2003). The Preservation Challenge: A Guide to Conserving Library Materials. White Plains, New York: Knowledge Industry Publications 38
8. Ogden, Sherelyn, (2009) Preservation of Library and Archival Materials: A Manual. 3rd ed. rev. and expanded. Andover, Mass.: Northeast Document Conservation Centre
9. Adila, I. and Habee, B.A. (2018), "Conceptual paper: digital preservation strategies in archival institution", Paper presented at Malaysia Technical Universities Conference on Engineering and Technology, 6-7 December 2007, Penang, Malaysia, available at: [www.matec-conferences.org/articles/mateconf/pdf/2018/09/mateconf\\_mucet2018\\_05052.pdf](http://www.matec-conferences.org/articles/mateconf/pdf/2018/09/mateconf_mucet2018_05052.pdf)
10. Chigariro, D. (2014), "Collaboration in the management and preservation of audio-visual archives: a case study of the national archives of Zimbabwe", Masters Thesis, University of the Western Cape, Bellville, available at: <http://hdl.handle.net/11394/3869>
11. Chikomba, A., Rodrigues, A. and Ngoepe, M. (2020), "Management of digital records in selected financial services parastatals in Zimbabwe", Information Development, Vol. 37 No. 2, pp. 245-257.
12. Kavishe, G.F. and Dulle, F. (2016), "Preservation skills and strategies of electronic information resources in digital era: case of University of KwaZulu-Natal libraries", Library Philosophy and Practice, Gale Academic, available at: <https://core.ac.uk/download/pdf/77940903.pdf>
13. Kemoni, H. N. (2018) Preservation and Conservation of Archival materials. The case of Kenya. African Journal of library, Archives and Information Science
14. Masenya, T.M. and Ngulube, P. (2020), "Factors that influence digital preservation sustainability in academic libraries in South Africa", South African Journal of Libraries and Information Science, Vol. 86 No. 1, pp. 52-63.
15. Masenya, T.M. and Ngulube, P. (2019), "Digital preservation practices in academic libraries in South Africa in the wake of the digital revolution", South African Journal of Information Management, Vol. 21 No. 1, pp. 1-8.
16. Matlala, M.E. (2019), "Long-term preservation of digital records at the university of KwaZulu-Natal archives", Journal of the South African Society of Archivists, Vol. 52 No. 2, pp. 95-109.
17. Matlala, M.E. and Maphoto, A.R. (2020), "Application of the records life-cycle and records continuum

22. Mnjama, N.M. (2010), "Preservation and management of audiovisual archives in Botswana", African
23. Journal of Library, Archives and Information Science, Vol. 20 No. 2, pp. 139-149.
24. Mnjama, N.M. (2017), "Preservation of recorded information in public and private sector organizations", in Jain, P. and Mnjama, N. (Eds), Managing Knowledge Resources and Records in Modern Organizations, IGI Global, Hershey, pp. 149-167.
25. Mpubane, E.T. and Ncube, T.R (2023) The state of digital records preservation in South Africa's public sector in the 21<sup>st</sup> century: a literature review. Department of Finance and Information Management. Pietermaritzburg, South Africa
26. Namane, M. (2021) Assessment of preservation of paper records at Lesotho National Archives
27. Ncala, B.N. (2017), "Preservation of, and access to audio-visual records at the national film, video and sound archives of South Africa", MIS thesis, UKZN, Pietermaritzburg, available at: [https://researchspace.ukzn.ac.za/xmlui/bitstream/handle/10413/15906/Ncala\\_Bongekile\\_Nthabiseng\\_Monose\\_2017.pdf?sequence=1&isAllowed=y](https://researchspace.ukzn.ac.za/xmlui/bitstream/handle/10413/15906/Ncala_Bongekile_Nthabiseng_Monose_2017.pdf?sequence=1&isAllowed=y)
28. Umana, S.P. (2019), "Digital preservation in institutional repositories in Namibian academic libraries: a case study of the Namibia university of science and technology (NUST) and the university of
29. Namibia (UNAM)", MIS Thesis, The University of Namibia, available at: [https://repository.unam.edu.na/bitstream/handle/11070/2908/umana\\_2020.pdf?sequence=1&isAllowed=y](https://repository.unam.edu.na/bitstream/handle/11070/2908/umana_2020.pdf?sequence=1&isAllowed=y)

<b>Module Code:</b>	<b>551/23/M03</b>
<b>Module Title:</b>	<b>Database Analysis and Design</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	15
<b>Duration:</b>	150 hours
<b>Relationship with Qualification Standards:</b>	Based on Unit Standard <b>Database Analysis and Design</b> of Qualification Standard for <b>Records and Information Management</b>
<b>Pre-requisite modules:</b>	No pre-requisite modules
<b>Purpose of Module:</b>	This module describes the skills, knowledge and attitudes required by a Records <b>and Information Officer</b> to design and manage an information centre database. This includes understanding the database environment, databases system concepts and models as well as data integrity and security. The module targets individuals who are in Records, Archives and Information Management profession irrespective of gender, age or ethnicity.
<b>List of Learning Outcomes:</b>	<b>LO1: Articulate the Database Environment</b> <b>LO2: Evaluate</b> Database system components and models <b>LO3: Explore</b> Database systems architecture and life cycle <b>LO4: Implement</b> Database security and integrity

<b>Learning Outcome 01</b>	<b>Articulate Database Environment</b>
<b>Assessment Criteria:</b>	1.1 Trace the evolution of databases 1.2 Articulate need for databases 1.3 Differentiate Traditional file systems and database systems
<b>Content:</b>	<p><b>1.1 Trace the evolution of databases</b></p> <ul style="list-style-type: none"> <li>• Define database</li> <li>• Explain database concepts : <ul style="list-style-type: none"> <li>- data</li> <li>- information</li> <li>- metadata</li> <li>- data hierarchy</li> </ul> Data dictionary </li> <li>• Chronicle the history/evolution of databases</li> </ul> <p><b>1.2 Articulate need for databases</b></p> <ul style="list-style-type: none"> <li>• Justify the need for databases in organisations</li> <li>• Characteristics of databases</li> <li>• Articulate challenge in the development and management of databases in Information Centres</li> </ul> <p><b>1.3 Differentiate Traditional file systems and database systems</b></p> <ul style="list-style-type: none"> <li>• Advantages and disadvantages of traditional file systems</li> <li>• Advantages and disadvantages of database systems</li> <li>• Compare and contrast traditional file systems and database systems</li> </ul>
<b>Assessment Tasks:</b>	1. Written and/or oral assessment on the skills and knowledge required to design, analyse and manage a database as outlined in the assessment criteria and content above. 2. Practical assessment on the design and management of a database based on the performance criteria of the relevant unit standard.
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below.

<b>Learning Outcome 02</b>	<b>Evaluate Database system components and models</b>
<b>Assessment Criteria</b>	2.1 Explain database system components 2.2 Examined Database models 2.3 Explore operations performed in a database 2.4 Apply conventional data modelling techniques
<b>Content</b>	<b>2.1 Explain database system components</b> <ul style="list-style-type: none"> <li>• Discuss the components of a database environment</li> <li>• Explain the relationship between the components of a database environment</li> </ul> <b>a. Examine Database models</b> <ul style="list-style-type: none"> <li>• Explore database models and database technologies</li> <li>• Design and implement relational database systems</li> </ul> <b>b. Explore operations performed in a database</b> <ul style="list-style-type: none"> <li>• Describe the operations performed on a database</li> </ul> <b>c. Apply conventional data modelling techniques</b> <ul style="list-style-type: none"> <li>• Develop novel solutions to practical data management challenges using modern database tools and data modelling techniques</li> </ul>
<b>Assessment Tasks</b>	1. Written and/or oral assessment on the skills and knowledge required to design, analyse and manage a database as outlined in the assessment criteria and content above. 2. Practical assessment on the design and management of a database based on the performance criteria of the relevant unit standard.
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below.

<b>Learning Outcome 03</b>	<b>Explore Database systems architecture and life cycle</b>
<b>Assessment Criteria</b>	<p>3.1 Articulate database architecture</p> <p>3.2 Discuss file organisation and access methods</p> <p>3.3 Explain data abstraction</p> <p>3.4 Illustrate the database lifecycle</p>
<b>Content</b>	<p><b>3.1 Articulate database architecture</b></p> <ul style="list-style-type: none"> <li>• Evaluate the following; External Schema, conceptual schema and internal schema</li> <li>• Explain the 3 tier model</li> </ul> <p><b>3.2 Discuss file organisation and access methods</b></p> <ul style="list-style-type: none"> <li>• Discuss file organisation and access methods that can be used in a database</li> <li>• Local and cloud-based solutions for data storage and retrieval</li> </ul> <p><b>3.3 Explain data abstraction</b></p> <ul style="list-style-type: none"> <li>• Define data abstraction giving examples</li> <li>• Examine the 3 levels of data abstraction</li> <li>• Advantages of data abstraction in a DBMS</li> <li>• Abstract data types</li> </ul> <p><b>3.4 Illustrate database lifecycle</b></p> <ul style="list-style-type: none"> <li>• Outline the stages/steps in the Database Lifecycle (DBLC)</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to design, analyse and manage a database as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on the design and management of a database based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</li> </ol>

<b>Learning Outcome 04</b>	<b>Implement Database security and integrity</b>
<b>Assessment Criteria</b>	<p>4.1 Explain data integrity</p> <p>4.2 Identify data security measures</p>
<b>Content</b>	<p><b>4.1 Explain data integrity</b></p> <ul style="list-style-type: none"> <li>Identify database functions that enable database integrity support</li> <li>Database security analysis tools</li> <li>Implement concepts of data integrity, data aggregation and data interference in a database secure environment</li> </ul> <p><b>4.2 Identify data security measures</b></p> <ul style="list-style-type: none"> <li>Examine various security models giving their advantages and disadvantages</li> <li>Challenges in database security controls</li> <li>Data security techniques that can be used to secure a database</li> <li>Examine models for protection of new generation database systems</li> <li>Discuss disaster recovery techniques</li> </ul>
<b>Assessment Tasks</b>	<p>1. Written and/or oral assessment on the skills and knowledge required to design, analyse and manage a database as outlined in the assessment criteria and content above.</p> <p>2. Practical assessment on the design and management of a database based on the performance criteria of the relevant unit standard.</p>
<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</p>

### **Approach to Teaching and Learning:**

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

### **Approach to Assessment:**

1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

### **Resources:**

#### **1. Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND IN Records Management and Information Science or equivalent

BSc in Records and Archives Management an added advantage

#### **2. Facilities, Tools, Equipment and Materials**

- Electrical tool box
- Ladder

## SPECIFICATION GRID

<b>Learning Outcome</b>	<b>Percentage</b>
Articulate the database environment	30%
Evaluate database system components and models	30%
Explore database systems architecture and lifecycle	20%
Implement database security and integrity	20%
<b>Total</b>	<b>100%</b>

## PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

<b>Learning Outcome</b>	<b>No. of questions</b>	<b>Percentage</b>
Articulate the database environment <ul style="list-style-type: none"><li>• Justify the need for databases in information centres</li><li>• Characteristics of databases</li><li>• Challenges in the development and management of databases</li><li>• Merits and demerits of Traditional File Systems</li><li>• Compare and contrast tradition file systems and databases systems</li></ul>	2	25%
Evaluate database system components and models <ul style="list-style-type: none"><li>• Components of a database</li><li>• Relationship between the components of a database</li><li>• Explore database models</li><li>• Operations performed in a database</li></ul>	2	25%
Explore database systems architecture and lifecycle <ul style="list-style-type: none"><li>• Articulate database architecture</li><li>• Explain the three tier model</li><li>• File organisation and access methods</li><li>• Data abstraction</li><li>• Advantages and disadvantages of data abstraction</li><li>• Stages/steps in a database lifecycles</li></ul>	1	20%
Implement database security and integrity <ul style="list-style-type: none"><li>• Identify database functions that enable data integrity support</li><li>• Database security analysis tools</li><li>• Security models</li><li>• Challenges in database security control</li><li>• Data security techniques</li></ul>	1	20%

<ul style="list-style-type: none"> <li>• Disaster recovery techniques</li> <li>• Models for protecting new generation database systems</li> </ul>		
<b>Total</b>	<b>6</b>	<b>100%</b>

### 3. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

### 4. Reference Materials (recommended textbooks, recommended readings)

1. Bharat Bhushan Agarwal (2009) .New Delhi:Laxmi.
2. Coronel, M. and Rob, A **Practical Approach to Design, implementation and management** Jo Sabatino
3. Date C.J (2004) **An Introduction to Database Systems**. London: Pearson Education
4. Douglas E.Comer& M. S. Narayana (2009) Computer Networks and Internets with Internet Applications (Book + CD-ROM), 4th ed.
5. Elmasri, R. and Navathe, S.B. (2016). Fundamentals of database systems. 7<sup>th</sup> ed. Boston: Pearson.
6. Gorman, M.M. (2014). Database Management Systems: understanding and applying database technology. New York :Butterworth-Heinemann
7. Jain, M. (2010) .
8. Kundu, S. (2008) **Fundamentals of Computer Networks**, 2<sup>nd</sup>. ed. New Delhi: Harnand
9. Olifer,N. and Olifer,V. (2006). Computer Networks: Principles,Technologies And Protocols For Network Design (WSE series)
10. Pahuja, S,(2010) **Data Communications and Computer Networks**. 2<sup>nd</sup>. ed. New Delhi: Harnand
11. Patni, C.J, Sharma,H.K., Tomar,R and Katal, A. (2023). Database Management System An Evolutionary Approach
12. Silbersc H. A. (et.al) (2005)Database System concepts.New York: Addison Willey
13. Singh S.K (2009) **Database Systems Concepts Design and application**.London: Pearson Education
14. Tanenbaum, A.S. and Wetheral, D.J(2013) **Computer Networks**.Boston: Prentice –Hall.

<b>Module Code:</b>	<b>551/23/M04</b>
<b>Module Title:</b>	<b>INFORMATION LITERACY</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	12
<b>Duration:</b>	120 hours
<b>Relationship with Qualification Standards:</b>	Based on unit standard Information Literacy of qualification standards for a Records and Information Officer
<b>Pre-requisite modules:</b>	No prerequisite
<b>Purpose of Module:</b>	This module describes the skills, knowledge and attitudes required by a <b>Records and Information Officer</b> in the creation, access, and evaluation of information. This includes identifying user needs, organise information efficiently, retrieve and disseminate information, evaluate information sources and apply ethical and legal considerations in Information Literacy. The module targets individuals who are in Records, Archives and Information Management profession irrespective of gender, age or ethnicity.
<b>List of Learning Outcomes:</b>	<b>LO1: Articulate the need for information</b> <b>LO2: Information design, storage and organisation</b> <b>LO3: Execute information search strategies and information retrieval</b> <b>LO4: Evaluating information sources</b> <b>LO5: Apply ethical and legal implications in Information Literacy</b>

<b>Learning Outcome 01</b>	<b>ARTICULATE THE NEED FOR INFORMATION</b>
<b>Assessment Criteria:</b>	1.1 Articulate basic concepts in information literacy 1.2 Outline the characteristics of an information literate individual 1.3 Describe the role of information in an information society 1.4 Examine Information Literacy future trends
<b>Content:</b>	1.1 Articulate basic concepts in information literacy <ul style="list-style-type: none"> <li>• Characterise information</li> <li>• Information/knowledge conundrum</li> <li>• Information lifecycle</li> <li>• Components of Information Literacy</li> <li>• Benefits of information literacy to Information Science</li> <li>• Difference between information literacy and computer literacy</li> </ul> 1.2 Outline the characteristics of an information literate individual <ul style="list-style-type: none"> <li>• ACRL five standards for an information literate student/individual</li> </ul> 1.3 Describe the role of information in an information society <ul style="list-style-type: none"> <li>• Characteristics of an information/knowledge society</li> <li>• Explain the benefits of information in an information society</li> </ul> 1.4 Examine Information Literacy future trends <ul style="list-style-type: none"> <li>• Future implications of information in an information literate society</li> <li>• Globalisation of information</li> </ul>
<b>Assessment Tasks:</b>	1. A Written and/or oral assessment on the need for information as outlined in the assessment criteria and content above 2. Practical assessment on the basic concepts in information

	literacy based on the performance criteria of the relevant unit standard.
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• computers</li> </ul> </li> </ol>

<b>Learning Outcome 02</b>	<b>INFORMATION DESIGN, STORAGE AND ORGANISATION</b>
<b>Assessment Criteria</b>	<p>2.1 Define sources of information</p> <p>2.2 Delineate formats of information</p> <p>2.3 Describe information organisation</p>
<b>Content</b>	<p>2.1 Define sources of information</p> <ul style="list-style-type: none"> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Tertiary sources</li> </ul> <p>2.2 Delineate formats of information</p> <ul style="list-style-type: none"> <li>- Formats of information</li> <li>- Information access tools</li> </ul> <p>2.3 Describe information organisation</p> <ul style="list-style-type: none"> <li>• Define information organisation</li> <li>• Reasons for organising information</li> <li>• Information dissemination tools</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. A Written and/or oral assessment on the skills and knowledge required in assessing sources of information sources as outlined in the assessment criteria and content above</li> <li>2. Practical assessment on sources of information based on the performance criteria of the relevant unit standard.</li> </ol>

<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• Computers</li> </ul> </li> </ol>
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<b>Learning Outcome 03</b>	<b>Information search strategies and information retrieval</b>
<b>Assessment Criteria:</b>	<ol style="list-style-type: none"> <li>3.1 Formulate effective search strategies</li> <li>3.2 Use research tools to conduct a search</li> <li>3.3 Assess information retrieval systems</li> </ol>
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Formulate effective search strategies <ul style="list-style-type: none"> <li>- Define search and search strategies</li> <li>- Describe various search strategies</li> </ul> </li> <li>• Use research tools to conduct a search</li> <li>• Assess information retrieval systems <ul style="list-style-type: none"> <li>- Concepts in information storage and retrieval</li> <li>- Types of information retrieval</li> <li>- Information retrieval models</li> <li>- Subsystems, Characteristics , elements, components and functions of (ISRS)</li> <li>- Factors to the constraint of information retrieval</li> </ul> </li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required searching and retrieving information as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on searching and information retrieval based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</li> </ol>

<b>Learning Outcome 04</b>	<b>Evaluating information sources</b>
<b>Assessment Criteria:</b>	<p>4.1 Define information evaluation</p> <p>4.2 Determined criterion for assessing information sources</p>
<b>Content:</b>	<p>4.1 Define information evaluation</p> <ul style="list-style-type: none"> <li>• Define information evaluation</li> <li>• Justify the importance of evaluating information sources</li> </ul> <p>4.2 Determined criterion for assessing information sources</p> <ul style="list-style-type: none"> <li>• Criteria used in evaluating internet sources</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required evaluate information sources as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on evaluation of information sources based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</li> </ol>

<b>Learning Outcome 05</b>	<b>Ethical and legal implications in Information Literacy</b>
<b>Assessment Criteria:</b>	<p>5.1 Examine the importance of referencing</p> <p>5.2 Articulate types of referencing</p> <p>5.3 Explain concepts in plagiarism</p> <p>5.4 Assess ethical, legal and socio economic issues surrounding the use of information</p>
<b>Content:</b>	<p>5.1 Examined the importance of referencing</p> <ul style="list-style-type: none"> <li>• Define referencing, citations and references</li> <li>• Significance of referencing</li> </ul>

	<p>5.2 Articulate types of referencing</p> <ul style="list-style-type: none"> <li>• Differentiate between the different types of referencing</li> </ul> <p>5.3 Explain concepts in plagiarism</p> <ul style="list-style-type: none"> <li>• Define plagiarism as used in academic writing</li> <li>• Examine the different types of plagiarism</li> <li>• Strategies for avoiding plagiarism in academic writing</li> </ul> <p>5.4 Assess ethical, legal and socio economic issues surrounding the use of information</p> <ul style="list-style-type: none"> <li>• Ethical and legal issues affecting use of information</li> <li>• Intellectual property</li> <li>• Information ethics</li> <li>• Code of conduct for information practitioners</li> <li>• Information security and privacy</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to ethical as an information practitioner as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</li> </ol>

## 1. Approach to Teaching and Learning:

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

## 2. Approach to Assessment:

1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

## 3. Resources:

### 1. Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND IN Records Management and Information Science or equivalent

BSc in Records and Archives Management an added advantage

## 4. Facilities, Tools, Equipment and Materials

## 5. ASSESSMENT SPECIFICATION GRID

LEARNING OUTCOME	WEIGHTING
Articulate the need for information	20%
Information design, storage and organisation	20%
Execute information search strategies and information retrieval	20%
Evaluating information sources	20%
Apply ethical and legal implications in Information Literacy	20%
<b>TOTAL</b>	<b>100%</b>

## PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

LEARNING OUTCOME	NO. OF QUESTIONS	WEIGHTING
<b>Articulate the need for information</b> <ul style="list-style-type: none"><li>• Justify the need for information</li><li>• information lifecycle</li><li>• components of Information Literacy</li><li>• benefits of Information Literacy to Information</li></ul>	2	20%

Science <ul style="list-style-type: none"> <li>• Characteristics of an Information literate individual</li> <li>• ACRL five standards</li> <li>• Information Literacy future trends</li> <li>• Role of information in an information society</li> <li>• Information globalisation</li> </ul>		
<b>Information design, storage and organisation</b> <ul style="list-style-type: none"> <li>• Sources of information</li> <li>• Formats of information</li> <li>• Information organisation and its significance</li> <li>• Information dissemination tools</li> </ul>	1	20%
<b>Execute information search strategies and information retrieval</b> <ul style="list-style-type: none"> <li>• Search strategies that can be employed by an organisation</li> <li>• Concepts in information storage and retrieval</li> <li>• Types of information retrieval</li> <li>• Information retrieval models</li> <li>• Factors to the constraint of Information retrieval</li> <li>• Subsystems, characteristics, elements and components of Information Storage and Retrieval systems</li> </ul>	1	20%
<b>Evaluating information sources</b> <ul style="list-style-type: none"> <li>• Significance of evaluating information</li> <li>• Criteria used to evaluate information sources</li> </ul>	1	20%
<b>Apply ethical and legal implications in Information Literacy</b> <ul style="list-style-type: none"> <li>• Importance of referencing</li> <li>• Types of referencing</li> <li>• Concepts in plagiarism</li> <li>• Ethical, legal and socio economic issues surrounding the use of information</li> </ul>	1	20%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

## 6. Reference Materials (recommended textbooks, recommended readings)

1. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). London: Author
2. Strahan, M. (2012). APA reference style guide. Olson Library. Retrieved September 04 2023, from [http://library.nmu.edu/guides/userguides/style\\_ap.htm](http://library.nmu.edu/guides/userguides/style_ap.htm)

3. Neville, C. (2010). The complete guide to referencing and avoiding plagiarism (2nd ed.). Maidenhead: Open University Press.
4. Judd, V.C., Farrow, L.I., & Tims, B.J. (2006). Evaluating public web site information: A process and an instrument. Reference Services Review, 34 (1), 12-32
5. Rockman, I.F (2005). Evaluate that information. Reference Services Review, 33 (4), 369-370
6. Bothma, T., Cosijn, E., Fourie, I., & Penzhorn, C. (2011). Navigating information literacy: Your information society survival toolkit (3rd ed.). Pretoria: Pearson Burkhardt,
7. J.M. & MacDonald, M. C. (2010). Teaching Information Literacy: 50 Standards-Based Exercises for College Students (2nd ed.). Chicago, IL, USA: American Library Association Editions Retrieved from <http://site.ebrary.com/lib/kcau/home.action>
8. KCA University Library. (2012). APA referencing style guide as per the 6th edition of the APA manual, 2010. Nairobi: KCA University Library
9. Lau, J. (2008). IFLA Publications: Information Literacy: International Perspectives. Berlin, DEU: K. G. Saur Retrieved from [www.ebrary.com](http://www.ebrary.com)
10. Neville, C. (2010). The complete guide to referencing and avoiding plagiarism (2nd ed.). Maidenhead: Open University Press. Retrieved from [www.ebrary.com](http://www.ebrary.com)
11. The University of Sydney. (2011). Your guide to APA 6th style referencing. Retrieved April 30, 2013 from [http://sydney.edu.au/library/subjects/downloads/citation/APA%20Complete\\_2012.pdf](http://sydney.edu.au/library/subjects/downloads/citation/APA%20Complete_2012.pdf)

<b>Module Code:</b>	<b>551/23/M05</b>
<b>Module Title:</b>	<b>RECORDS CENTRE MANAGEMENT</b>
<b>ZNQF Level:</b>	5
<b>Credits:</b>	18
<b>Duration:</b>	180 hours
<b>Relationship with Qualification Standards:</b>	Based on Unit Standard <b>Records Centre Management</b> of Qualification standard for a Records and Information officer
<b>Pre-requisite modules:</b>	No prerequisite
<b>Purpose of Module:</b>	This module focuses on equipping records management personnel with skills and knowledge on how to establish and manage records centres. The target group for this module is comprised of records and information clerks, managers and other individuals interested in establishing records centre or working in Records centres and archival institutions.
<b>List of Learning Outcomes:</b>	<b>LO1: Apply basic concepts in Records Centre Management</b> <b>LO2: Establish a Records Centre</b> <b>LO3: Implement Intellectual and Physical control to semi - active records</b> <b>LO4: Manage digital records in Records Centres</b> <b>LO5: Conduct Records surveys</b> <b>LO6: Appraise and dispose of records</b>

<b>Learning Outcome 01</b>	<b>Apply basics concepts to Records centre Management</b>
<b>Assessment Criteria:</b>	1.1 Outline characteristics of Records centres 1.2 Identify types of records in Records centres 1.3 Explain types of Records centres
<b>Content:</b>	<p><b>1.1 Outline the characteristics of Records centres</b></p> <ul style="list-style-type: none"> <li>• Define a Records centre</li> <li>• Explore the functions of records centres</li> <li>• Enumerate the characteristics of records centres</li> <li>• Identify equipment found in Records centres</li> </ul> <p><b>1.2 Identify types of records in Records centres</b></p> <ul style="list-style-type: none"> <li>• Briefly outline the stages in the life cycle of a record</li> <li>• Explain what is meant by semi-current or semi-active records</li> <li>• Identify different records formats managed in Records centres</li> <li>• Justify the need to transfer semi-current records to a Records centre</li> </ul> <p><b>1.3 Explain the types of records centres</b></p> <ul style="list-style-type: none"> <li>• Identify the types of records centres: in-house, commercial and national</li> <li>• Discuss the services offered by these records centres</li> </ul>
<b>Assessment Tasks:</b>	1. Written and/or oral assessment on the skills and knowledge on records centres as outlined in the performance criteria and content above 2. Practical assessment on records centre management based on the performance criteria of the relevant unit standard.
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• Fully equipped records centre</li> <li>• Records in different formats</li> </ul>

<b>Learning Outcome 02</b>	<b>Establish a Records centre</b>
<b>Assessment Criteria</b>	2.1 Explore prescribed standards used to site a Records centre 2.2 Explain the role of records centre staff 2.3 Highlight challenges in the management of semi-active records
<b>Content</b>	<p><b>2.1 Explore prescribed standards used to site a Records centre</b></p> <ul style="list-style-type: none"> <li>• List and explain factors considered when establishing an administrative structure for a records centre</li> <li>• Analyse key factors affecting siting of a Records centre</li> </ul> <p><b>2.2 Explain the role of records centre staff</b></p> <ul style="list-style-type: none"> <li>• Draw up an organisational structure model for a Records centre and identify key personnel in the management of records centre, eg, archivists, records managers, office assistants, etc</li> <li>• Discuss their responsibilities</li> </ul> <p><b>2.3 Highlight challenges in the management of semi-active records</b></p> <ul style="list-style-type: none"> <li>• Identify challenges met in managing records in Records in records centres.</li> <li>• Suggest possible solutions to identified problems/ challenges.</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge on planning and developing a Records centre as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on outlining factors considered in siting and on drawing up the organisation structure of a Records centre based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Context/conditions of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/ or oral assessment can be conducted in classroom environment. Oral assessment can also be conducted by the assessor during performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institutions.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below:</li> </ol>

	<ul style="list-style-type: none"> <li>• Fully equipped records centre</li> <li>• Charts</li> <li>• Boards</li> </ul>
<b>Learning Outcome 03</b>	<b>Apply Intellectual and physical control to semi-active records</b>
<b>Assessment Criteria</b>	3.1 Conduct consultations on the procedures to be developed 3.2 Gather information for all records centre procedures
<b>Content</b>	<p><b>3.1 Conduct consultations on the procedures to be developed</b></p> <ul style="list-style-type: none"> <li>• Plan and conduct meetings/ workshops to develop and standardise records centre procedures</li> <li>• Consult/ liaise with key records stakeholders on how to manage records prior to transfer and on how to carry out the transfer of records to records centres.</li> </ul> <p><b>3.2 Gather information for all the records centre procedures</b></p> <ul style="list-style-type: none"> <li>• Explain procedures followed when liaising with records officers and when receiving records at the Records centre</li> <li>• Enumerate on the steps taken to accession records</li> <li>• Explore steps followed when issuing out and returning records in the records centre.</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge on the various procedures carried out in a Records centre as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on carrying out certain procedures at a records centre based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/ or oral assessment can be done in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be done in the workplace or simulated work environment in the training institutions.</li> <li>3. The context of assessment should include the following facilities, tools, equipment and materials: <ul style="list-style-type: none"> <li>• Fully furnished records centre</li> <li>• Records office</li> <li>• Boards</li> <li>• Transmittal lists</li> <li>• Accession register and Location registers</li> <li>• Recommended box and Stickers.</li> <li>• Issuing out documentation.</li> </ul> </li> </ol>

<b>Learning Outcome 04</b>	<b>Manage digital records in Records centres</b>
<b>Assessment Criteria:</b>	<p>4.1 Assess requirements for a successful digital records centre</p> <p>4.2 Explore challenges in managing digital semi-active records</p> <p>4.3 Highlight new trends in managing digital semi-active records</p>
<b>Content:</b>	<p><b>4.1 Assess requirements for a successful digital records centre</b></p> <ul style="list-style-type: none"> <li>• Define 'digital record' and 'digital records centre'</li> <li>• Outline the benefits of a digital records centre</li> <li>• Identify resources/ materials required to establish a Records centre</li> </ul> <p><b>4.2 Identify and explain challenges in managing digital semi-active records</b></p> <ul style="list-style-type: none"> <li>• Identify challenges or problems faced when managing digital records in a Records centre</li> <li>• Outline possible solutions</li> </ul> <p><b>4.3 Highlight new trends in managing digital semi-current records</b></p> <ul style="list-style-type: none"> <li>• Explore current/ latest methods or ways of managing digital records in Records centres</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge digital records management in Records centres as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on digital records management based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below:</li> </ol>

	<ul style="list-style-type: none"> <li>• Records centre facility</li> <li>• Digital records</li> <li>• Computers</li> </ul>
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<b>Learning Outcome 05</b>	<b>Conduct Records surveys</b>
<b>Assessment Criteria:</b>	5.1 Appoint a Records survey team 5.2 Develop survey objectives 5.3 Establish principles guiding the retirement of non-current records 5.4 Determine survey methodologies
<b>Content:</b>	<p><b>5.1 Appoint a Records survey team</b></p> <ul style="list-style-type: none"> <li>• Explain the concept of a Records survey and its importance in records management</li> <li>• Identify individuals to carry out a records survey</li> </ul> <p><b>5.2 Develop survey objectives</b></p> <ul style="list-style-type: none"> <li>• Develop SMART objectives as records survey team</li> </ul> <p><b>5.3 Establish principles guiding the retirement of non-current records in Records centres</b></p> <ul style="list-style-type: none"> <li>• Outline the guidelines and rules to be used when retiring non-current records from the records centre.</li> </ul> <p><b>5.4 Determine records survey methodologies</b></p> <ul style="list-style-type: none"> <li>• Identify and explain different survey methods</li> <li>• Recommend the ideal methodologies for a particular environment</li> <li>• Carry out the survey</li> <li>• Document findings and make recommendations</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required conduct a Records survey in Records and information facilities as outlined in the assessment criteria and content above.</li> <li>2. Practical assessments on carrying out a Records survey based on the performance criteria of the relevant unit standard.</li> </ol>

<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: <ul style="list-style-type: none"> <li>• A Records centre facility</li> <li>• Computers</li> <li>• Boards</li> <li>• Stationery</li> </ul> </li> </ol>
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<b>Learning Outcome 06</b>	<b>Appraise and dispose of records</b>
<b>Assessment Criteria:</b>	6.1 Consult retention and disposal schedules 6.2 Identify records value and categorise records 6.3 Articulate appraisal of digital records 6.4 Document appraisal decisions 6.5 Dispose records accordingly
<b>Content:</b>	<p><b>6.1 Consult retention and disposal schedules</b></p> <ul style="list-style-type: none"> <li>• Assess the concept of Appraisal and disposal of records</li> <li>• Explain the significance of appraisal and disposal of records in Records centres and in Records management in general</li> <li>• Define 'records retention and disposal schedules'/'records scheduling' and explain their importance</li> <li>• Consult the schedules to determine the disposal dates and actions</li> </ul> <p><b>6.2 Identify records value and categorise records</b></p> <ul style="list-style-type: none"> <li>• Outline records values used to categorise various records as they are appraised</li> <li>• Discuss factors to be considered when appraising records in a Records centre</li> </ul> <p><b>6.3 Articulate appraisal of digital records</b></p> <ul style="list-style-type: none"> <li>• Demonstrate procedure taken to appraise digital records</li> </ul>

	<p>in Records centres</p> <p><b>6.4 Document appraisal decisions</b></p> <ul style="list-style-type: none"> <li>• Note down actions to be taken to concerning records series appraised</li> <li>• Communicate decisions with key stakeholders, eg, records creators, supervisors, head of the institution, archivists, etc</li> </ul> <p><b>6.5 Dispose records accordingly</b></p> <ul style="list-style-type: none"> <li>• Identify methods of records disposal</li> <li>• Dispose ephemeral records in accordance with prevailing legislation</li> <li>• Outline the procedure of transferring records to archival institutions.</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to appraise and dispose records in record institutions as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on appraisal and disposal of records in Records centres or other records management institutions based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: <ul style="list-style-type: none"> <li>• Records and information facility</li> <li>• Stationery</li> <li>• Computers</li> <li>• Records retention and disposal schedules</li> </ul> </li> </ol>

### **Approach to Teaching and Learning:**

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.

4. Problem-based learning.
5. Online/distance education and learning.
6. Use of social media.

#### **Approach to Assessment:**

1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

#### **Resources:**

##### **1. Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA). The trainer should have:

Higher National Diploma in Records management and Information science

Degree in Records and Archives Management or equivalent is an added advantage

##### **2. Facilities, Tools, Equipment and Materials**

- Fully equipped Records centres and other records and information facilities
- Computers
- Records centre documentation
- Boards, charts, slides

##### **3. Learning Resources**

Relevant training manual (learners' guide) and facilitators' guide

#### **7. ASSESSMENT SPECIFICATION GRID**

<b>LEARNING OUTCOME</b>	<b>WEIGHTING</b>
Apply basic concepts in Records Centre Management	15%
Establish a Records Centre	15%
Implement Intellectual and Physical control to semi-active records	15%
Manage digital records in records centres	20%
Conduct records surveys	15%
Appraise and dispose of records	20%
<b>TOTAL</b>	<b>100%</b>

## PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

LEARNING OUTCOME	NO. OF QUESTIONS	WEIGHTING
<b>Apply basic concepts in Records Centre Management</b> <ul style="list-style-type: none"><li>• Functions of a records centre</li><li>• Characteristics of a records centre</li><li>• Equipment used in a records centre</li><li>• Stages in the lifecycle of a record</li><li>• Define semi-current/semi- active records</li><li>• Justify the need to transfer semi-active records to a records centre</li><li>• types of records centres</li><li>• services offered by the different records centres</li></ul>	1	15%
<b>Establish a Records Centre</b> <ul style="list-style-type: none"><li>• factors to consider when establishing an administration structure for a Records Centre</li><li>• key factors affecting siting of a Records Centre</li><li>• responsibilities of records centre staff</li><li>• challenges in managing semi-active records in records centres</li><li>• suggest solutions</li></ul>	1	15%
<b>Implement Intellectual and Physical control to semi-active records</b> Procedures followed when: <ul style="list-style-type: none"><li>- receiving records in the records centre</li><li>- issuing out records to creating agencies</li><li>- returning records to the records centre</li></ul>	1	15%
Manage digital records in records centres <ul style="list-style-type: none"><li>• define digital records and digital records centre</li><li>• benefits of a digital records centre</li><li>• resources required to establish a digital records centre</li><li>• challenges in managing digital records centres</li><li>• outline possible solutions</li><li>• new trends in managing digital media in records centres</li></ul>	1	20%
Conduct records surveys <ul style="list-style-type: none"><li>• concept of a records survey and its significance</li><li>• guidelines when retiring non-current records</li></ul>	1	15%

<ul style="list-style-type: none"> <li>• survey methodologies</li> </ul>		
<b>Appraise and dispose of records</b> <ul style="list-style-type: none"> <li>• concept of appraisal and disposal</li> <li>• significance of appraisal and disposal</li> <li>• records retention and scheduling</li> <li>• records values used to categorise records</li> <li>• factors to consider when appraising records</li> <li>• procedures followed when appraising digital records</li> <li>• methods of records disposal</li> <li>• procedures followed when transferring records to the National Archives</li> </ul>	1	20%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

#### **4. Reference Materials (recommended textbooks, recommended readings)**

1. British Standards Institute (2000) Effective Records Management Guide to the value of BS ISO 1548-1
2. George, C. (et.al) (2006) Lawyer's Guide to Records Management and Retention. American Bar Association
3. Judith Reed, J.( et.al )(2010) Records Management paper book. Cengage Learning, USA
4. Koonts, L.D. (2005) Records Management : Planning for Electronic Records Archives has improved. Washington DC: United State Government Accountability Office
5. Mcleod, J. and Hare, C. (2005) Managing Electronic Records.London: Facet Publishing
6. Mcleod, J. and Hare, C. (2010) How to Manage Records in the e-environment,?Taylor and Francis
7. Miller, L. A. (1999) Managing Records in Records centres ,IRMT.
8. Ngoepe, M. (2003).Contemporary ways of keeping records: a challenge for the National Archives and Records Service of South Africa. Archives News 45(4):47-48.
9. Ngulube, P. (2000).Professionalism and ethics in records management in the public sector in Zimbabwe. Records management Journal,10(3):161-173.
10. Shelow, F. J. (2016) The management and history and sound Archives, Greenwood Press
11. Sheered, E. (2000) Managing Records: A Handbook of Principles and

Practices.London: Facet Publishing

12. Smith, K. (2012) Public Sector records Management: A Practical Guide

<b>Module Code:</b>	<b>551/23/M06</b>
<b>Module Title:</b>	<b>REPROGRAPHICS</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	18
<b>Duration:</b>	180 hours
<b>Relationship with Qualification Standards:</b>	Based on Unit Standard <b>REPROGRAPHICS</b> of Qualification Standard for A Records and Information Officer
<b>Pre-requisite modules:</b>	No prerequisite module
<b>Purpose of Module:</b>	This module describes the skills, knowledge and attitudes required by a Records and Information Officer in reproducing records in different formats. This includes developing a reprographics program, photocopying, micrographics, digitisation and photo-reproduction. Access to this module is open to all target groups including unemployed youths, women and men and all those working in different information centres including, records offices, records centres and archival institutions.
<b>List of Learning Outcomes:</b>	<b>LO1: Execute a reprographics program</b> <b>LO2: Apply Photocopying procedures</b> <b>LO3: Microfilm records and adhere to filming standards</b> <b>LO4: Digitise records</b> <b>LO5: Photo-reproduce records</b>

<b>Learning Outcome 01</b>	<b>Execute a reprographics program</b>
<b>Assessment Criteria:</b>	1.1 Justify the significance of reprography 1.2 Articulate steps in developing a reprography programme 1.3 Discuss legal instruments affecting document reproduction
<b>Content:</b>	<b>1.1 Justify the significance of reprography</b> <ul style="list-style-type: none"> <li>Define reprography</li> <li>Explore reasons for resorting to reprography</li> <li>Examine photographic and non-photographic techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore advantages and limitations of each technique</li> </ul> <p><b>1.2 Articulate steps in developing a reprography programme</b></p> <ul style="list-style-type: none"> <li>• Discuss the steps involved in developing a reprography program</li> <li>• Maintain and adhere to a reprographic policy</li> </ul> <p><b>1.3 Discuss legal instruments affecting document reproduction</b></p> <ul style="list-style-type: none"> <li>• Explore ways that information centres can conform to the statutes of law</li> <li>• Analyse different legal instruments</li> <li>• Explain how legislation affects the reproduction of documents</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to reproduce documents in different formats as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on reproducing documents using different reprographic techniques based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: <ul style="list-style-type: none"> <li>• Fully-equipped reprographic unit</li> <li>• Planetary cameras</li> <li>• Film and film bases</li> </ul> </li> </ol>

<b>Learning Outcome 02</b>	<b>Apply Photocopying procedures</b>
<b>Assessment Criteria:</b>	<p>1.1 Adhere to photocopying procedures</p> <p>1.2 Identify methods in photocopying</p> <p>1.3 Establish functional parameters of copiers</p>

<b>Content:</b>	<b>1.1 Adhere to photocopying procedures</b> <ul style="list-style-type: none"> <li>Outline the photocopying process</li> <li>Examine advantages and disadvantages of photocopying</li> </ul> <b>1.2 Identify methods in photocopying</b> <ul style="list-style-type: none"> <li>Explore the methods used in photocopying</li> </ul> <b>1.3 Establish functional parameters of copiers</b> <ul style="list-style-type: none"> <li>Examine types of machines used for xerography</li> <li>Analyse different legal instruments and how they affect photocopying</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>Written and/or oral assessment on the skills and knowledge required to reproduce documents in different formats as outlined in the assessment criteria and content above.</li> <li>Practical assessment on photocopying documents using different photocopiers based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>The context of assessment should include the facilities, tools, equipment and materials listed below: <ul style="list-style-type: none"> <li>Fully-equipped reprographic unit</li> <li>photocopiers</li> </ul> </li> </ol>

<b>Learning Outcome 03</b>	<b>Microfilm records and adhere to filming standards</b>
<b>Assessment Criteria:</b>	1.1 Trace the evolution of micrographics 1.2 Adhere to microfilming procedures 1.3 Identify filming standards 1.4 Micrographic system is established
<b>Content:</b>	<b>1.1 Trace the evolution of micrographics</b> <ul style="list-style-type: none"> <li>Outline the evolution of micrographics to date</li> <li>Advantages microfilm systems over existing paper systems</li> <li>Micrographics for Information Management</li> <li>Micrographics for Document Management</li> </ul> <b>1.2 Adhere to microfilming procedures</b>

	<ul style="list-style-type: none"> <li>• Outline the microfilming procedures</li> <li>• Types of microforms</li> <li>• Types of cameras used in microfilming</li> <li>• Types of films used in microfilming</li> </ul> <p><b>1.3 Identify filming standards</b></p> <ul style="list-style-type: none"> <li>• Discuss filming standards</li> <li>• Describe ways of providing access to microfilm collections</li> <li>• Discuss the concept film generation</li> <li>• Handling and storage of micro-formats</li> </ul> <p><b>1.4 Micrographic system is established</b></p> <ul style="list-style-type: none"> <li>• Micrographics as an interface technology</li> <li>• Micrographics the future</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to reproduce documents in different formats as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on photocopying documents using different photocopiers based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: <ul style="list-style-type: none"> <li>• Fully-equipped reprographic unit</li> <li>• photocopiers</li> </ul> </li> </ol>

<b>Learning Outcome 04</b>	<b>Digitise records</b>
<b>Assessment Criteria:</b>	<ol style="list-style-type: none"> <li>1.1 Outline the digitisation process</li> <li>1.2 Compliance, regulation and digitisation</li> <li>1.3 Data protection and security</li> </ol>

<b>Content:</b>	<b>1.1 Outline the digitisation process</b> <ul style="list-style-type: none"> <li>• Explain the concept of digitisation</li> <li>• Examine new trends in digitisation</li> <li>• Advantages and disadvantages of digitisation</li> <li>• Challenges in digitisation</li> </ul> <b>1.2 Compliance, regulation and digitisation</b> <ul style="list-style-type: none"> <li>• Developing digitisation policies and procedures</li> <li>• Digital migration of records</li> </ul> <b>1.3 Data protection and security</b> <ul style="list-style-type: none"> <li>• Measures in securing digital objects</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to digitise records as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on digitising using different Records Management software based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: <ul style="list-style-type: none"> <li>• Fully-equipped reprographic unit</li> <li>• photocopiers</li> </ul> </li> </ol>

<b>Learning Outcome 04</b>	<b>Photo-reproduce records</b>
<b>Assessment Criteria:</b>	1.1 Identify methods used in the photography 1.2 Outline the physics of light 1.3 Developing a film
<b>Content:</b>	<b>1.1 Identify methods used in the photography</b> <ul style="list-style-type: none"> <li>• Explain the concept of photography</li> <li>• Examine the advantages and drawbacks of photography</li> </ul> <b>1.2 Outline the physics of light</b> <ul style="list-style-type: none"> <li>• Light and photography</li> <li>• Cameras used in photography</li> </ul>

	<b>1.3 Developing a film</b> <ul style="list-style-type: none"> <li>Steps in developing a film</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment on the skills and knowledge required to reproduce records through photography as outlined in the assessment criteria and content above.</li> <li>2. Practical assessment on photo-reproduction based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below: <ul style="list-style-type: none"> <li>Fully-equipped reprographic unit</li> <li>photocopiers</li> </ul> </li> </ol>

#### **4. Approach to Teaching and Learning:**

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

#### **5. Approach to Assessment:**

1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

#### **6. Resources:**

**Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND in Records Management and Information Science

BSc in Records Management an added advantage

## **7. Facilities, Tools, Equipment and Materials**

- Microfiche reader
- Planetary cameras
- Step and repeat camera
- Scanners
- Reprographic Unit
- Digital camera
- Photocopier
- Binding machines
- Guillotine
- Hand winding tables
- Film developing room
- Duplicating machines
- Shrinkage gauge
- DVD players
- Magnifier

## **8. Learning Resources**

Relevant training manual (learners' guide) and facilitators' guide

## **9. ASSESSMENT SPECIFICATION GRID**

<b>TOPIC</b>	<b>WEIGHTING</b>
Execute a reprographics program	20%
Apply photocopying procedures	15%
Microfilm records and adhere to filming standards	25%
Digitise records	25%
Photo-reproduce records	15%

<b>TOTAL</b>	<b>100%</b>
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## 10. PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

<b>LEARNING OUTCOME</b>	<b>NO. OF QUESTIONS</b>	<b>WEIGHTING</b>
<b>Execute a reprographics program</b> <ul style="list-style-type: none"> <li>Define reprography and explain its significance</li> <li>Steps in developing a reprographic program</li> <li>Reprographic policy</li> <li>Legal instruments guiding reprography</li> </ul>	1	20%
<b>Apply photocopying procedures</b> <ul style="list-style-type: none"> <li>Outline photocopying process</li> <li>Advantages and disadvantages</li> <li>Methods used in photocopying</li> <li>Types of machines used in xerography</li> <li>Legal instruments and how they affect xerography</li> </ul>	1	15%
<b>Microfilm records and adhere to filming standards</b> <ul style="list-style-type: none"> <li>Trace the evolution of micrographics</li> <li>Advantages of microfilm systems over existing paper systems</li> <li>Micrographics for Information Management</li> <li>Micrographics for Document Management</li> <li>Microfilming procedures</li> <li>Types of microforms</li> <li>Types of cameras used in microfilming</li> <li>Types of films</li> <li>Filming standards</li> <li>Proving access to microfilm</li> </ul>	1 or 2	25%

collections		
• Handling and storage of microforms		
<b>Digitise records</b>	1 or 2	25%
<ul style="list-style-type: none"> <li>• Concept of digitizing</li> <li>• New trends in digitisation</li> <li>• Advantages and disadvantages</li> <li>• Challenges in digitisation</li> <li>• Digitizing policies and procedures</li> <li>• Digital migration</li> <li>• Securing digital objects</li> </ul>		
<b>Photo-reproduce records</b>	1	15%
<ul style="list-style-type: none"> <li>• Concept of photography</li> <li>• Advantages and disadvantages</li> <li>• Light and photography</li> <li>• Cameras used in photography</li> <li>• Steps in developing a film</li> </ul>		
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

## 11. Reference Materials (recommended textbooks, recommended readings)

1. British Standards Institute (2000) Effective Records Management. Guide to the value of BS ISO 1548-1
2. Cloonan, M. V. (2021). W(h)ither preservation? Library Quarterly, 71(2), 231-242.
3. Cloonan, V and Sanett, S. (2012). Preservation strategies for electronic records: where we are now –obliquity and squint? The American Archivist 65(1):70-106. Constitution of the Republic of South Africa. 1996. Pretoria: Government Printers.
4. Crix, F. C., (2014). Reprographic management handbook, 2nd ed. Business Books, in association with the Institute of Reprographic Technology.
5. Debbie West (2012) Records Management. London: EMC Publishing, UK
6. Elkington, N. E. (2014). RLG Archives Microfilming Manual . Mountain View, CA: Research Libraries Group
7. Fox, L. (2016). Preservation Microfilming: A Guide for Librarians and Archivists, 2nd ed. Chicago: American Library Association.
8. Hampshire, T. A guide to reprographic processes for small users. AGARD ography, No.

9. Huth, G. (2013). Managing Imaging and Micrographics Projects. New York State Archives - Publication # 77
10. Keene, J.A and Roper, M. Planning, equipping and staffing a document reprographic service, A Ramp study with guidelines.
11. Liebowwitz, S.J. (2021). The impact of reprography on the copyright system. Canada. Consumer and Corporate Affairs.
12. McKern, Debra, and Sherry Byrne. ALA Target Packet for Use in Preservation Microfilming . Chicago: American Library Association, 2021.
13. Neblette, C. B and Sturge, J.M. (2014). Neblette's Handbook of photography and reprography: materials, processes, and systems. New York : Van Nostrand Reinhold
14. Roper, M. and Miller, L.2019. Preserving records. IRMT
15. Smallwood, R.F. (2013) Managing Electronic Records Methods, Best Practices and Technologies.
16. Sung, C.H. (2023).Archives & manuscripts : reprography. Chicago : Society of American Archivists.
18. WIPO, (2019). Collective Management in Reprography: World Intellectual Property Organisation. Issue 924 of WIPO publication

<b>Module Code:</b>	<b>551/23/M07</b>
<b>Module Title:</b>	<b>Archives Administration</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	20
<b>Duration:</b>	200 hours
<b>Relationship with Qualification Standards:</b>	Based on unit standard Archives Administration of qualification standards for a <b>Records and Information Officer</b>
<b>Pre-requisite modules:</b>	No prerequisites
<b>Purpose of Module:</b>	This module describes the skills, knowledge and attitudes required by a <b>Records and Information Officer</b> to manage archival materials in all formats. This includes acquisition, accessioning, arrangement and description of Archives as well as provision of access and reference services. The role of the National Archives' in Archives Administration, the importance of Oral History Management as well as managing Digital Archives and Marketing of Archives will also be covered. This module is important as it ensures proper management and administration of archives. The module targets individuals who are in Records, Archives and Information management profession irrespective of gender, age or ethnicity.
<b>List of Learning Outcomes:</b>	<b>LO1: Acquire Archives</b> <b>LO2: Accession, Arrange and Describe Archives</b> <b>LO3: Provide Access and reference services</b> <b>LO4: Examine National Archives' role in Archives Administration</b> <b>LO5: Implement an oral history management programme</b> <b>LO6: Manage Digital Archives and Market Archives</b>

<b>Learning Outcome 01</b>	<b>Acquire Archives</b>
<b>Assessment Criteria:</b>	1.1 Establish the need to acquire archives 1.3 Identify methods of acquisition 1.3 Acquire archival materials 1.4 Apply archival principles 1.5 Identify Sources of archival material 1.6 Use acquisition policy
<b>Content:</b>	<p><b>1.1 Establish the need to Acquire archives</b></p> <ul style="list-style-type: none"> <li>• Define acquisition</li> <li>• Identify the importance of acquisition</li> </ul> <p><b>1.2 Identify methods of acquisition</b></p> <ul style="list-style-type: none"> <li>• Statutory or legal deposits</li> <li>• Donations or deed of gift</li> <li>• Purchase</li> <li>• Loan or deposits</li> <li>• Bequests</li> <li>• Photocopying or micro-copying</li> <li>• Restitution or replevin</li> </ul> <p><b>1.3 Acquire archival materials</b></p> <ul style="list-style-type: none"> <li>• Identify factors to consider before acquiring archival materials</li> <li>• Acquisition of archival materials is carried out</li> </ul> <p><b>1.4. Apply Archival Principles</b></p> <ul style="list-style-type: none"> <li>• Principles in Archives administration are explained (principle of provenance and original order )</li> </ul> <p><b>1.5 Identify sources of acquiring materials</b></p> <ul style="list-style-type: none"> <li>• Internal sources</li> <li>• External sources</li> </ul> <p><b>1.6 use an acquisition policy</b></p> <ul style="list-style-type: none"> <li>• Illustrate the significance of an acquisition policy in archival institutions</li> <li>• Describe the components of an archives acquisition policy</li> </ul>
<b>Assessment Tasks:</b>	2. A Written and/or oral assessment on the skills and knowledge required in acquiring archives as outlined in the assessment criteria and content above  3. Practical assessment on the acquisition process for both the internal and external sources.

<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• computers</li> <li>• Statutory instrument</li> <li>• Storage box label</li> <li>• Transmittal lists</li> <li>• Sorting table</li> <li>• Trolleys</li> <li>• Staple removals</li> <li>• Punchers</li> <li>• Storage boxes</li> <li>• Mighty markers</li> <li>• Folders</li> <li>• Dummy stickers</li> </ul> </li> </ol>
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<b>Learning Outcome 02</b>	<b>Accession, Arrange and Describe archives</b>
<b>Assessment Criteria</b>	2.1 Describe Accessions Management 2.2 Process accessions 2.3 Document accessions 2.4 Arrange and describe archives
<b>Content</b>	<b>3.1 Describe accessions management</b> <ul style="list-style-type: none"> <li>• Describe the accessioning system</li> <li>• Goals of accessioning</li> <li>• Articulate the Legal, physical and intellectual control</li> </ul> <b>3.2 Process accessions</b> <ul style="list-style-type: none"> <li>• Show procedures done before accessioning archival material</li> <li>• Show Procedures done when receive archival material</li> <li>• Processing accessions</li> <li>• Store new Accessions including confidential and classified archives</li> </ul> <b>3.3 Document Accessions</b> <ul style="list-style-type: none"> <li>• Complete the archives accession form</li> <li>• Complete the archives accession register</li> <li>• Complete group and series register</li> </ul>

	<b>2.4 Arrange and Describe archives</b> <ul style="list-style-type: none"> <li>• Describe the concept of arrangement and description</li> <li>• Examine the importance of arranging and describing archives</li> <li>• Principles of arrangement</li> <li>• Principles of description</li> <li>• Levels of arrangement and description</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. A Written and/or oral assessment on the skills and knowledge required in accessioning, arranging and describing archives as outlined in the assessment criteria and content above</li> <li>2. Practical assessment on the accessioning, arrangement and description of archives including the use of accession form, accession register, group and series register as well as applying the levels of arrangement and description.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• Computer database</li> <li>• Statutory instrument</li> <li>• Accession register</li> <li>• Accession form</li> <li>• Group and series register</li> <li>• Individual accession sheet</li> <li>• Pencils and rubbers</li> <li>• Storage box label</li> <li>• Transmittal lists</li> <li>• Sorting table</li> <li>• Trolleys</li> <li>• ladders</li> <li>• Staple removals</li> <li>• Punchers</li> <li>• Archival Storage boxes</li> <li>• A loose leaf Folder</li> <li>• Dummy stickers</li> </ul> </li> </ol>

<b>Learning Outcome 03</b>	<b>Provide access and reference services</b>
<b>Assessment Criteria</b>	3.1 Develop an access policy 3.2 Use finding aids to facilitate access 3.3 Determine access restrictions 3.4 Apply access restrictions 3.5 Maintain and observe privacy and confidentiality 3.6 Determine reference services
<b>Content</b>	<p><b>3.1 Develop an access policy</b></p> <ul style="list-style-type: none"> <li>• Qualities of a good access policy</li> <li>• Importance of an archive policy</li> <li>• Develop an Archives Policy</li> </ul> <p><b>3.2 Use finding aids to facilitate access</b></p> <ul style="list-style-type: none"> <li>• Advantages of using finding aids</li> <li>• Different finding aids used in archives are available <ul style="list-style-type: none"> <li>- Shelf list</li> <li>- Select list</li> <li>- Register</li> <li>- Item list</li> <li>- Inventory</li> <li>- Index</li> <li>- Folder list</li> <li>- Database</li> <li>- catalogue</li> </ul> </li> </ul> <p><b>3.3 Determine access restrictions</b></p> <ul style="list-style-type: none"> <li>• Analyse intellectual, legal and physical Access</li> <li>• Illustrate the importance of access restrictions</li> </ul> <p><b>3.4 Apply Access restrictions</b></p> <ul style="list-style-type: none"> <li>• Apply access restrictions on :protected personally identifiable information, classified or closed records, donor agreements, cultural protections, preservation risks and unprocessed collections</li> </ul> <p><b>3.5 Maintain and observe privacy and confidentiality</b></p> <ul style="list-style-type: none"> <li>• Illustrate the privacy and confidential concerns in archival records( limits of the law, legal and ethical concerns</li> </ul> <p><b>3.6 Determine reference services</b></p> <ul style="list-style-type: none"> <li>• Describe reference services and types of reference interviews</li> <li>• Analyse archivist skills for reference services {intellectual, administrative, interpersonal skills</li> <li>• Examine features of a reference area</li> </ul>

	<ul style="list-style-type: none"> <li>• Outline duties of a reference archivist</li> <li>• Provide reference services and manage reference area</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. A Written and/or oral assessment on the skills and knowledge required in providing access and reference services in Archives as outlined in the assessment criteria and content above</li> <li>2. Practical assessment on the reference services including the creation and use of finding aids to facilitate access</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• Computer database</li> <li>• Statutory instrument</li> <li>• Item lists</li> <li>• catalogues</li> <li>• inventory</li> <li>• register /attendance register</li> <li>• index lists</li> <li>• telephone, fax, internet</li> <li>• reference room</li> <li>• search room</li> <li>• reference rules</li> <li>• readers tickets</li> <li>• document production form</li> </ul> </li> </ol>

<b>Learning Outcome 04</b>	<b>Examine National Archives' role in Archives Administration</b>
<b>Assessment Criteria:</b>	<ol style="list-style-type: none"> <li>4.1 Establish the role of the NAZ</li> <li>4.2 Outline Services provided by NAZ</li> <li>4.3 Determine the relationship of NAZ and other information centres</li> <li>4.4 Evaluate National Archives Legislation and other legal instruments</li> <li>4.5 Establish Archival ethics</li> </ol>

<b>Content:</b>	<p><b>4.2 Establish the role of NAZ</b></p> <ul style="list-style-type: none"> <li>• Explain the role and functions of NAZ</li> </ul> <p><b>4.3 Outline services provided by NAZ</b></p> <ul style="list-style-type: none"> <li>• Describe the services provided by NAZ</li> <li>• Evaluate the different sections at NAZ</li> </ul> <p><b>4.4 Determine the relationship of NAZ and other information centres</b></p> <ul style="list-style-type: none"> <li>• Determine Relationship of NAZ and museums, libraries, galleries, registries and records centres</li> <li>• Assess the role and functions of the International Council on Archives (ICA)</li> <li>• Highlight the relationship between the International Council of Archives and ESARBICA and International Association of Sound Audio Archives (IASA) and UNESCO</li> </ul> <p><b>4.4 Evaluate archives Legislation</b></p> <ul style="list-style-type: none"> <li>• Analyse the National Archives of Zimbabwe Act of 1986 (NAZ)</li> <li>• Evaluate the major provisions of the National Archives of Zimbabwe 1986;</li> <li>• Assess the strength and weaknesses of the National Archives of Zimbabwe 1986 and suggest how the weaknesses can be rectified</li> </ul> <p><b>4.5 Establish archival ethics</b></p> <ul style="list-style-type: none"> <li>• Apply archivist's code in managing archives</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>1. A Written and/or oral assessment on the skills and knowledge required in determining the role of NAZ in archives administration as outlined in the assessment criteria and content above</li> <li>2. Practical assessment on the services offered by NAZ including the use of NAZ ACT 1986 as well as use of archivist code of ethics to manage archives in whatever format.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• NAZ Act of 1986</li> <li>• Archivist code of ethics</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Printed Publications Act</li> <li>• Copyright Act</li> </ul>
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<b>Learning Outcome 05</b>	<b>Implement an Oral History Management programme</b>
<b>Assessment Criteria:</b>	5.1 Describe oral history and traditions 5.2 Identify oral history methodology 5.3 Determine the quality of an oral history programme
<b>Content:</b>	<b>5.1 Describe oral history and oral traditions</b> <ul style="list-style-type: none"> <li>• Differentiate between oral history and tradition</li> <li>• Justify the importance of oral history and traditions</li> </ul> <b>5.2 Identify oral history methodology</b> <ul style="list-style-type: none"> <li>• Articulate oral history methodology</li> <li>• Develop and evaluate guidelines for the oral history methodology</li> </ul> <b>5.3 Determine the quality of an oral history programme</b> <ul style="list-style-type: none"> <li>• Evaluate the factors that determine the quality of an oral history programme</li> <li>• Suggest possible ways to digitize oral history</li> </ul>
<b>Assessment Tasks:</b>	1. A Written and/or oral assessment on the skills and knowledge required in oral history management as outlined in the assessment criteria and content above  2. Practical assessment on the developing oral history methodology and digitizing oral history programmes
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• Cameras</li> <li>• Recorders</li> <li>• Computers</li> <li>• Memory cards</li> <li>• Ultra-small minidisc machines</li> <li>• Compact discs</li> <li>• Microphones</li> </ul>

	<ul style="list-style-type: none"> <li>• Dictation machines</li> <li>• Playback equipment (Amplifiers ,speakers)</li> <li>• Sound editing software</li> </ul>
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<b>Learning Outcome 06</b>	<b>Manage Digital Archives and Market Archives</b>
<b>Assessment Criteria:</b>	6.1 Describe digital archives 6.2 Ascertain current trends in Archives Management 6.3 Application of modern technologies in the management of archives 6.4 Establish Public programming strategy 6.4 Identify marketing strategies
<b>Content:</b>	<b>6.1 Describe Digital Archives</b> <ul style="list-style-type: none"> <li>• Describe digital archives</li> <li>• Explain archive management in the digital age</li> </ul> <b>6.2 Ascertain current trends in archives management</b> <ul style="list-style-type: none"> <li>• Digital archiving,</li> <li>• Social media archiving</li> <li>• Cloud based archiving</li> <li>• Web archives</li> <li>• Artificial intelligence etc.</li> </ul> <b>6.3 Application of modern technologies</b> <ul style="list-style-type: none"> <li>• Discuss archives and shared information portals</li> <li>• Describe the application of modern technologies in the management of archives</li> <li>• Assess the factors enabling and hindering the adoption of modern technologies in Archives</li> </ul> <b>6.4 Establish Public Programming Strategy</b> <ul style="list-style-type: none"> <li>• Apply marketing strategies on archives on physical and digital platforms</li> </ul> <b>6.5 Identify marketing strategies</b> <ul style="list-style-type: none"> <li>• Examine user services, publicising archives and enhancing awareness of archival holdings</li> </ul>
<b>Assessment Tasks:</b>	1. A Written and/or oral assessment on the skills and knowledge required in managing digital archives and marketing archives as outlined in the assessment criteria

	<p>and content above</p> <p>2. Practical assessment on the application of Modern technologies in archives management including the strategies for public programming and marketing of archives</p>
<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> <li>• Scanners</li> <li>• Vehicles</li> <li>• Pamphlets</li> <li>• Brochures</li> <li>• Publications</li> </ul>

### **1. Approach to Teaching and Learning:**

- Observation of adult learning principles.
- Both institution-based and work-based learning to facilitate the integration of theory and practice.
- Face-to-face education and learning.
- Problem-based learning.
- Online/distance education and learning.
- Blended/hybrid education and learning.
- Use of social media.

### **2. Approach to Assessment:**

- Weighting of 60% continuous assessment and 40% examination.
- Oral assessment to be conducted by a panel of two or more assessors.
- RPL assessment.
- Portfolio of evidence.
- Assessment of work conducted by both individual learners and teams of learners.

### 3. Resources: Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND in Records Management and Information Science

Bsc in Records and Archives Management an added advantage

### 4. Facilities, Tools, Equipment and Materials

- Statutory instruments
- Acid free boxes
- Transmittal lists
- Access guides
- High density shelves
- Computers
- Shredding machines
- Ladder

### 5. Learning Resources

#### Relevant training manual (learners guide) and facilitators guide

- Digital libraries
- PDF Books
- Electronic resource
- Internet facilities
- National Archives of Zimbabwe
- Textbooks
- Museums

### 6. ASSESSMENT SPECIFICATION GRID

TOPIC	WEIGHTING
Acquire archives	15%
Accession, Arrange and Describe archives	15%
Provide access and reference services	20%
National Archives' role in Archives Administration	15%
Implement an Oral History Management programme	15%

Digital Archives and Marketing of Archives	20%
<b>TOTAL</b>	<b>100%</b>

## 7. PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

LEARNING OUTCOME	NO. OF QUESTIONS	WEIGHTING
<b>Acquire archives</b> <ul style="list-style-type: none"> <li>Establish the need to acquire archives</li> <li>Identify methods of acquisition</li> <li>Acquire archival materials</li> <li>Apply archival principles</li> <li>Identify Sources of archival material</li> <li>Use acquisition policy</li> </ul>	1	15%
<b>Accession, Arrange and Describe archives</b> <ul style="list-style-type: none"> <li>Describe Accessions Management</li> <li>Process accessions</li> <li>Document accessions</li> <li>Arrange and describe archives</li> </ul>	1	15%
<b>Provide access and reference services</b> <ul style="list-style-type: none"> <li>1 Develop an access policy</li> <li>Use finding aids to facilitate access</li> <li>Determine access restrictions</li> <li>Apply access restrictions</li> <li>Maintain and observe privacy and confidentiality</li> <li>Determine reference services</li> </ul>	1	20%
<b>National Archives' role in Archives Administration</b> <ul style="list-style-type: none"> <li>Establish the role of the NAZ</li> <li>Outline Services provided by NAZ</li> <li>Determine the relationship of NAZ and other information centres</li> <li>Evaluate National Archives Legislation and other legal instruments</li> <li>Establish Archival ethics</li> </ul>	1	15%

<b>Implement an Oral History Management programme</b> <ul style="list-style-type: none"> <li>• Describe oral history and traditions</li> <li>• Identify oral history methodology</li> <li>• Determine the quality of an oral history programme</li> </ul>	<b>1</b>	<b>15%</b>
<b>Digital Archives and Marketing of Archives</b> <ul style="list-style-type: none"> <li>• Describe digital archives</li> <li>• Ascertain current trends in Archives Management</li> <li>• Application of modern technologies in the management of archives</li> <li>• Establish Public programming strategy</li> <li>• Identify marketing strategies</li> </ul>	<b>1</b>	<b>20%</b>
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

#### 8. Reference Materials (recommended textbooks, recommended readings)

1. Dallas, P and Eckhard M. 2023. The impact of the shift to cloud computing on digital recordkeeping practices at the university of Michigan Bentley historical library.
2. David, G. 2008. "Cultivate Interactive Issue 3: The National Initiative for a Networked Cultural Heritage: Intellectual Needs Shaping Technical Solutions." Cultivate Interactive.
3. David, G. 2008. "Museums Collaborate in New Ventures for Digital Libraries Marketing." Association of Research Libraries (ARL). 5 Aug. 2002. 21 May 2008.
4. David, G. 2008. "Best Practices in Networking Cultural Heritage Resources: Where to Start?" National Initiative for a Networked Cultural Heritage (NINCH).
5. Frieze, H. S. "Art Museums and Their Connection with Public Libraries." Public Libraries in the United States of America: Part One: 1876 Report. Illinois: University of Illinois Graduate School of Library Science Monograph Series #4, 1876. 433- 444.
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<b>Module Code:</b>	<b>551/23/M08</b>
<b>Module Title:</b>	<b>Indigenous Knowledge Systems Management</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	15
<b>Duration:</b>	150 hours
<b>Relationship with Qualification Standards:</b>	Based on unit standard Indigenous Knowledge Systems Management of qualification standards for a Records and Information Officer
<b>Pre-requisite modules:</b>	No prerequisite
<b>Purpose of Module:</b>	This module describes the skills, knowledge and attitudes required by a Records <b>and Information Officer</b> to capture and manage indigenous knowledge systems. This includes concepts of IKS, its role, managing IKS, protecting IKS as well as repackaging traditional knowledge This module is important as it ensures proper management of IKS. The module targets individuals who are in Records, Archives and Information Management profession irrespective of gender, age or ethnicity.
<b>List of Learning Outcomes:</b>	<b>LO1: Explore Indigenous Knowledge Systems</b> <b>LO2: Characterise role of IKS in society</b> <b>LO3: Manage IKS</b> <b>LO4: Execute initiatives towards repackaging of Traditional Knowledge</b> <b>LO5: Implement measures to protect IKS</b>

<b>Learning Outcome 01</b>	<b>Explore Indigenous Knowledge Systems</b>
<b>Assessment Criteria:</b>	1.1 Identify IKS concepts 1.2 Explore Threats to IKS
<b>Content:</b>	<b>1.1 Identify IKS Concepts</b> <ul style="list-style-type: none"> <li>• Define, Local Knowledge, Traditional Knowledge, Traditional Ecological Knowledge (TEK) and Ethno-ecology</li> <li>• Differentiate between indigenous knowledge, tacit knowledge, implicit knowledge and explicit knowledge</li> <li>• Compare and contrast Indigenous Knowledge and Western scientific knowledge</li> <li>• Explain the concept of Indigenous Knowledge Management</li> </ul> <b>1.2 Explore threats to IKS</b> <ul style="list-style-type: none"> <li>• Examine the various challenges associated with IKS</li> <li>• Suggest solutions to the challenges</li> </ul>
<b>Assessment Tasks:</b>	3. A Written and/or oral assessment on the skills and knowledge required in indigenous knowledge systems as outlined in the assessment criteria and content above 4. Practical assessment on the identification of IKS and Western Scientific Knowledge
<b>Conditions/Context of assessment</b>	4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 6. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• computers</li> </ul>

<b>Learning Outcome 02</b>	<b>Characterise role of Indigenous Knowledge Systems in society</b>
<b>Assessment Criteria</b>	2.1 Highlight the importance of IKS 2.2 Evaluate sources of IKS 2.3 Numerate Characteristics of IKS
<b>Content</b>	<b>4.1 Highlight the importance of IKS</b> <ul style="list-style-type: none"> <li>• Articulate the role of information professionals in IKS</li> <li>• Justify the importance of IKS</li> </ul> <b>4.2 Evaluate sources of IKS</b> <ul style="list-style-type: none"> <li>• Articulate the various sources of IKS</li> </ul> <b>4.3 Numerate Characteristics of IKS</b> <ul style="list-style-type: none"> <li>• Examine the nature and features of IKS</li> </ul>
<b>Assessment Tasks</b>	3. A Written and/or oral assessment on the skills and knowledge required in the role of IKS as outlined in the assessment criteria and content above 4. Practical assessment on the identification of IKS sources as well as the identification of the nature and features of IKS.
<b>Conditions/Context of assessment</b>	4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 6. The context of assessment should include the facilities, tools, equipment and materials listed below. <ul style="list-style-type: none"> <li>• Computers</li> </ul>

<b>Learning Outcome 03</b>	<b>Manage Indigenous Knowledge Systems</b>
<b>Assessment Criteria:</b>	3.1 Identify challenges in managing Indigenous Knowledge 3.2 Discuss the integration of Traditional knowledge into modern science 3.3 Outline roles of archives and other information centres in managing traditional cultural expression
<b>Content:</b>	<b>3.1 Identify challenges in managing Indigenous Knowledge</b> <ul style="list-style-type: none"> <li>• Challenges in managing IK</li> <li>• Solutions to the challenges identified</li> <li>• Prospects and limitations of Indigenous Knowledge</li> <li>• Approaches to managing Traditional Knowledge</li> </ul> <b>3.2 Discuss the integration of Traditional knowledge into</b>

	<p><b>modern science</b></p> <ul style="list-style-type: none"> <li>• Role of science in the generation of Indigenous Knowledge</li> <li>• Historical and contemporary devaluation of Indigenous Knowledge Systems</li> <li>• Blending Traditional Knowledge and Western Scientific Knowledge</li> </ul> <p><b>3.3 Outline roles of archives and other information centres in managing traditional cultural expression</b></p> <ul style="list-style-type: none"> <li>• The role of Archivists and Information Practitioners in Indigenous Knowledge Management</li> </ul>
<b>Assessment Tasks:</b>	<p>3. Written and/or oral assessment on the skills and knowledge required to manage Indigenous Knowledge as outlined in the assessment criteria and content above.</p> <p>4. Practical assessment on the capturing and management of indigenous knowledge based on the performance criteria of the relevant unit standard.</p>
<b>Conditions/Context of assessment</b>	<p>4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>6. The context of assessment should include the facilities, tools, equipment and materials listed below.</p>

<b>Learning Outcome 04</b>	<b>Execute initiatives towards re-packaging of Indigenous Knowledge Systems</b>
<b>Assessment Criteria:</b>	<p>4.1 Analyse significance of documenting IKS</p> <p>4.2 Identify challenges and opportunities in repackaging Traditional Knowledge</p> <p>4.3 Discuss strategies for capturing and disseminating indigenous knowledge</p> <p>4.4 Outline procedures when collecting, recording and documenting Indigenous Knowledge</p>

<b>Content:</b>	<p><b>4.1 Analyse significance of documenting IKS</b></p> <ul style="list-style-type: none"> <li>• Examine the importance of capturing Traditional Knowledge</li> <li>• Causes of destruction of the Indigenous Knowledge Base</li> <li>• Problems associated with IK preservation</li> </ul> <p><b>4.2 Identify challenges and opportunities in repackaging Traditional Knowledge</b></p> <ul style="list-style-type: none"> <li>• Challenges and opportunities in repackaging traditional knowledge</li> <li>• Challenges and opportunities of using indigenous knowledge in national development</li> <li>• Socio-cultural advantages of traditional media</li> </ul> <p><b>4.3 Discuss strategies for capturing and disseminating indigenous knowledge</b></p> <ul style="list-style-type: none"> <li>• Tools in capturing/recording indigenous knowledge</li> <li>• Methods used in recording indigenous knowledge</li> </ul> <p><b>4.4 Outline procedures when collecting, recording and documenting Indigenous Knowledge</b></p> <ul style="list-style-type: none"> <li>• Preparations</li> <li>• Entering the community</li> <li>• Matching terms and concepts</li> </ul>
<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>3. Written and/or oral assessment on the skills and knowledge required to manage Indigenous Knowledge as outlined in the assessment criteria and content above.</li> <li>4. Practical assessment on the capturing and management of indigenous knowledge based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> </ol>

	6. The context of assessment should include the facilities, tools, equipment and materials listed below.
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<b>Learning Outcome 05</b>	<b>Implement measures to protect Indigenous Knowledge Systems</b>
<b>Assessment Criteria:</b>	<p>5.1 Evaluate intellectual property rights in the era of bio-piracy</p> <p>5.2 Examine initiatives towards legal protection of Indigenous Knowledge</p> <p>5.3 Assessed Communal Ownership of Traditional Knowledge</p>
<b>Content:</b>	<p><b>5.1 Evaluate intellectual property rights in the era of bio-piracy</b></p> <ul style="list-style-type: none"> <li>• Justify the reasons why indigenous knowledge needs protection</li> <li>• Indigenous Knowledge and Intellectual property rights <ul style="list-style-type: none"> <li>- Problems related to IK and IPRs</li> <li>- Possible solutions to the problems related to IK and IPRs</li> <li>- Problematic ethical issues related to IK</li> </ul> </li> <li>• Bio-piracy</li> <li>• Policy and law</li> </ul> <p><b>5.2 Examine initiatives towards legal protection of Indigenous Knowledge</b></p> <ul style="list-style-type: none"> <li>• International initiatives and ethical issues</li> <li>• Current trends in Indigenous Knowledge Management</li> <li>• Protection and Preservation of IK</li> <li>• ICT tools for IKM</li> </ul> <p><b>5.4 Assessed Communal Ownership of Traditional Knowledge</b></p> <ul style="list-style-type: none"> <li>• Ownership and control of traditional knowledge</li> </ul>

<b>Assessment Tasks:</b>	<ol style="list-style-type: none"> <li>3. Written and/or oral assessment on the skills and knowledge required to manage Indigenous Knowledge as outlined in the assessment criteria and content above.</li> <li>4. Practical assessment on the capturing and management of indigenous knowledge based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>8. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>9. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>10. The context of assessment should include the facilities, tools, equipment and materials listed below.</li> </ol>

## **1. Approach to Teaching and Learning:**

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

## **2. Approach to Assessment:**

1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.
- 6.

## **2. Resources:**

### **Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND IN Records Management and Information Science or equivalent

BSc in Records and Archives Management an added advantage

### 3. Facilities, Tools, Equipment and Materials

### 4. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

#### ASSESSMENT SPECIFICATION GRID

TOPIC	WEIGHTING
Indigenous knowledge systems concepts	15%
Role of Indigenous Knowledge System	25%
Manage Indigenous Knowledge Systems	20%
Execute initiatives towards re-packaging of Indigenous Knowledge Systems	25%
Implement measures to protect Indigenous Knowledge Systems	15%
<b>TOTAL</b>	<b>100%</b>

### 5. PAPER STRUCTURE

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

LEARNING OUTCOME	NO. OF QUESTIONS	WEIGHTING
<b>Indigenous knowledge systems</b> <ul style="list-style-type: none"><li>• Identify IKS concepts</li><li>• Explore Threats to IKS</li></ul>	1	15%
<b>Role of Indigenous Knowledge System</b> <ul style="list-style-type: none"><li>• Highlight the importance of IKS</li><li>• Evaluate sources of IKS</li><li>• Numerate Characteristics of</li></ul>	2	25%

IKS		
<b>Manage Indigenous Knowledge Systems</b> <ul style="list-style-type: none"> <li>• Identify challenges in managing Indigenous Knowledge</li> <li>• Discuss the integration of Traditional knowledge into modern science</li> <li>• Outline roles of archives and other information centres in managing traditional cultural expression</li> </ul>	1	20%
<b>Execute initiatives towards re-packaging of Indigenous Knowledge Systems</b> <ul style="list-style-type: none"> <li>• Analyse significance of documenting IKS</li> <li>• Identify challenges and opportunities in repackaging Traditional Knowledge</li> <li>• Discuss strategies for capturing and disseminating indigenous knowledge</li> <li>• Outline procedures when collecting, recording and documenting Indigenous Knowledge</li> </ul>	2	25%
<b>Implement measures to protect Indigenous Knowledge Systems</b> <ul style="list-style-type: none"> <li>• Evaluate intellectual property rights in the era of bio-piracy</li> <li>• Examine initiatives towards legal protection of Indigenous Knowledge</li> <li>• Assessed Communal Ownership of Traditional Knowledge</li> </ul>	1	15%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

## **6. Reference Materials (recommended textbooks, recommended readings)**

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- 17) Ndangwa, N.2017. 'Indigenous Education Systems and their relevance for Sustainable Development: A Case of Southern Africa' In Tribe and Tribals, Special Volume Number 1: 167-172
- 18) Riddell, Roger, 2018. The Land Reform in Rhodesia: Alternatives for the Future, Mambo Press, Gwelo

- 19) Ward, H.G.2018. African Development Reconsidered: New Perspectives from the Continent, Phelps-Stokes Institute Publications, New York
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- 22) Battiste, M. (2012). Protecting Indigenous knowledge and heritage. Saskatoon, SK: Purich Publisher.
- 23) Chavunduka, M. (2015). The missing links. keynote address to the workshop on the study and promotion of Indigenous knowledge systems and sustainable natural resources management in Southern Africa. Midmar, KwaZulu-Nata l, 24, April.
- 24) Cresswell, R. (2018). Knowledge is the most effective way out of the poverty trap. The Star, October 6, 8.
- 25) Department of Science and Technology (DST), (2004). National Indigenous knowledge systems policy, Pretoria: DST.
- 26) Horsthemke, K. (2014). “Indigenous knowledge” – conceptions and misconceptions, Journal of Education, 32, 1-15.
- 27) Hountondji, P.J. (2012). Knowledge appropriation in a post-colonial context. In
- 28) C. Odora Hoppers (Ed). Indigenous knowledge and the integration of Knowledge systems: Towards a philosophy of articulation (pp. 23 – 38). Claremont: New Africa Books.
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<b>Module Code:</b>	<b>551/23/M09</b>
<b>Module Title:</b>	<b>Records and Information Services Automation</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	15
<b>Duration:</b>	150 hours
<b>Relationship with Qualification Standards:</b>	Based on Unit Standard Records and information services Automation of Qualification standards for Records and Information officer
<b>Pre-requisite modules:</b>	No prerequisites
<b>Purpose of Module:</b>	This module focuses on equipping Records and information professionals and individuals with the skills, knowledge and attitudes required to automate records and information services using the emerging Technologies. The module targets all information, records and archival specialists and aspirants.
<b>List of Learning Outcomes:</b>	<b>LO1 Apply emerging trends in records and information Services Automation</b> <b>LO2 Automation in the era of digitisation</b> <b>LO3 Develop an automation programme</b> <b>LO4 Implement and maintain an automated Records Management Programme</b>

<b>Learning Outcome 01</b>	<b>Apply emerging trends in Records and Information Services automation</b>
<b>Assessment Criteria:</b>	1.1 Examine 4th Industrial Revolution Technologies used in automating Records Management systems 1.2 Explain opportunities for adopting the 4th Industrial Revolution Technologies 1.3 Identify challenges/ risks of adopting 4th Industrial Revolution Technologies 1.4 Devise solutions to 4th Industrial Revolution Technologies challenges in automation
<b>Content:</b>	<p><b>1.1 Examine 4th Industrial Revolution Technologies used in automating Records Management systems</b></p> <ul style="list-style-type: none"> <li>• Explain what is meant by '4th Industrial Revolution Technologies'</li> <li>• Explore key technologies that drive the 4<sup>th</sup> IR</li> <li>• Identify technologies that apply to Records Management systems</li> </ul> <p><b>1.2 Explain opportunities for adopting the 4th Industrial Revolution Technologies in automating Records Management systems</b></p> <ul style="list-style-type: none"> <li>• Explore the impact of using 4th Industrial Revolution technologies in our society</li> <li>• Explain the benefits of using Industrial Revolution Technologies in Records and Information Management</li> </ul> <p><b>1.3 Identify challenges/ risks of adopting 4th Industrial Revolution Technologies in automating Records Management systems</b></p> <ul style="list-style-type: none"> <li>• Outline challenges or problems brought forward by the technologies on Records and Information management</li> </ul> <p><b>1.4 Devise solutions to 4th Industrial Revolution Technologies challenges in automation</b></p> <ul style="list-style-type: none"> <li>• Suggest possible solutions to outlined challenges</li> </ul>
<b>Assessment Tasks:</b>	1. Written and/or oral assessment on the skills and knowledge on 4th Industrial Revolution Technologies and automation as outlined in the performance criteria and content above 2. Practical assessment on identify technologies used in automating records and information services.
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace

	<p>or simulated work environment in the training institution.</p> <p>3. The context of assessment should include the facilities, tools, equipment and materials listed below.</p> <ul style="list-style-type: none"> <li>• Records and information management facilities</li> <li>• Computers technologies</li> </ul>
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<b>Learning Outcome 02</b>	<b>AUTOMATION IN IN ERA OF DIGITISATION</b>
<b>Assessment Criteria</b>	<p>2.1 Automation is distinguished from digitisation</p> <p>2.2 The impact of digitisation in records and information management</p> <p>2.3 The digitisation process is outlined</p> <p>2.4 Management of migrated digital objects is done</p> <p>2.5 system development life cycle is outlined</p> <p>2.6 Protection and recovery of digital records is highlighted</p> <p>2.7 Records and information security is explored</p>
<b>Content</b>	<p><b>2.1 Automation is distinguished from digitisation</b></p> <ul style="list-style-type: none"> <li>• Distinguish between automation and digitisation</li> <li>• Examine the benefits of digitising over automating records and information services</li> </ul> <p><b>2.2 The impact of digitisation in records and information management</b></p> <ul style="list-style-type: none"> <li>• Discuss how digitisation has impacted the management of records</li> </ul> <p><b>2.3 The digitisation process is outlined</b></p> <ul style="list-style-type: none"> <li>• Discuss the process of digitisation</li> <li>• Skills and equipment required for a successful digitisation program</li> </ul> <p><b>2.5 System development life cycle is outlined</b></p> <ul style="list-style-type: none"> <li>• Articulate system development life cycle <ul style="list-style-type: none"> <li>-preliminary study</li> <li>-feasibility study</li> <li>-detail study</li> <li>-system analysis</li> <li>-coding</li> <li>-testing</li> <li>-implementation</li> <li>-maintenance</li> </ul> </li> </ul> <p><b>2.6 Protection and recovery of digital records is highlighted</b></p> <ul style="list-style-type: none"> <li>• Identify various threats to digital records</li> <li>• Justify the need for protection and recovery for digital records</li> <li>• Discuss methods of protection and recovery for digital records</li> </ul>

	<b>2.7 Records and information security is explored</b> <ul style="list-style-type: none"> <li>• Analyse the digital security concepts</li> <li>• Discuss the importance of carrying out a risk assessment</li> <li>• Evaluate security threats and vulnerabilities to digital records</li> <li>• Identify security counter measures that can be implemented to protect digital records</li> <li>• Explain challenges in securing digital records</li> </ul>
<b>Assessment Tasks</b>	<p>Written and/ or oral assessment on the skills and knowledge on planning an automation programme in the digital era as outlined in the performance criteria and content above.</p> <p>Practical assessment on the automation planning process based on the performance criteria of the relevant unit standard.</p>
<b>Conditions/Context of assessment</b>	<p>Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>The practical assessment will be conducted in Records offices and records centers or simulated work environment in the training institution.</p>

<b>Learning Outcome 03</b>	<b>Develop an automation programme</b>
<b>Assessment Criteria</b>	<p>3.1 Explain the role of automation in Records Management</p> <p>3.2 Identify user requirements</p> <p>3.3 Ascertain services to be automated</p> <p>3.4 Identify technical requirements</p> <p>3.5 Select computer equipment and softwares</p>
<b>Content</b>	<p><b>3.1 Explain the role of automation in Records Management</b></p> <ul style="list-style-type: none"> <li>• Define automation</li> <li>• Explore the role and benefits of automation in Records and Information management services</li> <li>• Discuss advantages and disadvantages of automating</li> </ul> <p><b>3.2 Identify user requirements</b></p> <ul style="list-style-type: none"> <li>• Outline steps involved in planning an automation programme</li> <li>• Explain the importance of a feasibility study</li> </ul> <p><b>3.3 Ascertain services to be automated</b></p> <ul style="list-style-type: none"> <li>• Identify services that can be automated in Records Management and Information Science</li> </ul>

	<p><b>3.4 Identify technical requirements</b></p> <ul style="list-style-type: none"> <li>• Explore factors to consider when selecting software and hardware for an automation program</li> </ul> <p><b>3.5 Select computer equipment and softwares</b></p> <ul style="list-style-type: none"> <li>• Identify hardware and softwares required to automate records management functions and services</li> <li>• Outline criteria for selecting software and hardware</li> <li>• Conduct cost benefit analysis</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/ or oral assessment on the skills and knowledge on planning an automation programme as outlined in the performance criteria and content above.</li> <li>2. Practical assessment on the automation planning process based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in Records offices and records centres or simulated work environment in the training institution.</li> </ol>

<b>Learning Outcome 04</b>	<b>Implement and maintain an automated Record Management programme</b>
<b>Assessment Criteria</b>	<p>4.1 Identify methods in implementing automated programmes</p> <p>4.2 Implement Records and information management system</p> <p>4.3 Maintain the system in use</p> <p>4.4 Evaluate an automated system</p> <p>4.5 Discuss automation standards</p>
<b>Content</b>	<p><b>4.1 Identify methods in implementing automated programmes</b></p> <ul style="list-style-type: none"> <li>• Describe various methods of implementing automated programmes <ul style="list-style-type: none"> <li>Complete overhaul</li> <li>Parallel</li> <li>Phases</li> </ul> </li> </ul> <p><b>4.2 Implement Records and information management systems</b></p> <ul style="list-style-type: none"> <li>• Outline steps involved in implementing/ installing a Records and Information Management automation system</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement automation program</li> </ul> <p><b>4.3. Maintain system in use</b></p> <ul style="list-style-type: none"> <li>• Conduct audit trails</li> <li>• Assess user inquiries</li> <li>• Explain the importance of documentation and metadata in maintaining automated Records management systems</li> </ul> <p><b>4.4 Evaluate an automated system</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of evaluation in an automation programme</li> <li>• Explore the types of evaluation</li> <li>• Evaluate an automation program</li> </ul> <p><b>4.5 Discuss automation standards</b></p> <ul style="list-style-type: none"> <li>• Justify the importance of standards in automation</li> <li>• Identify and explain automation standards</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>1. Written and/ or oral assessment on the skills and knowledge on implementation of an automation programme as outlined in the performance criteria and content above.</li> <li>2. Practical assessment on the automation implementation process based on the performance criteria of the relevant unit standard.</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>2. The practical assessment will be conducted in Records offices and records centres or simulated work environment in the training institution.</li> </ol>

**1. Approach to Teaching and Learning:**

2. Observation of adult learning principles.
3. Both institution-based and work-based learning to facilitate the integration of theory and practice.
4. Face-to-face education and learning.
5. Problem-based learning.
6. Online/distance education and learning.
7. Blended/hybrid education and learning.
8. Use of social media.

**2. Approach to Assessment:**

1. Weighting of 60% continuous assessment and 40% examination.

2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

### **3. Resources: Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND in Records Management and Information Science

BSc in Records and Archives Management an added advantage

### **4. Facilities, Tools, Equipment and Materials**

- Electrical tool box
- Ladder

### **5. Learning Resources**

Relevant training manual (learners' guide) and facilitators' guide

### **6. ASSESSMENT SPECIFICATION GRID**

<b>TOPIC</b>	<b>WEIGHTING</b>
Apply emerging trends in automation of Records and Information Services	20%
Automation in era of digitisation	20%
Develop an automation programme	30%
Implement and maintain an automated Record Management programme	30%
<b>TOTAL</b>	<b>100%</b>

### **7. PAPER STRUCTURE**

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

LEARNING OUTCOME	NO. OF QUESTIONS	WEIGHTING
<p><b>Apply emerging trends in automation of Records and Information Services</b></p> <ul style="list-style-type: none"> <li>• Examine 4th Industrial Revolution Technologies used in automating Records Management systems</li> <li>• Explain opportunities for adopting the 4th Industrial Revolution Technologies</li> <li>• Identify challenges/ risks of adopting 4th Industrial Revolution Technologies</li> <li>• Devise solutions to 4th Industrial Revolution Technologies challenges in automation</li> </ul>	1	20%
<p><b>AUTOMATION IN IN ERA OF DIGITISATION</b></p> <ul style="list-style-type: none"> <li>• Automation is distinguished from digitisation</li> <li>• The impact of digitisation in records and information management</li> <li>• The digitisation process is outlined</li> <li>• Management of migrated digital objects is done</li> <li>• System development life cycle is outlined</li> <li>• Protection and recovery of digital records is highlighted</li> <li>• Records and information security is explored</li> </ul>	1	20%
<p><b>Develop an automation programme</b></p> <ul style="list-style-type: none"> <li>• Explain the role of automation in Records Management</li> <li>• Identify user requirements</li> <li>• Ascertain services to be automated</li> </ul>	2	30%

<ul style="list-style-type: none"> <li>• Identify technical requirements</li> <li>• Select computer equipment and softwares</li> </ul>		
<b>Implement and maintain an automated Record Management programme</b> <ul style="list-style-type: none"> <li>• Identify methods in implementing automated programmes</li> <li>• Implement Records and information management system</li> <li>• Maintain the system in use</li> <li>• Evaluate an automated system</li> <li>• Discuss automation standards</li> </ul>	2	30%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

#### 8. Reference Materials (recommended textbooks, recommended readings)

George, C. (et.al) (2006) Lawyer's Guide to Records Management and Retention. American Bar Association

Judith Reed, J.( et.al )(2010) Records Management paper book. Cengage Learning, USA

Koonts, L.D. (2005) Records Management : Planning for Electronic Records Archives has improved. Washington DC: United State Government Accountability Office

, Mcleod, J. and Hare, C. (2005) Managing Electronic Records.London: Facet Publishing

Mcleod, J. and Hare, C. (2010) How to Manage Records in the e-environment,?

Taylor and Francis Miller, L.A. (1999) Managing Records in Records centres ,IRMT. 56

Ngoepe, M. (2003).Contemporary ways of keeping records: a challenge for the National Archives and Records Service of South Africa. Archives News 45(4):47-48.

Ngulube, P. (2000).Professionalism and ethics in records management in the public sector in Zimbabwe. Records management Journal,10(3):161-173.

Ngulube, P. (2000).Professionalism and ethics in records management in the public sector in Zimbabwe. Records Management Journal,10(3):161-173.

Shelow,F.J. (1986) The management and history and sound Archives, Greenwood Press

Sheperd, E. (2000) Managing Records: A Handbook of Principles and Practices. London: Facet Publishing

Smith, K. (2012) Public Sector records Management: A Practical Guide West, D. (2002) Records Management. London: EMC Publishing

<b>Module Code:</b>	<b>551/23/M10</b>
<b>Module Title:</b>	<b>Research Methods in Information Science</b>
<b>ZNQF Level:</b>	<b>5</b>
<b>Credits:</b>	19
<b>Duration:</b>	190 hours
<b>Relationship with Qualification Standards:</b>	Based on Unit Standard Based on Unit Standard <b>RESEARCH METHODS IN INFORMATION SCIENCE</b> of Qualification Standard for Records and Information officer
<b>Pre-requisite modules:</b>	No prerequisites
<b>Purpose of Module:</b>	<p>This module describes the necessary skills, knowledge and attitudes required by a <b>Records and Information Officer</b> to be able to effectively apply research methodologies and methods in conducting researches in records and information science management. This includes applying the basic concepts in research, general model of scientific inquiry, statistical methods and research proposal and process.</p> <p>This module is important as it equips the target groups with necessary skills in writing research proposals using the appropriate methodologies and methods. The module targets unemployed youths' men and women, as well as those in information management field</p>
<b>List of Learning Outcomes:</b>	<p><b>LO1: Apply basic research concepts to Information Science</b></p> <p><b>L02: Apply the general model of scientific inquiry</b></p> <p><b>L03: Statistical methods</b></p> <p><b>L04: Research proposal and process</b></p>

<b>Learning Outcome 01</b>	<b>Apply basic research concepts to Information Science</b>
<b>Assessment Criteria:</b>	1.1 Define basic concepts of research 1.2 Establish the importance of research in Records management and information science 1.3 Identify different approaches to research
<b>Content:</b>	1.1 Define basic concepts <ul style="list-style-type: none"> <li>• Research</li> <li>• Basic research</li> <li>• Applied research</li> <li>• Research variables and hypothesis</li> </ul> 1.2 Importance of research in Records management and information science <ul style="list-style-type: none"> <li>• Justify the importance of research in records management and information science</li> </ul> 1.3 Examine different approaches to research <ul style="list-style-type: none"> <li>• Distinguish between quantitative and qualitative research approaches</li> <li>• Strengths and weaknesses of each of the approaches</li> </ul>
<b>Assessment Tasks:</b>	1. Written and/or oral assessment on the skills and knowledge required in applying qualitative and quantitative research approaches. 2. Practical assessment on the identification of areas that needs research in records management and information science
<b>Conditions/Context of assessment</b>	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below: - <ul style="list-style-type: none"> <li>- Computer laboratory</li> <li>- Library</li> <li>- Records office</li> </ul>

<b>Learning Outcome 02</b>	<b>Apply the general model of scientific inquiry</b>
<b>Assessment Criteria</b>	2.1 Describe the general model of scientific inquiry 2.2 Explain the various types of research 2.3 Describe various research methodologies 2.4 Identify research instruments 2.5 Outline the characteristics of population 2.6 Evaluate sampling methods
<b>Content</b>	2.1 Describe the general model of scientific inquiry <ul style="list-style-type: none"> <li>• Discuss the general model of scientific inquiry</li> <li>• Illustrate with diagrams the scientific model inquiry</li> </ul> 2.2 Explain the various types of research <ul style="list-style-type: none"> <li>• Descriptive research</li> <li>• Ethnography</li> <li>• Experimental</li> <li>• Exploratory</li> </ul> 2.3 Describe various research methodologies <ul style="list-style-type: none"> <li>• Comparative studies</li> <li>• Historical</li> <li>• Survey</li> <li>• Quasi-experimental</li> </ul> 2.4 Identify research instruments <ul style="list-style-type: none"> <li>• Describe the various types of tools and instruments that can be used to conduct research in records management and information science</li> <li>• Explain the attributes of a questionnaire</li> <li>• Design construct and administer a questionnaire</li> <li>• Explain the advantages and disadvantages of using questionnaire</li> <li>• Explain the circumstances under which questionnaire can be used</li> <li>• Discuss interview as a data collection tool</li> <li>• Differentiate between an in-depth, open and closed interview</li> <li>• Describe focus group discussion</li> <li>• Explain the procedures for conducting focus group discussion</li> <li>• Describe the benefits of using focus group discussion in research</li> <li>• Discuss observation as a data collection method</li> <li>• State advantages and disadvantages of using observation method</li> </ul> 2.5 Outline the characteristics of population <ul style="list-style-type: none"> <li>• Define population</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the characteristics of population</li> <li>• Differentiate between population and target population</li> </ul> <p>2.6 Evaluate sampling methods</p> <ul style="list-style-type: none"> <li>• Discuss sample and sampling error</li> <li>• Explain the characteristics of a sample and sampling frame</li> <li>• Calculate sample size</li> <li>• Evaluate various sampling methods which can be used to select a sample frame from a population including Probability sampling methods Non-probability sampling methods</li> <li>• Describe how you can minimise sampling error</li> </ul>
<b>Assessment Tasks</b>	<p>1. Written and/or oral assessment on the skills and knowledge required in applying different research methodologies and methods in conducting research in records management and information science.</p> <p>2. Practical assessment on sampling and calculation of sample size for a research study</p>
<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>3. The context of assessment should include the facilities, tools, equipment and materials listed below: -</p> <ul style="list-style-type: none"> <li>- Computer lab</li> <li>- Calculator</li> <li>- Statistical table</li> </ul>

<b>Learning Outcome 03</b>	<b>Statistical methods</b>
<b>Assessment Criteria</b>	<p>3.1 Examine the concept of statistics in relation to research</p> <p>3.2 Analyse the importance of statistical tools in research</p> <p>3.3 Explore measures into central tendency</p> <p>3.4 Apply statistics in research</p> <p>3.5 Describe reliability and validity</p> <p>3.6 Apply SPSS package in research statistical analysis</p>
<b>Content</b>	<p>6.6 Examine concept of statistics in relation to research</p> <ul style="list-style-type: none"> <li>• Define statistics in relation to research</li> </ul>

	<ul style="list-style-type: none"> <li>•</li> </ul> <p>6.7 Analyse the importance of statistical tools in research</p> <ul style="list-style-type: none"> <li>• Validate the importance of statistical tools in research work</li> </ul> <p>6.8 Explore measures into central tendency</p> <ul style="list-style-type: none"> <li>• Demonstrate how central tendency is measured</li> <li>• Analyse scales of measurement</li> </ul> <p>6.9 Apply statistics in research</p> <ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Relational statistics</li> <li>• Inferential statistics</li> <li>• Multiple statistics</li> </ul> <p>6.10 Describe reliability and validity</p> <ul style="list-style-type: none"> <li>• Demonstrate how a researcher attains validity and reliability of information gathered</li> </ul> <p>6.11 Apply SPSS package in research statistical analysis</p> <ul style="list-style-type: none"> <li>• Analyse research statistical data using Statistical Package for Social Science</li> <li>• Apply quantitative and qualitative data analysis in research</li> </ul>
<b>Assessment Tasks</b>	<p>1. Written and/or oral assessment on the skills and knowledge required in applying statistical methods in data presentation and analysis.</p> <p>2. Practical assessment on using SPSS in data analysis</p>
<b>Conditions/Context of assessment</b>	<p>1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</p> <p>2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</p> <p>3. The context of assessment should include the facilities, tools, equipment and materials listed below: -</p> <ul style="list-style-type: none"> <li>- Statistical tables</li> <li>- Computer labs</li> </ul>

<b>Learning outcome 04</b>	<b>Research proposal and process</b>
<b>Assessment Criteria</b>	<p>4.1 Outline research process</p> <p>4.2 Develop a research proposal</p> <p>4.3 Examine significance of research proposal</p> <p>4.4 Develop statement of research problem</p> <p>4.5 Explain selection of research design</p> <p>4.6 Develop appropriate schedule to conduct research</p> <p>4.7 Apply research ethics</p> <p>4.8 Conduct research</p>
<b>Content</b>	<p>4.1 Outline research process</p> <ul style="list-style-type: none"> <li>Identify elements of research process</li> </ul> <p>4.2 Develop a research proposal</p> <ul style="list-style-type: none"> <li>Identify elements of research proposal</li> <li>Explain reasons research proposals are rejected</li> </ul> <p>4.3 Establish significance of research proposal</p> <ul style="list-style-type: none"> <li>Justify the importance of research proposal in records management and information science</li> </ul> <p>4.4 Develop statement of research problem</p> <ul style="list-style-type: none"> <li>Select a researchable problem</li> <li>Delineate the problem</li> </ul> <p>4.5 Explain selection of research design</p> <ul style="list-style-type: none"> <li>Describe types of research designs <ul style="list-style-type: none"> <li>Cross-sectional</li> <li>Experimental design</li> <li>Longitudinal design</li> <li>Case study</li> <li>Comparative design</li> </ul> </li> </ul> <p>4.6 Develop appropriate schedule to conduct research</p> <ul style="list-style-type: none"> <li>Identify procedures to conduct research in records management and information science</li> </ul> <p>4.7 Apply research ethics</p> <ul style="list-style-type: none"> <li>Explain the history of research ethics</li> <li>Adhere to ethical considerations in conducting research</li> <li></li> </ul> <p>4.8 Conduct research</p> <ul style="list-style-type: none"> <li>Conduct research in accordance with submitted research proposal</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse and interpret the collected data in accordance with research problem</li> </ul>
<b>Assessment Tasks</b>	<ol style="list-style-type: none"> <li>Written and/or oral assessment on the skills and knowledge required in developing research proposal and adhere to ethical considerations in conducting research.</li> <li>Practical assessment on developing research proposal in records management and information science field</li> </ol>
<b>Conditions/Context of assessment</b>	<ol style="list-style-type: none"> <li>Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.</li> <li>The practical assessment will be conducted in the workplace or simulated work environment in the training institution.</li> <li>The context of assessment should include the facilities, tools, equipment and materials listed below: - <ul style="list-style-type: none"> <li>Library and its resources</li> <li>Computer laboratory</li> <li>Records office</li> </ul> </li> </ol>

### **Approach to Teaching and Learning:**

- Observation of adult learning principles.
- Both institution-based and work-based learning to facilitate the integration of theory and practice.
- Face-to-face education and learning.
- Problem-based learning.
- Online/distance education and learning.
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- Use of social media.

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- Weighting of 60% continuous assessment and 40% examination.
- Oral assessment to be conducted by a panel of two or more assessors.
- RPL assessment.
- Portfolio of evidence.
- Assessment of work conducted by both individual learners and teams of learners.

### **Resources:**

### **Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

HND in Records Management and Information Science

BSc in Records and Archives Management an added advantage

### **Facilities, Tools, Equipment and Materials**

- Records office
- Records centre
- Computer
- Stationery
- Statistical table

### **Learning Resources**

Relevant training manual (learners' guide) and facilitators' guide

### **ASSESSMENT SPECIFICATION GRID**

<b>TOPIC</b>	<b>WEIGHTING</b>
Apply basic research concepts to information science	20%
Apply the general model of scientific inquiry	30%
Statistical methods	20%
Research proposal and Process	30%
<b>TOTAL</b>	<b>100%</b>

### **PAPER STRUCTURE**

Students should answer 4 (four) questions of 25 marks each from a total of 6 (six) questions.

<b>LEARNING OUTCOME</b>	<b>NO. OF QUESTIONS</b>	<b>WEIGHTING</b>
APPLY BASIC RESEARCH CONCEPTS TO INFORMATION SCIENCE <ul style="list-style-type: none"><li>• Define basic concepts of research</li><li>• Establish the importance of research in Records</li></ul>	1	20%

management and information science		
<ul style="list-style-type: none"> <li>Identify different approaches to research</li> </ul>		
<b>APPLY THE GENERAL MODEL OF SCIENTIFIC INQUIRY</b> <ul style="list-style-type: none"> <li>Describe the general model of scientific inquiry</li> <li>Explain the various types of research</li> <li>Describe various research methodologies</li> <li>Identify research instruments</li> <li>Outline the characteristics of population</li> <li>Evaluate sampling methods</li> </ul>	2	30%
<b>STATISTICAL METHODS</b> <ul style="list-style-type: none"> <li>Examine the concept of statistics in relation to research</li> <li>Analyse the importance of statistical tools in research</li> <li>Explore measures into central tendency</li> <li>Apply statistics in research</li> <li>Describe reliability and validity</li> <li>Apply SPSS package in research statistical analysis</li> </ul>	1	20%
<b>Research Proposal and Process</b> <ul style="list-style-type: none"> <li>Outline research process</li> <li>Develop a research proposal</li> <li>Examine significance of research proposal</li> <li>Develop statement of research problem</li> <li>Explain selection of research design</li> <li>Develop appropriate schedule to conduct research</li> <li>Apply research ethics</li> <li>Conduct research</li> </ul>	2	30%
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

### Reference Materials (recommended textbooks, recommended readings)

Bhandari, P. (2023) Ethical considerations in Research. Types and examples. Retrieved May 16, 2023 from <https://www.scribbr.com/methodology/research-ethics/>

Blackstone, A. (2018) Principles of Sociological inquiry: Quantitative and Qualitative methods. Retrieved from <https://openlibraryrepo.ecampusontario.ca/jspui/handle/123456789/296>

Mulisa, F. (2023) Sampling techniques involving human subjects: Applications, pitfalls and suggestions for further studies. International journal of Academic Research in Education. Vol 8, issue 1, ss 75-84 DOI:10.17985/ijare.1225214

Neuman, W.L. (2014). Social Research methods: Qualitative and Quantitative Approaches: Pearson New International Edition. Pearson Education limited

Rahman, M., Tabash, M. I. and Salamzadeh, A. (2023) Sampling techniques (probability) for quantitative social science researchers. A conceptual guideline with examples

Thomas, L. (2020) An introduction to simple random sampling. Retrieved 17 May 2023 from <https://www.scribbr.com/methodology/simple-random-sampling/>

Sekaran, U. (2013) Research Methods for business: A skill building approach 4<sup>th</sup> ed, New Jersey: John Wiley and Sons

Oribhor, C. and Anyanwu, C. (2019) Research sampling and sample size determination. A practical application

Yin, R. (1994). Case study research: Designs and Methods. 2<sup>nd</sup> ed, London: SAGE Publications.

**MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION,  
SCIENCE AND TECHNOLOGY DEVELOPMENT**

**QUALIFICATION STANDARD**

**FOR**

**RECORDS AND INFORMATION OFFICER**

**SECTOR:**

**BUSINESS OCCUPATIONS**

**QUALIFICATION FOR**

**RECORDS AND INFORMATION OFFICER**

**QUALIFICATION CODE:**

\_\_\_\_\_ **TBA** \_\_\_\_\_

**LEVEL:**

**NATIONAL DIPLOMA**

**DATE OF PROMULGATION:**

**TBA**

## **Definition of Terms**

<b>Assessment</b>	A process of collecting evidence of a learner's work to measure and make judgements about the achievement or non-achievement of the specified National Qualifications Framework standards or qualifications.
<b>Certification</b>	Awarding of approved documentary evidence of a qualification.
<b>Competences required in readiness for assessment</b>	Critical relevant knowledge, skills and attitudes a learner requires in order to achieve specified outcomes before assessment.
<b>Credit</b>	The value assigned to a unit completed or a value assigned to a unit standard which reflects the relative time and effort required to complete the outcomes.
<b>Date of promulgation</b>	Date when standard and qualification have been approved, registered and gazetted.
<b>Duration</b>	The minimum notional hours required by a learner to attain all the competences in a unit standard.
<b>Element</b>	The smallest component of a unit with a meaningful outcome.
<b>Generic skills</b>	Universal skills which apply to more than one occupation.
<b>Level descriptor</b>	A specific indicator of competence level on the ZQF.
<b>Occupation</b>	A group of related economically beneficial work activities performed by a person.
<b>Performance criteria</b>	A statement of competence or achievement against which the attainment of outcomes is measured.
<b>Qualification</b>	Formal award of recognition of the achievement of the required competency and/or capability level of the Zimbabwe Qualifications Framework as may be determined by the relevant bodies registered for such purpose by the Authority.
<b>Range statement</b>	The context or conditions within which a competence is performed and assessed that include tools, equipment, materials and duration.

<b>Review Date</b>	Date of revision of qualification standard as and when necessary but not later than three years from date of issue.
<b>Sector</b>	A section of the economy in which operators produce or provide similar products or services.
<b>Standard</b>	Registered statement of desired education and training outcomes and their assessment criteria.
<b>Unit</b>	The smallest combination of work activities capable of being a full-time economically beneficial occupation.
<b>Unit Standard</b>	Registered statement(s) of desired education and training outcomes, their associated assessment criteria together with administrative information as specified.
<b>ZQF</b>	National qualifications framework approved by the minister for registration of national standards and qualifications.

## UNIT TITLES

No.	UNIT	CREDITS
1	Records and Information Management	20
2	Preservation Management	18
3	Database Analysis and Design	15
4	Information Literacy	12
5	Records Centre Management	18
6	Reprographics	18
6	Archives Administration	20
8	Indigenous Knowledge Systems Management	15
9	Automation of Records and Information Services	20
10	Research Methods and Statistical Analysis	19

## SUMMARY OF STANDARD

UNIT NO.	UNIT TITLE	CREDITS	ELEMENTS
1	Records and Information Management	20	1.1 Records and Information Management in the age of ICT's 1.2 Document Control 1.3 Inventory methods 1.4 Vital Records and Disaster Management 1.5 Development of an Integrated Records Management Programme (IRMP) 1.6 Development of Records Management manuals
2	Preservation Management	18	2.1 Records Deterioration 2.2 Proper Storage and handling of Records 2.3 Digital Preservation 2.4 Preservation Planning 2.5 Secure Records
3	Database Analysis and Design	15	3.1 Database environment 3.2 Database system components and models 3.3 Database systems architecture and lifecycle 3.4 Database security and integrity
4	Information Literacy	12	4.1 Articulate the need for information 4.2 Information, design, storage and organisation 4.3 Execute information search strategies and information retrieval 4.4 Evaluating information sources 4.5 Apply ethical, legal and socio economic considerations in Information Literacy
5	Records Centre Management	18	5.1 Records Center Management 5.2 Planning and developing a records centre 5.3 Intellectual and physical control 5.4 Managing digital records in Records Centres 5.5 Conduct Records Surveys 5.6 Appraisal and Disposal of Records

<b>UNIT NO.</b>	<b>UNIT TITLE</b>	<b>CREDITS</b>	<b>ELEMENTS</b>
6	Reprographics	18	6.1 Develop a reprographics program 6.2 Photocopying 6.3 Micrographics 6.4 Digitisation 6.5 Photo-reproduction
7	Archives Administration	20	7.1 Acquire archives 7.2 Accession, arrange and describe archives 7.3 Access and reference services 7.4 National Archive's role in Archives admin 7.5 Oral History Management 7.6 Digital archives and marketing of archives
8	Indigenous Knowledge Systems Management	15	8.1 Indigenous Knowledge Systems 8.2 Role of Indigenous Knowledge Systems 8.3 Managing Indigenous Knowledge Systems 8.4 Repackaging Traditional Knowledge 8.5 Protecting Indigenous Knowledge Systems
9	Records and Information Services Automation	20	9.1 4 <sup>th</sup> IR Technologies 9.2 Plan for an automation programme 9.3 Implement and maintain an automated Records Management programme 9.4 Automation in the era of digitisation
10	Research Methods in Information Science	19	10.1 Basic concepts in Research Methods 10.2 General Model of Scientific inquiry 10.3 Statistical Methods 10.4 Research proposal and process

## UNIT 1

<b>Unit Title :</b>	<b>Records and Information Management</b>
<b>Unit Code</b>	<b>551/15/M01</b>

**ZQF Level:** National Diploma

**Credits:** 20

**Occupation:** Records Information Officer

**Date of Promulgation:** TBA

**Review Date:**

### **Aim/purpose of the unit standard**

This unit will enable an individual to manage organisational records manually and electronically.

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 1.1</b>	<b>Records and Information Management in the age of ICTs</b>
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#### **Performance Criteria:**

- 1.1.1 Evolution of ICTs in Records and Information Management is traced
- 1.1.2 The impact of ICT in Records and Information Management is determined
- 1.1.3 Current trends in records and Information Management are established
- 1.1.4 Elements for effective information governance and data governance are articulated

<b>Element 1.2</b>	<b>Document Control</b>
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- 1.2.1 Controlled documents are identified
- 1.2.2 Document control processes are defined
- 1.2.3 Document control procedures and workflows are established
- 1.2.4. Document control management software is selected and implemented
- 1.2.5 A digital paper trail of all controlled documents is maintained

<b>Element 1.3</b>	<b>Inventory records</b>
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- 1.3.1 Purpose of a records inventory is determined
- 1.3.2 Inventory procedures are developed and followed
- 1.3.3 A list of all records is developed
- 1.3.4 Records inventory is applied

<b>Element 1.4</b>	<b>Vital Records and Disaster Management</b>
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- 1.4.1 Vital records are identified
- 1.4.2 Protection measures are identified
- 1.4.3 Security is enforced on the proposed storage sites
- 1.4.4 All vital records are reformatted and surrogate copies are used for daily
- 1.4.5 The need for a Disaster Management Plan is established
- 1.4.6 A disaster preparedness plan is developed and implemented
- 1.4.7 Vital Records Management Programme is evaluated

<b>Element 1.5</b>	<b>Development of an Integrated Records Management Programme</b>
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- 1.5.1 Need for an Integrated Records Management Programme is established
- 1.5.2 Components of an IRMP are identified
- 1.5.3 Steps in conducting IRMP are established
- 1.5.4 IRMP is developed and implemented
- 1.5.5 Program is evaluated

<b>Element 1.6</b>	<b>Develop Records Management Manuals</b>
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**Performance Criteria:**

- 1.6.1 Purpose and functions of a Records Management Manual are explained
- 1.6.2 Steps in developing a Records management Manual are highlighted
- 1.6.3 Records Management Manuals are developed
- 1.6.4 Records Management Manuals are evaluated

**Competences required in readiness for assessment.**

Records classification

Filing

Corporate knowledge

Management

Records storage

Planning

**Generic Skills**

Computer literacy

Communication

Time management

Research skills

Literacy and numeracy

**Tools and equipment**

Pigeon holes

Scanners

Computers

Franking machine

Shelves

Cabinets

Shredding machines

Photocopiers

Binding machines

Records Management software

Printers

Safe

Strong rooms

Guillotine

Heavy duty puncher

Heavy duty stapler

**Materials**

Stationery

Quick sorters

File covers

Indices

**Duration: 200 Hours**

**Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

## UNIT 2

<b>Unit Title:</b>	<b>Preservation Management</b>
<b>Unit Code</b>	<b>551/15/M02</b>

**ZQF Level:** National Diploma

**Credits:** 18

**Occupation:** Records and information officer

**Date of Promulgation:**

**Review Date:** TBA

### **Aim/purpose of the unit standard**

This unit will enable an individual to preserve and conserve records.

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 2.1</b>	<b>Records Deterioration</b>
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#### **Performance Criteria:**

- 2.1.1 Causes of records deterioration are articulated
- 2.1.2 Methods used controlling damage to records are identified
- 2.1.3 Methods used in records conservation are outlined
- 2.1.4 Conservation treatment is applied
- 2.1.5 Challenges to effective preservation and conservation of records are identified
- 2.1.6 Role played by Information Practitioners in Preservation Management are outlined

<b>Element 2.2</b>	<b>Proper Storage and Handling of records</b>
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#### **Performance Criteria:**

- 2.2.1 Handling procedures for different records formats are developed and implemented
- 2.2.2 Appropriate storage equipment and enclosures are determined and availed
- 2.2.3 Proper housekeeping measures are applied in all information and records repositories

<b>Element 2.3</b>	<b>Digital Preservation</b>
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**Performance Criteria:**

- 2.3.1 The concept of digital preservation is articulated
- 2.3.2 Challenges in digital preservation are identified
- 2.3.3 Solutions to the challenges in preserving digital media are articulated
- 2.3.4 Digital preservation strategies are implemented

<b>Element 2.4</b>	<b>Preservation Planning</b>
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**Performance Criteria:**

- 2.4.1 The significance of preservation planning is discussed
- 2.4.2 Steps in planning for a preservation programme are outlined
- 2.4.3 The need for a preservation management programme is determined
- 2.4.4 The essence of preservation budgeting is explored

<b>Element 2.5</b>	<b>Information Security</b>
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**Performance Criteria:**

- 2.5.1 A security assessment is conducted
- 2.5.2 Security threats and vulnerabilities are evaluated
- 2.5.3 An emergency information manual is designed
- 2.5.4 Digital data security concepts are identified
- 2.5.5 Strategies in data security are explained
- 2.5.6 Ethical issues in information security and privacy are evaluated

**Competences required in readiness for assessment**

Records classification	First aid
Filing	Planning
Corporate knowledge	Supervision
Records securing	Time management

**Generic Skills**

Computer literacy	Research skills
Communication	Organisational
Time management	Literacy and numeracy

**Tools and equipment**

Vehicles  
Telephone  
Computers  
Fire extinguisher  
Hygrometer  
Air conditioner  
Sprinklers  
Strong rooms  
Blinders  
Locks  
High density shelves  
Conservation unit

**Materials**

Dusters

Brooms

Sleeves

Mutton cloth

First aid kit

**Duration:** 180Hours

**Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

### UNIT 3

<b>Unit Title:</b>	<b>Database Analysis and Design</b>
<b>Unit Code</b>	<b>551/15/M03</b>

<b>ZQF Level:</b>	<b>National Diploma</b>
<b>Credits:</b>	<b>15</b>
<b>Occupation:</b>	<b>Records and information officer</b>
<b>Date of Promulgation:</b>	<b>TBA</b>
<b>Review Date:</b>	<b>TBA</b>

#### **Aim/purpose of the unit standard**

This unit will enable an individual to design and manage an information centre database

#### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 3.1</b>	<b>Database Environment</b>
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Performance Criteria:

- 3.1.1 The evolution of databases is traced
- 3.1.2 The need for databases is articulated
- 3.1.3 Traditional file systems and database systems are discussed

<b>Element 3.2</b>	<b>Database system components and models</b>
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- 3.2.3 Database system components are explained
- 3.2.4 Database models are examined
- 3.2.3 Operations performed in a database are explained
- 3.2.4 Conventional data modelling techniques are applied

<b>Element 3.3</b>	<b>Database systems architecture and life cycle</b>
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**Performance Criteria:**

- 3.3.1 Database architecture is articulated
- 3.3.2 File organisation and access methods are discussed
- 3.3.3 Data abstraction is explained
- 3.3.4 Database lifecycle is illustrated

<b>Element 3.4</b>	<b>Database security and integrity</b>
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**Performance Criteria:**

- 3.4.1 Data integrity is explained
- 3.4.2 Data security measures are identified

**Competences required in readiness for assessment**

Records classification  
Filing  
Corporate knowledge  
Management  
Electronic record keeping  
Data capturing

**Generic Skills**

Computer literacy  
Communication  
Time management  
Research skills  
Planning  
Organising

**Tools and equipment**

Computers  
Scanners  
Printers  
Records Management Software  
MS Office

**Materials**

Stationery

Computer consumables

**Duration: 150 Hours**

**Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

## UNIT 4

<b>Unit Title</b>	<b>INFORMATION LITERACY</b>
<b>Unit Code</b>	<b>551/15/M04</b>

<b>Level of Unit:</b>	<b>National Diploma</b>
<b>Credits:</b>	<b>12</b>
<b>Occupation:</b>	<b>Records and Information Officer</b>
<b>Date of Promulgation:</b>	<b>TBA</b>
<b>Review Date:</b>	<b>TBA</b>

### **Aim of the Unit Standard**

This unit aims to equip students with knowledge and skills in the creation, access, and evaluation of information

### **ELEMENT AND PERFORMANCE CRITERIA**

<b>Element 4.1</b>	<b>Articulate the need for information</b>
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#### **Performance Criteria**

- 4.1.1 Basic concepts in information literacy are articulated
- 4.1.2 Characteristics of an information literate individual are outlined
- 4.1.3 Role of information in an information society is described
- 4.1.4 Information Literacy & Future Trends are examined

<b>Element 4.2</b>	<b>Information design, storage and organisation</b>
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#### **Performance Criteria**

- 4.2.1 Sources of information are defined
- 4.2.2 Formats of information are delineated
- 4.2.3 Information Organisation is described

<b>Element 4.3</b>	<b>Information search strategies and retrieval systems</b>
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### **Performance Criteria**

- 4.3.1 Effective search strategies are formulated
- 4.3.2 Research tools are used to conduct a search
- 4.3.3 Information Retrieval systems are assessed

<b>Element 4.4</b>	<b>Evaluating Information Sources</b>
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### **Performance Criteria**

- 4.4.1 Information evaluation is defined
- 4.4.2 Criterion for assessing information sources is determined

<b>Element 4.5</b>	<b>Ethics and legal implications of information literacy</b>
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### **Performance Criteria**

- 4.5.1 Importance of referencing is examined
- 4.5.2 Types of referencing are articulated
- 4.5.3 Concepts in plagiarism are explained
- 4.5.3 Ethical, legal and socio economic issues surrounding the use of information are assessed

### **Competences Required in Readiness for Assessment**

Analytical skills  
Research skills  
Report writing skills  
Public relations

### **Common Essential Skills**

Computer literacy  
Planning  
Time management  
Numeracy

## **RANGE STATEMENT**

### **Tools and Equipment**

Computers

Printer

Photocopier

Video cameras

Publishing software

Vehicles

Phones

### **Materials**

Stationery

Computer and printer consumables

Fuel and lubricants

**Duration: 120 Hours**

### **Assessment and Certification**

In order to gain credits for this standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit

### **Standard**

Assessment will be conducted by accredited assessors. The results of the assessment will be submitted to ZIMEQA. A candidate can apply to ZIMEQA for documentary evidence of their achievements

## UNIT 5

<b>Unit Title:</b>	<b>Records Centre Management</b>
<b>Unit Code</b>	<b>551/15/M05</b>

<b>ZQF Level:</b>	<b>National Diploma</b>
<b>Credits:</b>	<b>18</b>
<b>Occupation:</b>	<b>Records and Information Officer</b>
<b>Date of Promulgation:</b>	<b>TBA</b>
<b>Review Date:</b>	<b>TBA</b>

### **Aim/purpose of the unit standard**

This unit will enable an individual to establish and manage a records centre.

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 5.1</b>	<b>Records Centre Management</b>
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#### **Performance Criteria:**

- 5.1.2 Characteristics of records centres are numerated
- 5.1.3 Types of records in records centres are identified
- 5.1.4 Types of records centres are established

<b>Element 5.2</b>	<b>Planning and developing a records centre</b>
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#### **Performance Criteria:**

- 5.2.1 Prescribed standards are used to site a records centre
- 5.2.2 The role of records centre staff is explained
- 5.2.3 Challenges in the management of semi active records are highlighted

<b>Element 5.3</b>	<b>Intellectual and Physical control</b>
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**Performance Criteria:**

5.3.1. Consultations are done on the procedures to be developed

5.3.2 Information is gathered for all the records centre procedures

<b>Element 5.4</b>	<b>Managing digital records in Records Centers</b>
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**Performance Criteria:**

5.4.1 Requirements for a successful digital Records Centre implementation are assessed

5.4.2 Challenges in managing digital semi active records are identified

5.4.3 New trends in managing digital semi active records are highlighted

<b>Element 5.5</b>	<b>Conduct Records Surveys</b>
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5.5.1 A survey team is appointed

5.5.2 Survey objectives are set and followed

5.5.3 Principles guiding the retirement of non-current records are established

5.5.4 Survey methodologies are determined

<b>Element 5.6</b>	<b>Appraisal and disposal of records</b>
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**Performance Criteria:**

5.6.1 Retention and disposal schedules are consulted

5.6.2 Records values are determined

5.6.3 Records are categorised according to values

5.6.4 Appraisal of digital records is articulated

5.6.5 Appraisal decisions are documented

5.6.6 Ephemeral records are disposed of according to prevailing legislature

5.6.7 Records scheduling is explored

5.6.8 Methods in records disposal are identified

**Competences required in readiness for assessment.**

Records classification

Filing

Corporate knowledge

Management

Siting

Fumigation techniques

First aid

Health and safety

**Generic Skills**

Computer literacy

Communication

Time management

Research skills

Numeracy and literacy

Planning

Organisational

**Tools and equipment**

Procedure manual  
Accession registers  
Filing racks  
Filing shelves  
Ladders fire extinguishers  
Air conditioners

**Duration: 180 Hours**

**Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

## UNIT 6

<b>Unit Title:</b>	<b>Reprographics</b>
<b>Unit Code</b>	<b>551/15/M06</b>

**ZQF Level:** National Diploma

**Credits:** 18

**Occupation:** Records and information officer

**Date of Promulgation:**

**Review Date:** TBA

### **Aim/purpose of the unit standard**

This unit will enable an individual to reproduce records in different formats

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 6.1</b>	<b>Develop a reprographics program</b>
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#### **Performance Criteria:**

- 6.1.1 The significance of reprography is determined
- 6.1.2 Steps in developing a reprography program are articulated
- 6.1.3 Legal instruments affecting document reproduction are discussed

<b>Element 6.2</b>	<b>Photocopying</b>
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#### **Performance Criteria:**

- 6.2.1 Procedures in the photocopying process are adhered
- 6.2.2 Methods in photocopying are identified
- 6.2.3 Functional parameters of the copiers are established as per organisational needs are established

<b>Element 6.3</b>	<b>Micrographics</b>
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**Performance Criteria:**

- 6.3.1 The evolution of micrographics is traced
- 6.3.2 Microfilming procedures are adhered to
- 6.3.3 Filming standards are identified
- 6.3.4 Micrographic system is established

<b>Element 6.4</b>	<b>Digitisation</b>
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**Performance Criteria:**

- 6.4.1 Digitisation process is outlined
- 6.4.2 Compliance, regulations and digitisation is done
- 6.4.3 Security of digitised records is enforced

<b>Element 6.5</b>	<b>Photo-reproduction</b>
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Performance criteria

- 6.5.1 Various methods involved in the photographic process are identified
- 6.5.2 Physics of light is outlined
- 6.5.3 Developing a film

## **Competences required in readiness for assessment**

Records classification

Filing

Photography

Microfilming

Digitisation

Photocopying

Corporate knowledge

Management

Records storage

Research

Time management

## **Generic Skills**

Computer literacy

Communication

Time management

Research skills

Planning

Literacy and Numeracy

Organisational

## **Tools and equipment**

Microfiche reader

Planetary cameras

Step and repeat camera

Scanners

Reprographic Unit

Digital camera

Photocopier

Binding machines

Guillotine

Hand winding tables

Film developing room

Duplicating machines

Shrinkage gauge

DVD players

Magnifier

## **Materials**

Stationery

Film rolls

CDs

DVDs

Solvents

Splicers

Personal protective  
equipment

Film can

Film cement

Flash disks

**Duration: 180 Hours**

**Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

## UNIT 7

<b>Unit Title:</b>	<b>Archives Administration</b>
<b>Unit Code</b>	<b>551/15/M07</b>

**ZQF Level:** National Diploma

**Credits:** 20

**Occupation:** Records information officer

**Date of Promulgation:** TBA

**Review Date:** TBA

### **Aim/purpose of the unit standard**

This unit will enable an individual to manage archival materials in all formats

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 7.1</b>	<b>Acquire archives</b>
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#### **Performance Criteria:**

- 7.1.1 The need to acquire archives is established
- 7.1.2 Methods of acquisition are identified
- 7.1.3 Acquisition of archival materials is carried out
- 7.1.4 Principles in Archives administration are explained
- 7.1.5 Sources of material are established
- 7.1.6 Acquisition policy is consulted
- 7.1.7 Current trends in Archives Management are described

<b>Element 7.2</b>	<b>Accession, Arrange and Describe Archives</b>
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#### **Performance Criteria:**

- 7.2.1 Accessions Management is explained
- 7.2.2 The process of accessioning archives into the archival institution is articulated
- 7.2.3 Documentation used in Accessioning archives is determined
- 7.2.4 Arrangement and description procedures are followed accordingly

<b>Element 7.3</b>	<b>Access and reference services</b>
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**Performance Criteria:**

- 7.3.1 Access policy is developed
- 7.3.2 Finding aids are available to facilitate access
- 7.3.3 The importance of access restrictions is explained
- 7.3.4 Restrictions and their conditions are noted and enforced
- 7.3.5 Privacy and confidentiality of records is observed
- 7.3.6 Reference services are determined

<b>Element 7.4</b>	<b>National Archives' role in Archives Administration</b>
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**Performance Criteria:**

- 7.4.1 The role of the NAZ is established
- 7.4.2 Services provided by NAZ are outlined
- 7.4.3 Relationship of NAZ and other information centres is determined
- 7.4.4 National Archives Legislation and other legal instruments are evaluated
- 7.4.5 Ethics in Archives administration are established

<b>Element 7.5</b>	<b>Oral History Management</b>
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**Performance Criteria:**

- 6.5.1 Oral History and traditions are discussed
- 6.5.2 Oral history methodology is explained
- 6.5.3 Factors that determine the quality of an oral history programme are described

<b>Element 7.6</b>	<b>Digital Archives and Marketing of Archives</b>
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**Performance Criteria:**

- 7.6.1 Digital archives are explained
- 7.6.2 Application of modern technologies in the management of archives is done
- 7.6.3 Public programming strategy is developed for all archives.
- 7.6.4 Archives are taken to the people

**Competences required in readiness for assessment.**

Records classification	Management
Filing	Records storage
Corporate knowledge	

**Generic Skills**

Computer literacy	Planning
Communication	Literacy and numeracy
Time management	Leadership
Research	

**Tools and equipment**

Statutory instruments  
Acid free boxes  
Transmittal lists  
Access guides  
High density shelves  
Computers  
Shredding machines

**Materials**

Stationery

Personal protective equipment (PPE)

**Duration Hours:** 200hrs

**Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

## UNIT 8

<b>Unit Title:</b>	<b>Indigenous Knowledge Systems Management</b>
<b>Unit Code</b>	<b>551/15/M08</b>

**ZQF Level:** National Diploma

**Credits:** 15

**Occupation:** Records and information officer

**Date of Promulgation:** TBA

**Review Date:** TBA

### **Aim/purpose of the unit standard**

This unit will enable an individual to capture and manage indigenous knowledge

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 8.1</b>	<b>Indigenous knowledge systems</b>
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#### **Performance Criteria:**

- 8.1.1 Concepts in IK are identified
- 8.1.2 Threats to IKS are explored

<b>Element 8.2</b>	<b>Role of IKS</b>
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#### **Performance Criteria:**

- 8.1.1 Importance of IKS is highlighted
- 8.1.2 Sources of IKS are evaluated
- 8.1.3 Characteristics of IKS are numerated

<b>Element 8.3</b>	<b>Managing IKS</b>
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**Performance Criteria:**

8.3.1 Challenges in managing IK are identified

8.3.2 Integration of Traditional knowledge into modern science is discussed

8.3.3 Roles of archives and other information centres in managing traditional cultural expression are outlined

<b>Element 8.4</b>	<b>Repackaging Traditional Knowledge</b>
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**Performance Criteria:**

8.4.1 Significance of documenting IKS is analysed

8.4.2 Challenges and opportunities in repackaging Traditional Knowledge are identified

8.4.3 Strategies for capturing and disseminating indigenous knowledge are discussed

8.4.4 Procedures when collecting, recording and documenting Indigenous Knowledge are outlined

<b>Element 8.5</b>	<b>Protecting IKS</b>
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**Performance Criteria:**

8.5.1 Intellectual property rights in the era of bio-piracy is evaluated

8.5.2 Initiatives towards legal protection of Indigenous Knowledge are examined

8.5.3 Communal Ownership of Traditional Knowledge is assessed

**Competences required in readiness for assessment**

Records classification

Filing

Corporate knowledge

Management

Electronic record keeping

Data capturing

**Generic Skills**

Computer literacy

Communication

Time management

Research skills

Planning

Organising

**Tools and equipment**

Computers

Scanners

Printers

Software

**Materials**

Stationery

Computer consumables

**Duration: 150 Hours****Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

## UNIT 9

<b>Unit Title:</b>	<b>Records and Information Services Automating</b>
<b>Unit Code</b>	<b>551/15/M09</b>

<b>ZQF Level:</b>	<b>National Diploma</b>
<b>Credits:</b>	<b>15</b>
<b>Occupation:</b>	<b>Records and information officer</b>
<b>Date of Promulgation:</b>	<b>TBA</b>
<b>Review Date:</b>	<b>TBA</b>

### **Aim/purpose of the unit standard**

This unit will enable an individual automate records and information services using the emerging technologies.

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 9.1</b>	<b>4<sup>th</sup> Industrial Revolution Technologies</b>
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#### **Performance Criteria:**

- 9.1.1 4<sup>th</sup> Industrial Revolution (IR) Technologies used in automating Records Management systems are examined
- 9.1.2 Opportunities for adopting the 4<sup>th</sup> Industrial revolution Technologies in automating Records Management systems are identified
- 9.1.3 Challenges/risks of adopting the 4<sup>th</sup> Industrial revolution technologies for automating Records Management systems are identified
- 9.1.4 Solutions to 4<sup>th</sup> IR challenges in automating Records Management systems are devised.

<b>Element 9.2</b>	<b>Plan for an automation programme</b>
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**Performance Criteria:**

- 9.1.1 The role of automation in Records Management is explained
- 9.1.2 User requirements are identified
- 9.1.3 Services to be automated are ascertained
- 9.1.4 Technical requirements are identified
- 9.1.5 Computer equipment, appropriate operating system and software is selected

<b>Element 9.3</b>	<b>Implement and maintain an automated Records Management Programme</b>
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**Performance Criteria:**

- 9.2.1 Methods in implementing automated programmes are identified
- 9.2.2 Records and Information Management system is implemented
- 9.2.3 System is maintained whilst in use
- 9.2.4 Evaluation of automated system
- 9.2.4 Automation standards are discussed

<b>Element 9.4</b>	<b>Automation in the era of digitisation</b>
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**Performance Criteria:**

- 9.4.1 Automation is distinguished from digitisation
- 9.4.2 The impact of digitisation in Records and Information Management is discussed
- 9.4.3 The digitisation process is outlined
- 9.4.4 Management of migrated digital objects is done
- 9.4.5 System Development Lifecycle is outlined
- 9.4.6 Protection and recovery of digital records is highlighted
- 9.4.7 Records and information security is explored

**Competences required in readiness for assessment**

Records classification

Filing

Corporate knowledge

Management

Electronic record keeping

Data capturing

**Generic Skills**

Computer literacy

Communication

Time management

Research skills

Planning

Organising

**Tools and equipment**

Computers

Scanners

Printers

Software

**Materials**

Stationery

Computer consumables

**Duration: 150 Hours****Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

## Unit 10

<b>Unit Title:</b>	<b>Research Methods in Information Science</b>
<b>Unit Code</b>	<b>551/15/M10</b>

<b>ZQF Level:</b>	<b>National Diploma</b>
<b>Credits:</b>	<b>19</b>
<b>Occupation:</b>	<b>Records and information officer</b>
<b>Date of Promulgation:</b>	<b>TBA</b>
<b>Review Date:</b>	<b>TBA</b>

### **Aim/purpose of the unit standard**

This unit will enable an individual to develop a records and information management system for the organisation

### **ELEMENTS AND PERFORMANCE CRITERIA**

<b>Element 10.1</b>	<b>Basic concepts in Research Methods</b>
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#### **Performance Criteria:**

- 10.1.1 Basic concepts in research are analysed
- 10.1.2 Importance of research in Records Management and Information Science explained
- 10.1.3 Different approaches to research are examined

<b>Element 10.2</b>	<b>General model of scientific inquiry</b>
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#### **Performance Criteria:**

- 10.2.1 General model of scientific inquiry illustrated
- 10.2.2 Various types of research are explored
- 10.2.3 Various research methodologies are described

- 10.2.4 Methodologies applicable to records management and information science are examined
- 10.2.5 Research instruments are identified
- 10.2.6 Strengths and weaknesses of various research instruments are discussed
- 10.2.7 Characteristics of population are outlined
- 10.2.8 Sampling methods are evaluated

<b>Element 10.3</b>	<b>Statistical methods</b>
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**Performance Criteria:**

- 10.3.1 Concept of statistics in relation to research is explained
- 10.3.2 Importance of statistical tools in research is analysed
- 10.3.3 Measures into central tendency are explored
- 10.3.4 Apply statistics in research
- 10.3.5 Reliability and validity is examined
- 10.3.6 SPS package in research statistical analysis is applied

<b>Element 10.4</b>	<b>Research proposal and process</b>
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**Performance Criteria:**

- 10.4.1 Research process is outlined
- 10.4.2 Develop a research proposal
- 10.4.3 Significance of a research proposal are outlined
- 10.4.4 Develop statement of research problem
- 10.4.5 Selection of research design is explained
- 10.4.6 Develop appropriate schedule to conduct research
- 10.4.7 Research ethics are applied
- 10.4.8 Research is conducted

**Competences required in readiness for assessment**

Records classification

Filing

Corporate knowledge

Management

Electronic record keeping

Data capturing

**Generic Skills**

Computer literacy

Communication

Time management

Research skills

Planning

Organising

**Tools and equipment**

Computers

Scanners

Printers

Software

**Materials**



Stationery

Computer consumables

**Duration: 190 Hours****Assessment and Certification:**

In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Assessment will be conducted by accredited assessors.

 ZIMBABWE	INDUSTRIAL TRAINING AND TRADE TESTING SKILLS PROFICIENCY SCHEDULE			 I.T.T.D.	CODE
INDUSTRY: INFORMATION MANAGEMENT		TRADE/OCCUPATION: RECORDS MANAGEMENT		CLASS/LEVEL: National Diploma	
DUTY A: Reprography 15%					
Pre-requisites:		Approval Date:		Review Date:	
TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEDGE	WORKPLACE ESSENTIAL SKILLS	
A1 Microfilming preparation 25%	1. Inspect original documents illegible area or stains  2. Remove clips, staples, rubber bands and fasteners from the source documents  3. Repair or photocopy torn and damaged documents  4. Flatten rolled, folded and creased documents  5. Identify illegible documents and insert a transcription of the record where applicable	➤ Documents and records are inspected for eligibility and stains ➤ Clip, staple pins and rubber bands are removed from the source documents ➤ Rolled, folded and creased documents are flattened ➤ Legible documents are identified and a transcription of the record is inserted ➤ Documents are arranged in sequential filming order	▪ Preservation Management ▪ Records Management ▪ Public relations ▪ Digital Records Management	• Communication • Computer skills • Writing skills • Analytical skills • Planning • Organizing • Time management • Map reading	

	6. Arrange documents in sequential filming order facing the same heading direction.  7. Filming Process	➤ Documents are microfilmed		
<b>A2 Photocopying 25%</b>	➤ Prepare documents for photocopying ➤ Turn on the copier ➤ Place your documents on copier ➤ Select number of copies needed ➤ Select paper size Press copy button	➤ Documents are prepared for photocopying ➤ Photocopier is turned on ➤ Number of copies to be photocopied are selected ➤ Paper size is selected ➤ Documents are photocopied		
<b>A3: Digitisation 25%</b>	➤ Identification of records to be digitised ➤ Records preparation ➤ Scanning ➤ Selecting file format ➤ Storage of records	➤ Records to be digitized are identified ➤ Records preparing is done ➤ Scanning is done ➤ File format is selected ➤ Records are stored accordingly		

<b>A4 Analogue Photo reproduction 25%</b>	<ul style="list-style-type: none"> <li>➤ Timing the Camera using the master negative photo</li> <li>➤ Capturing the image</li> <li>➤ Inserting the photographic film into the developer</li> <li>➤ Insert the photo paper into the stop bath to stop further development</li> <li>➤ Insert the photo paper into the Fixer</li> <li>➤ Insert the photo paper into the dryer</li> <li>➤ Trim unnecessary edges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Camera is timed</li> <li>➤ The image is captured</li> <li>➤ Photographic film is put into the developer</li> <li>➤ Photo paper is inserted in the stop bath</li> <li>➤ Photo paper is put into fixer</li> <li>➤ Photo paper is put into the dryer</li> <li>➤ Unnecessary edges are trimmed</li> </ul>		
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**TOOLS AND EQUIPMENT NECESSARY TO COMPLETE  
THIS DUTY:**



- Computer and Computer consumables
- Fire extinguishers
- Phones
- Photocopier
- Scanner
- Staple pin removers
- Stationary
- Records management software
- Electronic Documents and Records Management System
- Digital cameras
- Software to include post capture processing software and that for viewing digital images
- V-shaped cradle
- Supports
- Overhead stand for holding the digital camera
- Digital storage systems
- Bandwidth
- Printers
- Cutting system
- Computer and graphic design software
- Binding equipment
- Copyright and Neighboring Act
- NAZ Act
- Darkroom for developing films

**HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:**

First Aid Kit  
Personal Protective Equipment  
Periodic environmental health checks  
Environmental regulations

**SPECIFIC WORKER TRAITS REQUIRED TO COMPLETE THIS DUTY:**

Reliable  
Punctual  
Honest  
Sober  
Dedicated  
Target oriented  
Team worker  
Polite  
Self-starter  
Innovative

 ZIMBABWE		<b>INDUSTRIAL TRAINING AND TRADE TESTING SKILLS PROFICIENCY SCHEDULE</b>		 I.T.T.D.	<b>CODE</b>  
<b>INDUSTRY: INFORMATION MANAGEMENT</b>		<b>TRADE/OCCUPATION:</b> Records Management		<b>CLASS/LEVEL:</b> National Diploma	
<b>DUTY B:Archives Administration 30%</b>					
<b>Pre-requisites:</b>		<b>Approval Date:</b>	<b>Review Date:</b>		
<b>TASK</b>	<b>STEPS</b>	<b>PROFICIENCY INDICATORS</b>		<b>RELATED KNOWLEDGE</b>	<b>WORKPLACE ESSENTIAL SKILLS</b>
<b>B1:Appraise records 15%</b>	<ul style="list-style-type: none"><li>➤ Identify/evaluate records due for appraisal</li><li>➤ Determine the value of records</li><li>➤ Separate ephemeral records from archival records</li><li>➤ Repair worn out covers and label</li><li>➤ Compile a detailed transmittal list</li><li>➤ Arrange recorded files into archival boxes and put stickers</li><li>➤ Compile a consolidated transmittal list in triplicate</li><li>➤ compressed transmittal list</li></ul>	<ul style="list-style-type: none"><li>▪ Retention and disposal schedules are used to determine the value of records</li><li>▪ .</li><li>▪ Appraised files are grouped according to their values.</li><li>▪ Metallic objects are removed from files.</li><li>▪ Worn out covers are replaced by new ones</li><li>▪ Damaged sheets are repaired or reproduced.</li><li>▪ Comprehensive transmittal lists are completed.</li><li>▪ Records are arranged in archival boxes</li><li>▪ Compressed transmittal list is completed</li></ul>		<ul style="list-style-type: none"><li>• Archival administration</li><li>• Public Sector Records Management</li><li>• Records appraisal</li><li>• Records Management</li><li>• Transport logistics</li><li>• Electronic Documents Records Management System (EDRMS)</li></ul>	Time Management Communication Computer Analytical Planning Organization Public Relations

<b>B2: Dispose records 15%</b>	<ul style="list-style-type: none"> <li>➤ Book the record centre</li> <li>➤ Arrange transport</li> <li>➤ Transfer records to the records centre</li> <li>➤ Destroy records of ephemeral value.</li> </ul>	<ul style="list-style-type: none"> <li>• Records centre is contacted for prior arrangements</li> <li>• Transport logistics are made and a schedule is produced.</li> <li>• Completed transmittal lists are produced.</li> <li>• Records center approves/authorises destruction of ephemeral records on site</li> </ul>		
<b>B3: Acquire records 15%</b>	<ul style="list-style-type: none"> <li>➤ Consult the acquisition policy</li> <li>➤ Identify sources of material</li> <li>➤ Select the method/s of acquiring</li> <li>➤ Locate and survey potential acquisitions</li> <li>➤ Establish the conditions of access</li> <li>➤ Select the material for acquisition</li> <li>➤ Complete the necessary documentation to authenticate the process</li> </ul>	<ul style="list-style-type: none"> <li>• Acquisition policy is consulted</li> <li>• Sources of material are identified</li> <li>• Methods of acquisition are selected</li> <li>• Potential acquisitions are surveyed</li> <li>• Conditions of access are established</li> <li>• Materials are selected for acquisition</li> <li>• All acquisition documentation is completed</li> </ul>		
<b>B4: Accession records 15%</b>	<ul style="list-style-type: none"> <li>➤ Assess the physical condition of the material</li> <li>➤ Confirm if all records delivered were the expected ones</li> <li>➤ confirm the cataloguing standards and preparation standards</li> </ul>	<ul style="list-style-type: none"> <li>• The physical condition of the material is assessed</li> <li>• Delivery consignment of records is confirmed</li> <li>•</li> <li>•</li> <li>•</li> </ul>		

	<ul style="list-style-type: none"> <li>➤ make the descriptions available in the catalogue</li> <li>➤ Enter archives into the accessioning register</li> <li>➤ File the returned copy of the transmittal list</li> <li>➤ move the files to a permanent place in The National Archives' repositories</li> <li>➤ make the record available to be viewed by the public if it is transferred open (an open record is a record that is available for public access on an unconditional basis)</li> </ul> <p>For digital records:</p> <ul style="list-style-type: none"> <li>➤ Check that the files, metadata and closure form sent pass the archives technical checks</li> <li>➤ Send an email to the source of the records confirming that the archives has safe custody of the records – at this stage, any copies of the records held within departmental systems should be securely deleted</li> <li>➤ the digital records will then be ingested into the</li> </ul>	<ul style="list-style-type: none"> <li>• Cataloguing and preparation standards are confirmed</li> <li>•</li> <li>•</li> <li>• Descriptions are made available in the catalogue</li> <li>•</li> <li>• Relevant information is entered into relevant columns of the accession register.</li> <li>• Returned copies of the transmittal lists are signed</li> <li>• Files are moved permanently to the repository</li> <li>•</li> <li>• Accessioning register is signed</li> </ul>		
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	archives digital records infrastructure system for preservation and if open, presented to the public via the Discovery service on The National Archives' website			
<b>B5: Arrange and describe archives 15%</b>	<ul style="list-style-type: none"> <li>➤ Sort records into groups and series using the archival principles</li> <li>➤ Identify record groups</li> <li>➤ Compile a list of groups and maintain the list as a card index or computer database</li> <li>➤ Capture reference codes</li> <li>➤ Identify sub groups</li> <li>➤ Determine the series</li> <li>➤ Apply the principle of original order</li> <li>➤ Determine the type of arrangement most suitable for the series</li> <li>➤ Decide to place one series before or after another within the group</li> <li>➤ Assign archival reference codes</li> <li>➤ Register series</li> <li>➤ Develop finding aids for the archives</li> </ul>	<ul style="list-style-type: none"> <li>• Records are sorted into groups and series <ul style="list-style-type: none"> <li>▪ Record groups are identified</li> <li>▪ A group list is compiled and maintained</li> <li>▪ Reference codes are captured</li> <li>▪ Series are determined</li> <li>▪ Principle of original order is applied</li> <li>▪ Type of arrangement is determined</li> <li>▪ A decision to place series before or after another within the group</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>is made</li> <li>▪ Archival reference codes are assigned</li> <li>▪ Series are registered</li> <li>▪ Finding aids are developed</li> </ul>		
<b>B6: Provide access and reference service 10%</b>	<ul style="list-style-type: none"> <li>➤ Display the daily attendance register and keep it open</li> <li>➤ All patrons to fill in the attendance register</li> <li>➤ Provide reader tickets to all patrons</li> <li>➤ Create a register of all reader tickets issued noting the number, name, permanent address, date of issue and date of expiry.</li> <li>➤ Readers must sign at the back of the ticket as a way of acknowledging and understanding reference and access rules</li> <li>➤ Ensure compliance to access and reference rules through continuous monitoring of the patrons</li> <li>➤ Report violation of rules to the superiors</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>• All researchers to be provided with reader tickets</li> </ul> <p>Attendance registers are filled by all patrons</p> <p>Readers are provided with tickets</p> <p>A register for reader tickets is created</p> <p>Reader tickets are signed by the readers</p> <p>Access and reference rules are enforced</p>		

		Violation of rules is reported to superiors		
<b>B7: Market archives 15%</b>	<ul style="list-style-type: none"> <li>➤ Identify the targeted audiences or groups</li> <li>➤ Ascertain different marketing strategies to be used</li> <li>➤ Initiate public programming as per targeted group</li> </ul>	<ul style="list-style-type: none"> <li>• Target market is identified</li> </ul> <p>Different marketing strategies are identified</p> <p>Public programming is initiated</p>		

#### **TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:**



Staple pin removers  
 Archival boxes  
 Transmittal lists  
 Vehicles  
 Computers  
 Shredding machine  
 Stationary  
 Retention and disposal schedule  
 Access policy  
 Records management policy  
 Archival legislation

**HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:**

First Aid Kit  
Personal Protective Equipment  
Periodic environmental health checks  
Environmental regulations  
Housekeeping

**SPECIFIC WORKER TRAITS REQUIRED TO COMPLETE THIS DUTY:**

Hard working  
Networking  
Reliable  
Punctual  
Honest  
Sober  
Dedicated  
Target oriented  
Team worker  
Polite  
Self starter  
Innovative

 ZIMBABWE	<b>INDUSTRIAL TRAINING AND TRADE TESTING SKILLS PROFICIENCY SCHEDULE</b>		 I.T.T.D.	<b>CODE</b>  
<b>INDUSTRY: INFORMATION MANAGEMENT</b>		<b>TRADE/OCCUPATION:</b> Records Management	<b>CLASS/LEVEL:</b> National Diploma	
<b>DUTY C: Records Creation 30%</b>				
<b>Pre-requisites:</b>		<b>Approval Date:</b>	<b>Review Date:</b>	
<b>TASK</b>	<b>STEPS</b>	<b>PROFICIENCY INDICATORS</b>	<b>RELATED KNOWLEDGE</b>	<b>WORKPLACE ESSENTIAL SKILLS</b>
<b>C1: Create file 20%</b>	<ul style="list-style-type: none"><li>➤ Check the index to establish whether an appropriate file already exists</li><li>➤ If no appropriate file exists, it will be necessary to create a new file</li><li>➤ Give the file a title and reference number.</li><li>➤ Centre punch documents</li><li>➤ Write the file reference on the file cover, the file title ,date opened, department and volume number</li><li>➤ Create a mark out card for the same file with the same information</li><li>➤ Stamp at far right corner of the document with a folio stamp</li></ul>	<ul style="list-style-type: none"><li>▪ an index is checked</li><li>▪ A new file is created if no new file exists</li><li>▪ File is titled and referenced</li><li>▪ Documents a centre punched</li><li>▪ File charge out diagram is completed</li><li>▪ A mark out card is created with the same details</li><li>▪ Correspondence is folio stamped</li></ul>	<ul style="list-style-type: none"><li>• Archival administration</li><li>• Electronic Records Management</li><li>• Records appraisal</li><li>• Data Management</li><li>• Transport logistics management</li></ul>	<ul style="list-style-type: none"><li>• Time Management</li><li>• Communication</li><li>• Computer</li><li>• Analytical</li><li>• Planning</li><li>• Organization</li><li>• Public Relations</li></ul>

	<ul style="list-style-type: none"> <li>➤ Write the folio number inside the folio ring</li> <li>➤ Place the document into the created folder</li> <li>➤ Record the created file</li> <li>➤ Refer the file to the action officer/Place the file into the filing cabinet if no action is required</li> <li>➤ File the mark out card</li> <li>➤ and label files</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document if filed in the respective folder</li> <li>▪ The new file is recorded</li> <li>▪ The file is either referred to the action officer or filed in cabinet</li> </ul>		
<b>C2: Assign file titles 20%</b>	<ul style="list-style-type: none"> <li>➤ Create a key word list for the organisational records</li> <li>➤ Determine the key words to be used in the file title</li> <li>➤ Seek guidance from action officers when assigning file titles</li> <li>➤ Assign File titles that are clear and precise, providing brief but adequate details about the file's contents.</li> <li>➤ Avoid subjects such as General and Miscellaneous, they may cause duplication in filing or misfiling</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪ A key word list/vocabulary is created</li> <li>▪ Key words are determined</li> <li>▪ Guidance is sought when assigning new file titles</li> <li>▪ File titles are assigned</li> <li>▪ General and miscellaneous subjects are avoided</li> </ul>		
<b>C3: Register records 20%</b>	<ul style="list-style-type: none"> <li>➤ Register each correspondence as it comes</li> <li>➤ Enter details about the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Correspondence is registered upon receipt</li> <li>▪ Details of correspondence are entered in their prescribed</li> </ul>		

	<p>document in a prescribed register, for example incoming mail/outgoing mail/ remittance register</p> <ul style="list-style-type: none"> <li>➤ The following initial information about each document may be entered in the register: <ul style="list-style-type: none"> <li>• the serial number assigned to the correspondence</li> <li>• the date of the correspondence</li> <li>• the date of receipt</li> <li>• any security classification</li> <li>• the name and institution or organisation of the sender <ul style="list-style-type: none"> <li>• any reference quoted by the sender</li> </ul> </li> <li>• the subject of the correspondence</li> <li>• the number and nature of any enclosures</li> </ul> </li> </ul>	registers		
<b>C4:Classify records 20%</b>	<ul style="list-style-type: none"> <li>➤ Conduct a business systems analysis</li> <li>➤ Develop a classification system which is flexible</li> <li>➤ Read and understand the document</li> <li>➤ Mark the key words on the document</li> <li>➤ Join the keywords to come a with a file title</li> <li>➤ Consult the index system to establish the file reference number</li> </ul>	<ul style="list-style-type: none"> <li>▪ A business systems analysis is conducted</li> <li>▪ A classification scheme is developed</li> <li>▪ The document is read and understood</li> <li>▪ Key words are marked on the document</li> </ul>		

	<ul style="list-style-type: none"> <li>➤ Enter the reference number on the correspondence and the file if it is a new file</li> <li>➤ Cross reference files if they contain more than one subject</li> <li>➤ Register all the classified correspondence</li> <li>➤ Hand over all the classified correspondence to the records manager for verification</li> </ul>	<p>The index system is referred for file reference numbers</p> <ul style="list-style-type: none"> <li>▪ Reference number id entered on the document</li> <li>▪ Cross referencing is done for documents with more than one subject</li> <li>▪ All correspondence is registered</li> <li>▪ Correspondence is handed over to the records manager for verification</li> </ul>		
<b>C5: Index records 20%</b>	<ul style="list-style-type: none"> <li>➤ Create a key word list for the records</li> <li>➤ Create an index list for all the records created within the organisation</li> <li>➤</li> <li>➤ Assign each record an index card</li> <li>➤ Entered All the details of a record on the index card</li> <li>➤ File index cards alphabetically in the index card holder</li> </ul>	<ul style="list-style-type: none"> <li>▪ A key word list is created</li> <li>▪ An index list is created as per created records</li> <li>▪</li> <li>▪ Each created file is assigned an index card</li> <li>▪ All the details of a record are entered on the index card</li> </ul>		

		<ul style="list-style-type: none"> <li>▪ Index cards are filed alphabetically in the index card holder</li> </ul>		
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**TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:**



Staple pin removers  
 Archival boxes  
 Transmittal lists  
 Vehicles  
 Computers  
 Shredding machine  
 Stationary

**HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:**

First Aid Kit  
 Personal Protective Equipment  
 Periodic environmental health checks  
 Environmental regulations  
 Housekeeping

**SPECIFIC WORKER TRAITS REQUIRED TO COMPLETE THIS DUTY:**

Hard working  
Networking  
Reliable  
Punctual  
Honest  
Sober  
Dedicated  
Target oriented  
Team worker  
Polite  
Self starter  
Innovative

 ZIMBABWE	<b>INDUSTRIAL TRAINING AND TRADE TESTING SKILLS PROFICIENCY SCHEDULE</b>			 I.T.T.D.
<b>INDUSTRY:</b> INFORMATION MANAGEMENT		<b>TRADE/OCCUPATION:</b> Records Management		<b>CLASS/LEVEL:</b> National Diploma
<b>DUTY D: Records Maintenance and Use 15%</b>				
<b>Pre-requisites:</b>		<b>Approval Date:</b>		<b>Review Date:</b>
TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEDGE	WORKPLACE ESSENTIAL SKILLS
<b>D1: File records</b>  20%	<ul style="list-style-type: none"><li>➤ Establish suitable filing system(s)</li><li>➤ Arrange records sequentially according to the given reference numbers</li><li>➤ Check the correspondence if all the attachments are there</li><li>➤ Place correspondence</li></ul>	<ul style="list-style-type: none"><li>▪ A suitable filing arrangement is established</li><li>▪ Records/documents are arranged sequentially as per reference numbers given</li><li>▪ Attachments are checked on all documents</li></ul>	<ul style="list-style-type: none"><li>• Archival administration</li><li>• Electronic Records Management</li><li>• Records appraisal</li><li>• Data Management</li><li>• Transport logistics management</li></ul>	<ul style="list-style-type: none"><li>• Time Management</li><li>• Communication</li><li>• Computer</li><li>• Analytical</li><li>• Planning</li><li>• Organization</li><li>• Public Relations</li><li>•</li></ul>

	<p>in the suitable file and update folio numbers</p> <ul style="list-style-type: none"> <li>➤ Complete the file charge out diagram</li> <li>➤ Update the mark out cards in correspondence with the charge out diagram</li> <li>➤ Shelf files appropriately in their respective cabinets.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Correspondence are filed and folioed</li> <li>▪ Charge out diagram is completed</li> <li>▪ Mark out cards are updated</li> <li>▪ Files are shelved</li> </ul>		
<b>D3 Store records 15%</b>	<ul style="list-style-type: none"> <li>➤ Identify storage facilities suitable for records in all formats</li> <li>➤ Identify storage equipment suitable for records in all formats</li> <li>➤ Store records in the respective storage equipment in the order</li> </ul>	<ul style="list-style-type: none"> <li>▪ Storage facilities are established</li> <li>▪ Storage equipment is identified</li> </ul>		

	determined by the classifier.	<ul style="list-style-type: none"> <li>Records are stored in suitable equipment</li> </ul>		
<b>D3: Maintain records</b>  <b>15%</b>	<ul style="list-style-type: none"> <li>➤ Identify files to be repaired</li> <li>➤ Collect the files for repair</li> <li>➤ Repair damaged files</li> <li>➤ Create conducive environment for the files.</li> <li>➤ Close files according to stipulated standards</li> </ul>	<ul style="list-style-type: none"> <li>Damaged files are identified               <ul style="list-style-type: none"> <li>Files with worn-out covers are identified and collected</li> <li>Damaged files are repaired</li> <li>Records kept in specified standard environment.</li> </ul> </li> </ul>		
<b>D4: Track files</b>  <b>10%</b>	<ul style="list-style-type: none"> <li>Check mark-out cards for outstanding files</li> <li>Follow up outstanding files</li> <li>Collect and re-book files</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding files are identified according to mark out cards</li> <li>Physical visits are made to</li> </ul>		

		<p>individual offices</p> <ul style="list-style-type: none"> <li>▪ Actioned files are returned to the records department</li> <li>▪ Actioned files are shelved according to the selected filing system.</li> </ul>	
<b>D5: Audit Records 20%</b>	<ul style="list-style-type: none"> <li>▪ Develop a records audit schedule</li> <li>▪ Go to the filing cabinets and pull each file for audit</li> <li>▪ Check on all the items referred to on the audit schedule</li> <li>▪ Complete the file audit slip</li> <li>▪ Update the audit schedule where necessary</li> <li>▪ Submit the audit report to the Records Manager</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records audit schedules are developed</li> <li>▪ Each file is pulled and audited</li> <li>▪ Each item to on the audit schedule is referred to</li> <li>▪ A file audit slip is completed</li> <li>▪ The audit schedule is updated where necessary</li> <li>▪ An audit report is submitted to the records manager</li> </ul>	
<b>D6: Manage vital records 20%</b>	<ul style="list-style-type: none"> <li>▪ Identify vital records</li> <li>▪ Identify storage material for vital records</li> <li>▪ Identify storage location for vital records</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vital records are identified</li> <li>▪ Storage equipment for vital records is identified</li> <li>▪ Storage location for vital records is identified (on site</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Establish security measures for vital records</li> <li>▪ Develop a disaster management plan to Secure vital records</li> <li>▪ Implement the disaster management plan</li> <li>▪ Secure Vital records</li> </ul>	<p>or off site)</p> <ul style="list-style-type: none"> <li>▪ Security measures are established</li> <li>▪ A disaster management plan is developed</li> <li>▪ Disaster management plan is implemented</li> <li>▪ Vital records are secured</li> </ul>	
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**TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:**

Staple pin removers  
 Archival boxes  
 Transmittal lists  
 Vehicles  
 Computers  
 Shredding machine  
 Stationary

**HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:**

First Aid Kit  
 Personal Protective Equipment

Periodic environmental health checks  
Environmental regulations  
Housekeeping

**SPECIFIC WORKER TRAITS REQUIRED TO COMPLETE THIS DUTY:**

Hard working  
Networking  
Reliable  
Punctual  
Honest  
Sober  
Dedicated  
Target oriented  
Team worker  
Polite  
Self starter  
Innovative



# INDUSTRIAL TRAINING AND TRADE TESTING SKILLS PROFICIENCY SCHEDULE



**INDUSTRY:**  
INFORMATION  
MANAGEMENT

**TRADE/OCCUPATION:**  
Records Management

**CLASS/LEVEL:** National  
Diploma

## DUTY E: Records Disposal 10%

**Pre-requisites:**

**Approval Date:**

**Review Date:**

TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEDGE	WORKPLACE ESSENTIAL SKILLS
<b>E1: Appraise records</b> 35%	<ul style="list-style-type: none"> <li>➤ Identify semi-current records</li> <li>➤ Separate current and semi-current records</li> <li>➤ Develop retention and disposal schedules</li> </ul>	<ul style="list-style-type: none"> <li>▪ Semi current records are identified</li> <li>▪ Semi current and non-current records are separated</li> <li>▪ Records schedules are developed</li> </ul>	<ul style="list-style-type: none"> <li>• Archival administration</li> <li>• Public Sector Records Management</li> <li>• Records appraisal</li> <li>• Records Management</li> <li>• Transport logistics</li> </ul>	<ul style="list-style-type: none"> <li>• Time Management</li> <li>• Communication</li> <li>• Computer</li> <li>• Analytical</li> <li>• Planning</li> <li>• Organization</li> <li>• Public Relations</li> </ul>
<b>E2: Dispose records</b> 35%	<ul style="list-style-type: none"> <li>➤ Transfer semi-current records to secondary storage</li> <li>➤ Destroy ephemeral records</li> </ul>	<ul style="list-style-type: none"> <li>▪ Semi-current records are transferred to secondary storage</li> <li>▪ Ephemeral records are destroyed</li> </ul>		
<b>E3: Secure records</b> 30%	<ul style="list-style-type: none"> <li>➤ Conduct a security assessment for the records</li> <li>➤ Design a security</li> </ul>	<ul style="list-style-type: none"> <li>▪ Security assessment is conducted</li> </ul> <p>A security plan is designed for</p>		

	methodology for the records ➤ Implement the security methodology ➤ Monitor and evaluate the security methodology ➤	the documents/records  The security plan is implemented  The security plan is monitored and evaluated		
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**TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:**

Staple pin removers  
Archival boxes  
Transmittal lists  
Vehicles  
Computers  
Shredding machine  
Stationary  
Fire extinguishers  
Security systems  
Records schedules

**HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:**

First Aid Kit  
Personal Protective Equipment  
Periodic environmental health checks  
Environmental regulations  
Housekeeping

**SPECIFIC WORKER TRAITS REQUIRED TO COMPLETE THIS DUTY:**

Hard working  
 Networking  
 Reliable  
 Punctual  
 Honest  
 Sober  
 Dedicated  
 Target oriented  
 Team worker  
 Polite  
 Self starter  
 Innovative

**ND RECORDS MANAGEMENT AND INFORMATION SCIENCE SKILLS  
 PROFICIENCY SPECIFICATION GRID**

<b>DUTY</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
<b>A. Reprography (15%)</b>	A1: Microfilm Preparation	25
	A2: Photocopying	25
	A3:Digitisation	25
	A4: Photo reproduction	25
<b>Total</b>		<b>100</b>
<b>B. Archives Administration (30%)</b>	B1: Appraise Records	15
	B2: Dispose records	15
	B3: Acquire records	15
	B4: Accession records	15
	B5: Arrange and describe records	15
	B6: Provide access and reference	10

	services	
	B7: Market Archives	15
<b>Total</b>		<b>100</b>
<b>C. Records Creation (30%)</b>	C1: Create file	20
	C2: Assign file title	20
	C3: Register records	20
	C4:Classify Records	20
	C5: Index Records	20
<b>Total</b>		<b>100</b>
<b>D. Records Maintenance and Use (15%)</b>	D1: File Records	20
	D2: Store records	15
	D3: Maintain records	15
	D4: Track files	10
	D5: Audit Records	20
	D6: Manage Vital Records	20
<b>Total</b>		<b>100</b>
<b>E. Records Disposal (10%)</b>	E1: Appraise Records	35
	E2: Dispose records	35
	E3: Secure records	30
<b>Total</b>		<b>100</b>