



Preservation Microfilming— Log Book

TRAINING *in* PRESERVATION MICROFILMING



Preservation Microfilming— Log book

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Introduction

This Log book is a formal record of the competencies you have achieved in the Preservation Microfilming course.

If you are formally studying the Preservation Microfilming course, you will need to complete the details in this Log book as part of your assessment.

Learning outcomes

Each module begins with a list of **learning outcomes**. They explain what you will learn and what you will be able to do when you have successfully completed each module. This example shows the first learning outcome from the module, **Preservation Microfilming—Basics**.

Learning outcome (element of competency) **1. outline reasons why a preservation microfilming project may be undertaken**

In competency-based training models, the **learning outcomes** closely relate to the term **elements of competency**.

The learning outcomes are the foundation of the training materials. They are linked to the performance criteria and learning activities that are described in the section below.

Performance criteria and learning activities

If you are formally studying the Preservation Microfilming course, you must meet certain **performance criteria** in order to demonstrate your competency in each unit or module. These criteria form the basis of your assessment. Within each module the performance criteria are listed at the beginning and end of each topic.

The **performance criteria** and **learning activities** are recorded in the Log book as follows:

Module 1: Preservation Microfilming—Basics

Performance criteria	Student to record all performance criteria that have been achieved ✓yes ✗no	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes ✗no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes ✗no	Assessor to verify that activities have been satisfactorily completed ✓yes ✗no	Assessor signature	Date
Learning outcome (element of competency)	1. outline reasons why a preservation microfilming project may be undertaken						
1.1 explain the concepts of preservation and preservation reformatting	<input type="checkbox"/>	<input type="checkbox"/>	Activity 1 Preservation reformatting techniques	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 list possible reasons why material may be chosen for preservation microfilming	<input type="checkbox"/>	<input type="checkbox"/>	Activity 2 Advantages of microfilming	<input type="checkbox"/>	<input type="checkbox"/>		
			Reflect 1A Reasons why material may be chosen for microfilming	<input type="checkbox"/>	<input type="checkbox"/>		

What you need to do

Within each module

As you work your way through the modules you will need to:

- I work through the checklist of the **performance criteria** at the end of each module
- I contact your assessor or lecturer if you have difficulty in any areas
- I complete all the **learning activities** and arrange for your lecturer or assessor to observe and sign off major activities in the module. Major activities are marked 🗳.

You will be reminded to do this by the icon:

▲ Submit

In the Log book

You will also need to briefly record this information in this **Log book**—see **Recording information** below.

The next steps

Next, ask your lecturer or assessor to carry out the following steps.

Within each module

Your lecturer or assessor will:

- I check your responses to each **activity** which you have completed
- I observe and sign off any **major activities** 🗳
- I ask you additional questions, as required, or ask you to perform other tasks to confirm that you can meet the performance criteria.

In the Log book

Your lecturer or assessor will also need to:

- I sign off the relevant performance criteria and learning activities when satisfied that you are competent—see **Recording information** below
- I sign off the **Performance summary** for each module
- I clearly indicate any areas in which you are not yet competent, and what you need to do to achieve competency
- I arrange for you to be reassessed in any areas where you are not yet competent.

Recording information

Check the table below for **Module 1: Preservation Microfilming—Basics**.

Note that the **learning outcome** is listed on the top of the table, and the **performance criteria are listed** in the left-hand column. Relevant **activities** are listed in the fourth column.

The **shaded** columns are where you record that you:

- I can meet the performance criteria
- I have satisfactorily completed the activities

by marking the boxes with a ✓ **yes** or ✗ **no**.

Your assessor or lecturer will complete columns three, six, seven and eight.

Performance summary

A record of your performance for each module appears at the end of the module section. Look at the Performance summary for **Module 1: Preservation Microfilming—Basics**. It summarises:

- I areas where you are competent
- I areas where you are not yet competent and need to be reassessed
- I actions to be taken.

Both you and your lecturer/assessor will also sign off the Performance summary. Check with your lecturer if you have any queries about assessment for these training materials or about how the **Log book** works.

Module 1: Preservation Microfilming—Basics

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency)	1. outline reasons why a preservation microfilming project may be undertaken						
1.1 explain the concepts of preservation and preservation reformatting	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.1</i> Preservation reformatting techniques	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 list possible reasons why material may be chosen for preservation microfilming	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.2</i> Advantages of microfilming	<input type="checkbox"/>	<input type="checkbox"/>		
			Reflect 1A Reasons why material may be chosen for microfilming	<input type="checkbox"/>	<input type="checkbox"/>		
1.3 explain the benefits of a preservation microfilming program	<input type="checkbox"/>	<input type="checkbox"/>					
1.4 list possible occasions when microfilming may not be the best option	<input type="checkbox"/>	<input type="checkbox"/>					
Learning outcome (element of competency)	2. outline issues which need to be resolved when preparing culturally-sensitive materials for preservation						
2.1 identify acceptable practices for handling culturally-sensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.3</i> Culturally-sensitive materials	<input type="checkbox"/>	<input type="checkbox"/>		
			Reflect 1B Local experience in handling culturally-sensitive material	<input type="checkbox"/>	<input type="checkbox"/>		
2.2 explain special security arrangements for handling culturally-sensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 1.3</i>				
2.3 explain special arrangements for record keeping when preparing culturally-sensitive material for preservation microfilming	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 1.3</i>				

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency)	3. outline key issues of risk and copyright relating to the selection of materials for microfilming						
3.1 explain why some materials may be at risk	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.4</i> Materials at risk	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 explain copyright implications associated with a preservation microfilming project	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.5</i> Copyright	<input type="checkbox"/>	<input type="checkbox"/>		
Learning outcome (element of competency)	4. outline the role of microfilming standards and technical specifications and their importance to the success of microfilming projects						
4.1 list the available formats of microforms	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.6</i> Formats of microforms	<input type="checkbox"/>	<input type="checkbox"/>		
4.2 explain the terms 'positive' and 'negative' as they apply to film polarity	<input type="checkbox"/>	<input type="checkbox"/>					
4.3 discuss the use of first, second and third generation microforms	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.7</i> Generations of microfilm	<input type="checkbox"/>	<input type="checkbox"/>		
4.4 record the types of film used as microforms and discuss their features	<input type="checkbox"/>	<input type="checkbox"/>					
4.5 list available film bases and discuss their suitability for preservation microfilming	<input type="checkbox"/>	<input type="checkbox"/>					
4.6 discuss the alternatives for positioning images on microforms	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 1.8</i> Film orientation	<input type="checkbox"/>	<input type="checkbox"/>		
4.7 define the term 'reduction ratio'	<input type="checkbox"/>	<input type="checkbox"/>					
4.8 list the details which should be included in specifications for preservation filming, processing and storage	<input type="checkbox"/>	<input type="checkbox"/>					
4.9 identify typical areas where more general microfilming is different from preservation microfilming	<input type="checkbox"/>	<input type="checkbox"/>					

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
4.10 list relevant standards associated with filming, processing and storage			Reflect 1C Checking out a standard	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	Activity 1.9 Standards	<input type="checkbox"/>	<input type="checkbox"/>		
4.11 describe the typical features listed in a bibliographic record of microfilm	<input type="checkbox"/>	<input type="checkbox"/>					
Learning outcome (element of competency)	5. identify reasons why an organisation may wish to convert existing microform collections to a digital image format						
5.1 list reasons why an organisation may wish to convert a microform collection to a digital image format	<input type="checkbox"/>	<input type="checkbox"/>	Activity 1.10 Digitising and microfilming	<input type="checkbox"/>	<input type="checkbox"/>		
			Reflect 1D Why digitise?	<input type="checkbox"/>	<input type="checkbox"/>		
5.2 list factors which impact on the quality, rate and cost of digital image	<input type="checkbox"/>	<input type="checkbox"/>					

Module 1: Preservation Microfilming—Basics

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. outline reasons why a preservation microfilming project may be undertaken	<input type="checkbox"/>	<input type="checkbox"/>
2. outline issues which need to be resolved when preparing culturally-sensitive materials for preservation	<input type="checkbox"/>	<input type="checkbox"/>
3. outline key issues of risk and copyright relating to the selection of materials for microfilming	<input type="checkbox"/>	<input type="checkbox"/>
4. outline the role of microfilming standards and technical specifications and their importance to the success of microfilming projects	<input type="checkbox"/>	<input type="checkbox"/>
5. identify reasons why an organisation may wish to convert existing microform collections to a digital image format	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor:

Student:

Date:

Module 2: Preservation of Materials

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency) (2 combined)	1. identify measures that can be taken to avoid or minimise damage to library materials caused by environmental factors (light, air, water, temperature, humidity etc.) 2. identify problems associated with storage, housing and use of library materials and ways of minimising their damage						
1.1 identify environmental factors that cause damage to library materials	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 2.1</i> Deterioration experiment	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 2.2</i> Environmental factors which cause damage	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 identify and explain the potential for damage by: • biological and human factors • housing and storage	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 2.3</i> Case study (see also 1.3)	<input type="checkbox"/>	<input type="checkbox"/>		
1.3 explain methods of minimising the damage from all of these factors	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 2.3</i> above	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 2A</i> Traditional methods of controlling insects	<input type="checkbox"/>	<input type="checkbox"/>		
1.4 apply given criteria to assess the extent of damage caused by all of these factors	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 2.4</i> Collection survey (see also 1.6)	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 2B</i> Mini-collection survey and common types of damage	<input type="checkbox"/>	<input type="checkbox"/>		
1.5 decide on action appropriate to the damage for different types of materials, noting those requiring immediate action, specialised attention, replacement or other alternatives	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 2.5</i> Help a librarian or curator to make a choice	<input type="checkbox"/>	<input type="checkbox"/>		
1.6 follow specified procedures to avoid or minimise damage	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activities 2.3 & 2.4</i> above				

Performance criteria	Student to record all performance criteria that have been achieved ✓yes ✗no	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes ✗no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes ✗no	Assessor to verify that activities have been satisfactorily completed ✓yes ✗no	Assessor signature	Date
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Learning outcome 3. assist in putting a disaster recovery plan into practice

(element of competency)

3.1 explain the reasons for developing and maintaining a disaster plan	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 2.6</i> A disaster	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 examine disaster plans to assess the response required by staff in each situation	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 2.7</i> Disaster response	<input type="checkbox"/>	<input type="checkbox"/>		
3.3 develop a plan to respond to a disaster in a selected situation	<input type="checkbox"/>	<input type="checkbox"/>	✳ <i>Activity 2.8</i> Your own disaster plan. (See also <i>Activities 2.6 & 2.7</i> above).	<input type="checkbox"/>	<input type="checkbox"/>		

✳ *These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.*

Module 2: Preservation of Materials

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. identify measures that can be taken to avoid or minimise damage to library materials caused by environmental factors (light, air, water, temperature, humidity etc.)	<input type="checkbox"/>	<input type="checkbox"/>
2. identify problems associated with storage, housing and use of library materials and ways of minimising their damage	<input type="checkbox"/>	<input type="checkbox"/>
3. assist in putting a disaster recovery plan into practice	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor: _____

Student: _____

Date: _____

Module 3: Preparation for Microfilming

Performance criteria	Student to record all performance criteria that have been achieved ✓ yes ✗ no	Assessor to verify that performance criteria have been satisfactorily achieved ✓ yes ✗ no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓ yes ✗ no	Assessor to verify that activities have been satisfactorily completed ✓ yes ✗ no	Assessor signature	Date
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Learning outcome (element of competency) 1. demonstrate proper methods for handling original materials

1.1 list some typical formats of materials which are prepared for preservation microfilming	<input type="checkbox"/>	<input type="checkbox"/>	Activity 3.1 Formats of materials	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 list techniques for handling various formats of original materials to avoid damaging them	<input type="checkbox"/>	<input type="checkbox"/>	Activity 3.2 Preparing a fragile map	<input type="checkbox"/>	<input type="checkbox"/>		

Learning outcome (element of competency) 2. physically prepare and arrange materials for microfilming

2.1 notify users that material has been removed from the shelves for microfilming and may not be available	<input type="checkbox"/>	<input type="checkbox"/>	Activity 3.3 Notifying users	<input type="checkbox"/>	<input type="checkbox"/>		
			Reflect 3A Typical approaches to problems	<input type="checkbox"/>	<input type="checkbox"/>		
2.2 assess whether items are complete ('bibliographic integrity')	<input type="checkbox"/>	<input type="checkbox"/>	Activity 3.4 Assessing whether items are complete	<input type="checkbox"/>	<input type="checkbox"/>		
2.3 assess physical condition of materials	<input type="checkbox"/>	<input type="checkbox"/>	Activity 3.5 Assessing physical condition	<input type="checkbox"/>	<input type="checkbox"/>		
2.4 follow best practice principles to: <ul style="list-style-type: none"> • stabilise and repair materials • achieve a cost effective filming result acceptable to the client 	<input type="checkbox"/>	<input type="checkbox"/>	Activity 3.6 Stabilising; case study	<input type="checkbox"/>	<input type="checkbox"/>		
			✦ Activity 3.7 Preparation	<input type="checkbox"/>	<input type="checkbox"/>		

✦ These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.

Performance criteria	Student to record all performance criteria that have been achieved ✓ yes X no	Assessor to verify that performance criteria have been satisfactorily achieved ✓ yes X no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓ yes X no	Assessor to verify that activities have been satisfactorily completed ✓ yes X no	Assessor signature	Date
Learning outcome (element of competency)	3. maintain records of microfilm stock						
3.1 check and maintain stock levels	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.8</i> Stock records	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 safely receive, handle, prepare and store potentially hazardous materials and maintain necessary <i>Materials Safety Data Sheets</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.9</i> Interpreting a <i>Materials Safety Data Sheet</i>	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 3.10</i> Setting up a file of chemicals and <i>Material Safety Data Sheets</i>	<input type="checkbox"/>	<input type="checkbox"/>		
Learning outcome (element of competency)	4. choose an appropriate format (film or fiche)						
4.1 match the microfilm format to the specification	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.11</i> Matching format to specification	<input type="checkbox"/>	<input type="checkbox"/>		
4.2 match the microfilm format to the intended use and to the user's preference	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.12</i> Matching format to use, preference and costs (see also 4.3)	<input type="checkbox"/>	<input type="checkbox"/>		
4.3 consider cost implications when deciding on a format	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 3.12</i>				
Learning outcome (element of competency)	5. prepare originals for microfilming to meet standard bibliographic requirements						
5.1 compile materials to be filmed in the correct order	<input type="checkbox"/>	<input type="checkbox"/>					
5.2 program images	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.13</i> Fiche and reel programming	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 3B</i> Image orientation	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 3.14</i> Calculating the number of images/reel split	<input type="checkbox"/>	<input type="checkbox"/>		
5.3 compile correct targets for a microfilm project	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.15</i> Targets	<input type="checkbox"/>	<input type="checkbox"/>		

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency)	6. follow established procedures to ensure that copyright legislation is not breached during preservation microfilming projects						
6.1 interpret appropriate copyright legislation as it applies to preservation microfilming projects	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.16</i> Basic interpretation of copyright legislation	<input type="checkbox"/>	<input type="checkbox"/>		
6.2 follow standard procedures for locating the owner of copyright for materials to be microfilmed	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.17</i> Locating the copyright owner	<input type="checkbox"/>	<input type="checkbox"/>		
6.3 list the conditions under which a microform product may attract copyright	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 3.18</i> Copyright conditions	<input type="checkbox"/>	<input type="checkbox"/>		

Module 3: Preparation for Microfilming

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. demonstrate proper methods for handling original materials	<input type="checkbox"/>	<input type="checkbox"/>
2. physically prepare and arrange materials for microfilming	<input type="checkbox"/>	<input type="checkbox"/>
3. maintain records of microfilm stock	<input type="checkbox"/>	<input type="checkbox"/>
4. choose an appropriate format (film or fiche)	<input type="checkbox"/>	<input type="checkbox"/>
5. prepare originals for microfilming to meet standard bibliographic requirements	<input type="checkbox"/>	<input type="checkbox"/>
6. follow established procedures to ensure that copyright legislation is not breached during preservation microfilming projects	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor:

Student:

Date:

Module 4: Maintaining Microfilming Equipment

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency)	1. monitor microform equipment use and make sure that equipment is properly maintained						
1.1 describe the information needed to monitor microfilm equipment use, maintenance and service history	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 4.1</i> Microfilming equipment (See also <i>Activity 4.2</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 collect and review information on equipment use and maintenance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 4.2</i> Camera daily use sheet	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 4.3</i> Checking an equipment problem log sheet	<input type="checkbox"/>	<input type="checkbox"/>		
1.3 operate a booking/reservation system for the use of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 4.4</i> Operate a booking system	<input type="checkbox"/>	<input type="checkbox"/>		
Learning outcome (element of competency)	2. use trouble shooting techniques to identify equipment problems						
2.1 identify and safely correct minor operating equipment faults	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 4.5</i> Identifying causes and corrections of common problems	<input type="checkbox"/>	<input type="checkbox"/>		
			⊕ <i>Activity 4.6</i> Adjusting two common camera problems	<input type="checkbox"/>	<input type="checkbox"/>		
2.2 carry out routine maintenance for equipment, including arranging of repairs	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 4.7</i> Routine maintenance	<input type="checkbox"/>	<input type="checkbox"/>		
			⊕ <i>These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.</i>				

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency)	3. identify suppliers of new and replacement microfilm equipment						
3.1 maintain a file listing suppliers of new and replacement microfilm equipment	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 4.8</i> Contacts file	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 develop and apply criteria for the evaluation of microfilm equipment for selected tasks	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 4.9</i> Evaluating cameras	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 develop and apply criteria for the evaluation of microfilm equipment for selected tasks (cont.)	<input type="checkbox"/>	<input type="checkbox"/>	<i>Reflect 4A</i> First steps to evaluating equipment	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 4.10</i> Criteria for evaluating microfilming equipment	<input type="checkbox"/>	<input type="checkbox"/>		

Module 4: Maintaining Microfilming Equipment

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. monitor microform equipment use and make sure that equipment is properly maintained	<input type="checkbox"/>	<input type="checkbox"/>
2. use trouble shooting techniques to identify equipment problems	<input type="checkbox"/>	<input type="checkbox"/>
3. identify suppliers of new and replacement microfilm equipment	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor:

Student:

Date:

Module 5: Operating Microfilm Equipment— Cameras

Performance criteria	Student to record all performance criteria that have been achieved ✓yes ✗no	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes ✗no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes ✗no	Assessor to verify that activities have been satisfactorily completed ✓yes ✗no	Assessor signature	Date
Learning outcome (element of competency) (2 combined)							
			1. determine reduction ratios and numbers of images per frame				
			2. determine an appropriate image orientation for a given set of originals				
1.1 choose an appropriate camera and accessory (e.g. book cradle) for a given task	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 5.1</i> Types of cameras and their uses	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 5A</i> A suitable microfilming site	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 calculate a reduction ratio to achieve the best legibility	<input type="checkbox"/>	<input type="checkbox"/>	✳ <i>Activity 5.2</i> Calculating a reduction ratio	<input type="checkbox"/>	<input type="checkbox"/>		
2.1 choose an image orientation to achieve the best legibility	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 5.3</i> Images per frame, image orientation, legibility and economics	<input type="checkbox"/>	<input type="checkbox"/>		
2.2 choose an image orientation which achieves the most economical product	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 5.3</i>)	<input type="checkbox"/>	<input type="checkbox"/>		

✳ These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.

Performance criteria	Student to record all performance criteria that have been achieved ✓yes ✗no	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes ✗no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes ✗no	Assessor to verify that activities have been satisfactorily completed ✓yes ✗no	Assessor signature	Date
Learning outcome (element of competency)	3. safely and efficiently operate a range of microfilm cameras						
3.1 demonstrate correct procedures for loading and operating microfilm cameras	<input type="checkbox"/>	<input type="checkbox"/>	✚ <i>Activity 5.4</i> Loading a camera	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 apply best practice principles when operating cameras and equipment	<input type="checkbox"/>	<input type="checkbox"/>	✚ <i>Activity 5.5</i> Operating a camera: image placement and doing a step test	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 5B</i> Checking out step tests	<input type="checkbox"/>	<input type="checkbox"/>		
3.3 identify occupational health and safety hazards associated with the use of microfilm cameras and accessories	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 5.6</i> Occupational health and safety issues	<input type="checkbox"/>	<input type="checkbox"/>		
3.4 identify common camera problems and their causes in creating preservation standard microfilm	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 4.5</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
3.5 identify ways of overcoming these problems	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 4.5</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 5C</i> Short cuts to exposure levels	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 5D</i> Special requirements of different types of cameras	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 5E</i> Camera requirements, causes and adjustments	<input type="checkbox"/>	<input type="checkbox"/>		
		✚ <i>These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.</i>					

Module 6: Jacketing and Splicing Microfilm

Performance criteria	Student to record all performance criteria that have been achieved ✓ yes ✗ no	Assessor to verify that performance criteria have been satisfactorily achieved ✓ yes ✗ no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓ yes ✗ no	Assessor to verify that activities have been satisfactorily completed ✓ yes ✗ no	Assessor signature	Date
Learning outcome (element of competency) (2 combined)							
			1. operate a jacketing machine to create microfiche jackets				
			2. perform daily maintenance on a jacketing machine and arrange repairs				
1.1 produce microfiche jackets to an acceptable standard	<input type="checkbox"/>	<input type="checkbox"/>	✳ <i>Activity 6.1</i> Producing microfilm jackets to accepted standards	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 6A</i> Jackets and generations of microfilm	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 identify and safely correct minor faults in jacketing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 6.3</i> Identifying and correcting problems in jacketing equipment	<input type="checkbox"/>	<input type="checkbox"/>		
2.1 implement a routine maintenance program for jacketing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 6.2</i> Routine maintenance of jacketing equipment (see also <i>Activity 6.4</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 6.4</i> Add to your contacts (see also <i>Activity 6.2</i>)	<input type="checkbox"/>	<input type="checkbox"/>		

✳ *These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.*

Performance criteria	Student to record all performance criteria that have been achieved ✓ yes X no	Assessor to verify that performance criteria have been satisfactorily achieved ✓ yes X no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓ yes X no	Assessor to verify that activities have been satisfactorily completed ✓ yes X no	Assessor signature	Date
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Learning outcome
(element of competency)
(2 combined)

3. splice retakes as needed, using appropriate splicing technology

4. film retakes to correct problems

3.1 demonstrate splicing techniques which avoid possible problems	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 6.5</i> Splicing guidelines (See also Activity 6.8)	<input type="checkbox"/>	<input type="checkbox"/>		
			✦ <i>Activity 6.8</i> Splicing techniques	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 identify an appropriate span of frames for retakes to: <ul style="list-style-type: none"> • eliminate problems • achieve a minimum number of splices • achieve an economical product 	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 6.5</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 6B</i> Splicing options	<input type="checkbox"/>	<input type="checkbox"/>		
3.3 identify situations where retakes/splices are needed and where they are unacceptable	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 6.6</i> Splicing quiz	<input type="checkbox"/>	<input type="checkbox"/>		
3.4 calculate frame breaks to allow re-jacketing of whole rows	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 6.7</i> Calculating retakes so that whole row can be replaced	<input type="checkbox"/>	<input type="checkbox"/>		

✦ *These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.*

Module 6: Jacketing and Splicing Microfilm

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. operate a jacketing machine to create microfiche jackets	<input type="checkbox"/>	<input type="checkbox"/>
2. perform daily maintenance on a jacketing machine and arrange repairs	<input type="checkbox"/>	<input type="checkbox"/>
3. splice retakes as needed, using appropriate splicing technology	<input type="checkbox"/>	<input type="checkbox"/>
4. film retakes to correct problems	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor: _____

Student: _____

Date: _____

Module 7: Processing and Duplicating Microforms

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency) (5 combined)	1. list the requirements for processing to preservation standards 2. load and operate processing machines 3. maintain processing conditions 4. handle masters and other generations of microforms according to established guidelines 5. keep appropriate records of processing operations						
1.1 list the requirements for processing to preservation standards	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 7.1</i> Processing to preservation standards	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 list the relevant standards associated with processing	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.1</i>)				
2.1 prepare film, processing equipment and chemicals	<input type="checkbox"/>	<input type="checkbox"/>	✱ <i>Activity 7.2</i> Loading and operating a processor	<input type="checkbox"/>	<input type="checkbox"/>	✱ <i>These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.</i>	
2.2 load film on and off the processor promptly and reliably	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.2</i>)				
2.3 process exposed film promptly (within the guidelines for latent image fade)	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.2</i>)				
3.1 maintain standard conditions for processing	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.2</i>)				
3.2 process film to quality standards	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.2</i>)				
3.3 recall routine maintenance and trouble shooting strategies for processing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<i>Reflect 7A</i> Routine maintenance	<input type="checkbox"/>	<input type="checkbox"/>		
3.4 recall occupational health and safety issues relating to the use of chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<i>Reflect 7B</i> Occupational health and safety and chemicals	<input type="checkbox"/>	<input type="checkbox"/>		
4.1 list and demonstrate appropriate film handling techniques to avoid damaging the film	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.2</i>)				
5.1 keep appropriate records of processing operations	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 7.3</i> Processor daily use sheet	<input type="checkbox"/>	<input type="checkbox"/>		

Performance criteria	Student to record all performance criteria that have been achieved ✓yes ✗no	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes ✗no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes ✗no	Assessor to verify that activities have been satisfactorily completed ✓yes ✗no	Assessor signature	Date
Learning outcome (element of competency) (4 combined)	6. list the requirements for duplicating to preservation standards 7. load and operate duplicating machines 8. maintain duplicating conditions 9. keep appropriate records of duplicating operations						
6.1 list the requirements for duplicating to preservation standards	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 7.4</i> Duplicator and film details (See also <i>Activity 7.5</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 7C</i> Generations of microfilm and duplicate copies	<input type="checkbox"/>	<input type="checkbox"/>		
7.1 prepare films for duplicating	<input type="checkbox"/>	<input type="checkbox"/>	✱ <i>Activity 7.5</i> Preparing, loading and operating a duplicator	<input type="checkbox"/>	<input type="checkbox"/>		
7.2 select the correct duplicating film stock	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 7.6</i> Duplicating and processing quiz (See also <i>Activity 7.5</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
7.3 prepare duplicating equipment efficiently	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.5</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
7.4 load film on and off duplicating equipment promptly and reliably	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.5</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
8.1 safely maintain standard conditions for duplicating	<input type="checkbox"/>	<input type="checkbox"/>	(See <i>Activity 7.5</i> and <i>Activity 7.6</i>)	<input type="checkbox"/>	<input type="checkbox"/>		
9.1 keep appropriate records of duplicating operations	<input type="checkbox"/>	<input type="checkbox"/>	<i>Reflect 7D</i> Duplicator records	<input type="checkbox"/>	<input type="checkbox"/>		

✱ *These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.*

Module 7: Processing and Duplicating Microforms

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. list the requirements for processing to preservation standards	<input type="checkbox"/>	<input type="checkbox"/>
2. load and operate processing machines	<input type="checkbox"/>	<input type="checkbox"/>
3. maintain processing conditions	<input type="checkbox"/>	<input type="checkbox"/>
4. handle masters and other generations of microforms according to established guidelines	<input type="checkbox"/>	<input type="checkbox"/>
5. keep appropriate records of processing operations	<input type="checkbox"/>	<input type="checkbox"/>
6. list the requirements for duplicating to preservation standards	<input type="checkbox"/>	<input type="checkbox"/>
7. load and operate duplicating machines	<input type="checkbox"/>	<input type="checkbox"/>
8. maintain duplicating conditions	<input type="checkbox"/>	<input type="checkbox"/>
9. keep appropriate records of duplicating operations	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor:

Student:

Date:

Module 8: Microform Quality Control Inspection

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency)	1. inspect completed microforms to determine proper packaging and winding						
1.1 check the condition and completeness of the microforms and originals	<input type="checkbox"/>	<input type="checkbox"/>	<i>Reflect 8A</i> General inspection problems	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 8.1</i> A case study in general inspection	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 check that the packaging meets preservation standards	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 8.1</i>				
1.3 check that the roll film is wound according to specifications	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 8.1</i>				
Learning outcome (element of competency)	2. make a technical check of completed microforms to determine correct processing, resolution, density and film base						
2.1 use a densitometer to check that film density is within specifications	<input type="checkbox"/>	<input type="checkbox"/>	⊕ <i>Activity 8.2</i> Taking a density reading	<input type="checkbox"/>	<input type="checkbox"/>		
2.2 check the resolution test chart to confirm that a specified level of resolution has been achieved	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 8.3</i> Resolution and Quality Index	<input type="checkbox"/>	<input type="checkbox"/>		
			⊕ <i>Activity 8.4</i> Calculating resolution	<input type="checkbox"/>	<input type="checkbox"/>		
2.3 calculate the Quality Index level and determine whether this is acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 8.3</i> Resolution and Quality Index	<input type="checkbox"/>	<input type="checkbox"/>		
2.4 check that a polyester film base has been used	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 8.5</i> Film base	<input type="checkbox"/>	<input type="checkbox"/>		
2.5 interpret the results of a methylene blue test to determine whether this is within recommended levels	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 8.6</i> Methylene blue test	<input type="checkbox"/>	<input type="checkbox"/>		
2.6 identify the appropriate actions if the methylene blue test results are outside recommended levels	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 8.6</i>				

Performance criteria	Student to record all performance criteria that have been achieved ✓yes ✗no	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes ✗no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes ✗no	Assessor to verify that activities have been satisfactorily completed ✓yes ✗no	Assessor signature	Date
Learning outcome (element of competency) (2 combined)	3. make a visual check of completed microforms to determine completeness, image legibility and compliance with specifications 4. record quality control inspection details						
3.1 check a third generation service copy visually for defects affecting: • completeness • legibility • compliance with project specifications • suitability for future digitisation • physical condition	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 8.7</i> Visual inspection	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 8.8</i> Actions to correct defects	<input type="checkbox"/>	<input type="checkbox"/>		
4.1 maintain records of quality control inspections	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 8.7</i>	<input type="checkbox"/>	<input type="checkbox"/>		
Learning outcome (element of competency) (2 combined)	5. arrange for the return of originals after filming and checking 6. record details of completed microforms for lists						
5.1 identify steps which need to be followed after quality checking has been completed	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 8.9</i> Post inspection checklist	<input type="checkbox"/>	<input type="checkbox"/>		
6.1 record titles/details of completed microforms for stock lists, sales catalogues etc.	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 8.10</i> Microform lists	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 8.11</i> Recording details	<input type="checkbox"/>	<input type="checkbox"/>		

Module 8: Microform Quality Control Inspection

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. inspect completed microforms to determine proper packaging and winding	<input type="checkbox"/>	<input type="checkbox"/>
2. make a technical check of completed microforms to determine correct processing, resolution, density and film base	<input type="checkbox"/>	<input type="checkbox"/>
3. make a visual check of completed microforms to determine completeness, image legibility and compliance with specifications	<input type="checkbox"/>	<input type="checkbox"/>
4. record quality control inspection details	<input type="checkbox"/>	<input type="checkbox"/>
5. record details of completed microforms for lists	<input type="checkbox"/>	<input type="checkbox"/>
6. arrange for the return of originals after filming and checking	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor:

Student:

Date:

Module 9: Physical Management and Storage of Microforms

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency)	1. prepare masters, second and third generations of microforms for storage according to best practice guidelines						
1.1 identify best practice storage conditions for microforms	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 9.1</i> Deterioration in microfilm and causes	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 9.2</i> Environmental storage of microfilm masters	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 9.3</i> Storage of acetate films	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 identify best practice in storage enclosures (e.g. boxes and envelopes/sleeves)	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 9.4</i> Storage enclosures	<input type="checkbox"/>	<input type="checkbox"/>		
1.3 label microforms to ensure they are arranged in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 9.5</i> Microform labels	<input type="checkbox"/>	<input type="checkbox"/>		
1.4 file microforms in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	See <i>Activity 9.5</i>	<input type="checkbox"/>	<input type="checkbox"/>		

Performance criteria	Student to record all performance criteria that have been achieved ✓yes ✗no	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes ✗no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes ✗no	Assessor to verify that activities have been satisfactorily completed ✓yes ✗no	Assessor signature	Date
Learning outcome (element of competency) (2 combined)	2. survey microfilm collections to determine condition and suitability of storage arrangements 3. assist in the implementation of a disaster management/recovery program						
2.1 use given criteria to survey microform collections	<input type="checkbox"/>	<input type="checkbox"/>	<i>Reflect 9A</i> Damage to microform collections	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 9.6</i> Microform collection survey	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 9B</i> Findings of the microform collection survey	<input type="checkbox"/>	<input type="checkbox"/>		
2.2 identify best practice strategies for disaster recovery of microforms			<i>Reflect 9C</i> Disaster management and recovery	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 9.7</i> Microform disaster recovery services	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 9.8</i> Strategies for recovery of water damaged microfilm	<input type="checkbox"/>	<input type="checkbox"/>		

Module 9: Physical Management and Storage of Microforms

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. prepare masters, second and third generations of microforms for storage according to best practice guidelines	<input type="checkbox"/>	<input type="checkbox"/>
2. survey microfilm collections to determine condition and suitability of storage arrangements	<input type="checkbox"/>	<input type="checkbox"/>
3. assist in the implementation of a disaster management/recovery program	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor: _____

Student: _____

Date: _____

Module 10: Project Management for Preservation Microfilming

Performance criteria	Student to record all performance criteria that have been achieved ✓yes Xno	Assessor to verify that performance criteria have been satisfactorily achieved ✓yes Xno	Relevant activity	Student to record all activities that have been satisfactorily completed ✓yes Xno	Assessor to verify that activities have been satisfactorily completed ✓yes Xno	Assessor signature	Date
Learning outcome (element of competency) (2 combined)			1. prepare a project plan				
			2. identify resources needed to implement the project				
1.1 prepare a project plan that: • includes one or more goals • includes a proposed timetable • identifies the necessary resources • identifies financial costs	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 10.1</i> Defining the project	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.2</i> Setting the goal	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.3</i> Outcomes	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.7</i> Time frames and timetable	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 10B</i> Adjusting your timetable	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.8</i> Identifying the resources	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.9</i> Costing the materials	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.10</i> The budget	<input type="checkbox"/>	<input type="checkbox"/>		
			See also <i>Activity 10.15</i>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 take into account anticipated needs of the client(s)	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 10.4</i> Client needs	<input type="checkbox"/>	<input type="checkbox"/>		
1.3 consult appropriately with relevant people	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 10.5</i> Key tasks and consultation	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 10A</i> Ways of consulting	<input type="checkbox"/>	<input type="checkbox"/>		

Performance criteria	Student to record all performance criteria that have been achieved ✓ yes X no	Assessor to verify that performance criteria have been satisfactorily achieved ✓ yes X no	Relevant activity	Student to record all activities that have been satisfactorily completed ✓ yes X no	Assessor to verify that activities have been satisfactorily completed ✓ yes X no	Assessor signature	Date
1.4 identify risks	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 10.6</i> Risk identification	<input type="checkbox"/>	<input type="checkbox"/>		
2.1 negotiate parts of the plan with relevant people as required	<input type="checkbox"/>	<input type="checkbox"/>	<i>Activity 10.11</i> Review and consultation	<input type="checkbox"/>	<input type="checkbox"/>		
Learning outcome (element of competency) (2 combined)	3. promote the project 4. evaluate and report on the project						
3.1 promote the project to key people/ organisations	<input type="checkbox"/>	<input type="checkbox"/>	<i>Reflect 10C</i> Example of promotional article	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Reflect 10D</i> Promoting your own project	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.12</i> Promotional article	<input type="checkbox"/>	<input type="checkbox"/>		
4.1 evaluate and report on the project			<i>Activity 10.13</i> Evaluating your project	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Activity 10.14</i> Interview—reporting and evaluating	<input type="checkbox"/>	<input type="checkbox"/>		
			✦ <i>Activity 10.15</i> Microfilm project plan	<input type="checkbox"/>	<input type="checkbox"/>		

✦ *These are major activities that require the assessor to observe and/or sign off performance details that are outlined in the training materials.*

Module 10: Project Management for Preservation Microfilming

Performance summary

Learning outcomes (elements of competency)	Competency achieved	Competency not yet achieved
1. prepare a project plan	<input type="checkbox"/>	<input type="checkbox"/>
2. identify resources needed to implement the project	<input type="checkbox"/>	<input type="checkbox"/>
3. promote the project	<input type="checkbox"/>	<input type="checkbox"/>
4. evaluate and report on the project	<input type="checkbox"/>	<input type="checkbox"/>

If competency not yet achieved, indicate which performance criteria need to be reassessed:

Action to be taken:

Signed

Lecturer/Assessor: _____

Student: _____

Date: _____

Background

The training materials have been developed by the National Library of Australia, in collaboration with the State Library of South Australia and under the auspices of IFLA PAC, and will be provided to people within the Asia and Pacific regions as a training resource. The materials will also be used within Australia as part of an accredited TAFE training course.

The training materials consist of 10 modules, 6 wall charts, a Log Book, a Learning Guide and a Glossary/Index. We expect that users will both read a printed version of the materials and download them as PDF files from the National Library of Australia's website – www.nla.gov.au

