Qualification Handbook

# BIIAB Level 2 Certificate in Libraries, Archives and Information Services

603/2598/7

Version 1

| Version and date | Change, alteration or addition | Section |
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# 1. About the BIIAB Level 2 Certificate in Libraries, Archives and Information Services

BIIAB is regulated to deliver this qualification by Ofqual in England, Wales and Northern Ireland. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

| Qualification Title | Qualification Number (QN) |
| --- | --- |
| BIIAB Level 2 Certificate in Libraries, Archives and Information Services | 603/2598/7 |

# 2. Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in Libraries, Archives and Information Services has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work at an operational level in Libraries, Archives and Information Services.

The primary purpose of the qualification is to confirm occupational competence.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

# 3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

# 4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service.  The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration related enquiries you may have.  For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

## 5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC).  The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 2 Certificate in Libraries, Archives and Information Services Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Libraries, Archives and Information Services learners **must** gain a **total of 27** credits. This **must** consist of:

- **Minimum total credit: 27**
- **Mandatory Group A credit: 27**
- **Minimum Guided Learning Hours: 165**
- **Maximum Guided Learning Hours: 165**
- **Total Qualification Time: 265 hours**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

**Mandatory Group A**

| BIIAB Unit No. | URN | Unit Title | Credit | Level | GLH | Assessment Method |
|---|---|---|---|---|---|---|
| LAIS8 | H/601/4308 | Understanding the Libraries, Archives and Information Services Environment | 3 | 2 | 20 | Portfolio |
| LAIS28 | R/616/6763 | Creating and Maintaining a User Focussed Environment | 3 | 2 | 20 | Portfolio |
| LAIS2 | D/601/4341 | Helping Users to Obtain Access to Information and/or Material | 3 | 2 | 15 | Portfolio |
| LAIS3 | M/601/4327 | Issuing Information and/or Material | 3 | 2 | 20 | Portfolio |
| LAIS4 | Y/601/4340 | Locating and Replacing Information and/or Material | 3 | 2 | 20 | Portfolio |
| LAIS5 | M/505/3442 | Protecting, Securing and Copying Information and/or Material | 3 | 2 | 20 | Portfolio |
| LAIS6 | L/601/4898 | Supporting Users to Make Use of Digital Resources | 6 | 2 | 30 | Portfolio |
| LAIS7 | R/601/4322 | Understanding a Libraries, Archives or Information Service Organisation | 3 | 2 | 20 | Portfolio |

# 7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

# 8. Entry Requirements and Progression

There are no entry requirements for this qualification.  However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in the Libraries, Archive and Information Services. It also will allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

601/5316/7 BIIAB Level 3 Diploma in Libraries, Archives and Information Services

# 9. Assessment

**Overview of Assessment Strategy**

The qualification contains competence units.  Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.  Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

**Assessment Process**

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence.  The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard.  The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly.  The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio.  The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

**Assessment Strategy**

**Requirements of assessors, external and internal verifiers**

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors -** The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.  To be able to assess candidates, assessors **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional

development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.  It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA) -** A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices,  as well as sufficient technical understanding related to the qualifications that they are  internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.
IQAs **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must:**

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their

decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

**Evidence from Workplace Performance**

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

**Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

## 10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- a Learner Summative Reflection
- Access to the units.

All of these resources are available for download via centrezone.bii.org.

**Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

**Learner Summative Reflection**

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

# 12. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification time (TQT) which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

# 13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

**Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

**Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

**Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

**Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

**Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT)**

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

**Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

# 14. Initial Registration

**Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

**Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at centrezone.bii.org .

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

**Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at centrezone.bii.org .

## 15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

## 16. Mandatory Units

The following units are mandatory for this qualification. There are no optional units for this qualification.

| Unit Title | Helping Users to Obtain Access to Information and/or Material |
|---|---|
| BIIAB Reference | LAIS2 |
| Level | 2 |
| Credit Value | 3 |
| GLH | 15 |
| Unit Reference No. | D/601/4341 |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1 Be able to establish user needs and requirements | 1.1 Identify typical areas of interest for an organisation's user groups<br>1.2 Identify users' specific needs and requirements |
| 2 Be able to conduct a search for users | 2.1 Identify any organisational constraints on the use of information and/or material<br>2.2 Identify the level of support appropriate to users' specific needs<br>2.3 Select information sources appropriate for user requirements, identifying their nature, coverage and where appropriate, cost<br>2.4 Select appropriate search terms<br>2.5 Conduct a basic search<br>2.6 Inform users of any failure to locate their requirements, suggesting appropriate alternatives |
| 3 Be able to select methods of supply | 3.1 Identify potential methods of supply<br>3.2 Describe any likely difficulties in meeting user needs, suggesting possible action when needs cannot be met.<br>3.3 Refer users to an appropriate alternative provider |
| 4 Be able to communicate courteously with users | 4.1 Use appropriate communication methods and techniques with users<br>4.2 Deal with competing user demands courteously<br>4.3 Check that users are satisfied with the service provided<br>4.4 Identify action required if users are not satisfied |

| Unit Title | Issuing Information and/or Material |
|---|---|
| BIIAB Reference | LAIS3 |
| Level | 2 |
| Credit Value | 3 |
| GLH | 20 |
| Unit Reference No. | M/601/4327 |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1 Be able to implement access arrangements for information and/or material | 1.1 Confirm the user's identity, eligibility and priority for service<br>1.2 Create accurate records for eligible new users<br>1.3 Confirm the services required by the user using appropriate questioning techniques and identifying any specific needs and priorities<br>1.4 Explain any lack of authorisation, identification or eligibility to the user referring them to an authorised person as necessary |
| 2 Be able to provide access to information and/or material | 2.1 Request required user identification consistently<br>2.2 Identify the requested information and/or material using search and finding aids<br>2.3 Check that the information and/or material is in a fit condition for use by the user<br>2.4 Check whether any restrictions apply to the information and/or material explaining these clearly to the user<br>2.5 Record all details of the information and/or material using appropriate systems<br>2.6 Apply user conditions, restrictions and security procedures consistently |
| 3 Be able to process requests for information and/or material | 3.1 Check the details of the requested information and/or material and the user, using appropriate systems and technology to record them<br>3.2 Explain clearly any reservation arrangements or limitations on access<br>3.3 Provide the user with a realistic estimate of how long it will take to fulfil the request<br>3.4 Identify the date after which the information and/or material will be of no value to the user |

| Unit Title | Locating and Replacing Information and / or Material |
|---|---|
| BIIAB Reference | LAIS4 |
| Level | 2 |
| Credit Value | 3 |
| GLH | 20 |
| Unit Reference No. | Y/601/4340 |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
|---|---|---|
| 1  Be able to obtain information and/or material safely and securely from storage areas | 1.1 | Identify the location of information and/or material |
| | 1.2 | Retrieve the information and/or material required by users safely and securely |
| | 1.3 | Use appropriate equipment and technology in handling information and/or material |
| | 1.4 | Obtain appropriate assistance to resolve any difficulties in finding information and/or material |
| 2  Be able to check the condition and arrangement of information and/or material | 2.1 | Check regularly the condition of information and/or material taking account of the organisation's criteria and priorities for retention |
| | 2.2 | Check regularly that sets of information and/or material are correctly arranged |
| | 2.3 | Correct any errors in replacement |
| 3  Be able to process returned information and/or material | 3.1 | Identify returned information and/or material using appropriate systems |
| | 3.2 | Identify any damage to and/or loss of information and/or material |
| | 3.3 | Take appropriate action to deal with damage and/or loss |
| | 3.4 | Retrieve the record of issue |
| | 3.5 | Record the return of information and/or material using appropriate systems and technology |
| | 3.6 | Implement procedures for the return of information and/or material |
| | 3.7 | Apply charges as appropriate |
| 4. Be able to replace information and/or materials safely and securely | 4.1 | Sort material on its return by the user with minimum disruption |
| | 4.2 | Replace information and/or material with minimum disruption |
| | 4.3 | Obtain appropriate assistance to resolve any difficulties in replacement |

| Unit Title | Protecting, Securing and Copying Information and/or Material |
|---|---|
| BIIAB Reference | LAIS5 |
| Level | 2 |
| Credit Value | 3 |
| GLH | 20 |
| Unit Reference No. | M/505/3442 |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| 1 Be able to protect information and/or material | 1.1 Outline why it is important to protect and keep information and/or material in order<br>1.2 Protect information and/or materials from accidental damage and incorrect handling<br>1.3 Handle information and/or material safely<br>1.4 Keep information and/or material in order<br>1.5 Implement access arrangements correctly<br>1.6 Identify any damage to and/or loss of information and/or material<br>1.7 Take appropriate action to deal with damage and/or loss |
| 2 Be able to minimise the risks to the safety of stored information and/or material and storage areas | 2.1 Identify any working practices and/or aspects of the workplace which could damage information and/or material<br>2.2 Take action to minimise risks to the safety of information and/or material<br>2.3 Report any risks to the safety of information and/or material and/or storage areas to a person who is authorised to take action |
| 3 Be able to monitor and respond to users' handling of information and/or material | 3.1 Outline clearly to users any instructions for handling information and/or material<br>3.2 Monitor the way users treat material to identify any threats to the information and/or material<br>3.3 Deal with mistreatment of information and/or material by users in a way which is consistent with the law and organisational procedures<br>3.4 Report any lost information and/or material to a person who is authorised to take action |
| 4 Be able to copy information and/or material | 4.1 Identify restrictions which may apply to copying information and/or material<br>4.2 Use appropriate equipment and techniques to copy information and/or material |

| | |
|---|---|
| **Unit Title** | **Supporting Users to Make Use of Digital Resources** |
| **BIIAB Reference** | LAIS6 |
| **Level** | 2 |
| **Credit Value** | 6 |
| **GLH** | 30 |
| **Unit Reference No.** | L/601/4898 |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1 Understand the range and types of digital resources available for users | 1.1 Describe the range of digital resources provided by own organisation<br>1.2 Describe common open-access and subscription resources available online<br>1.3 Identify key assistive technologies and software available to support users with specific needs in accessing digital resources |
| 2 Be able to support users in searching for information using digital resources | 2.1 Identify a range of methods for finding information online<br>2.2 Outline why it is important for users to make judgements about the reliability and currency of web-based sources of information<br>2.3 Show users how to use web-browsers and search engines<br>2.4 Direct users to appropriate assistive technologies and software to support users with specific needs in searching and selecting digital resources |
| 3 Be able to support users to communicate using digital resources | 3.1 Identify common online communication tools<br>3.2 Describe ways in which online communication tools can be used to access and share information<br>3.3 Direct users to appropriate assistive technologies and software to support users with specific needs in communicating using digital resources |
| 4. Understand issues relating to internet safety and own organisation's policies around internet use | 4.1 Identify ways of protecting identity and ensuring personal safety when using the internet<br>4.2 Identify the implications for users of organisation's policy around internet use<br>4.3 Advise users on safe and appropriate use of ICT<br>4.4 Identify appropriate action to be taken when organisation's policies on internet use are contravened |
| 5 Understand how own ICT skills can be updated | 5.1 Identify strengths and areas for development in own ICT skills<br>5.2 Identify sources from which own skills in ICT can be updated<br>5.3 Identify sources for own professional development in using ICT in libraries, archives and information services |

| Unit Title | Understand the Libraries, Archive or Information Service Organisation |
|---|---|
| BIIAB Reference | LAIS7 |
| Level | 2 |
| Credit Value | 3 |
| GLH | 20 |
| Unit Reference No. | R/601/4322 |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| 1 Understand key aspects of a Libraries, Archives or Information Services (LAIS) organisation | 1.1 Identify the aims and objectives of a Libraries, Archives or Information Service (LAIS) organisation<br>1.3 Identify the values of a LAIS organisation<br>1.4 Describe the structure of a LAIS organisation, identifying key roles |
| 2 Understand key policies of a LAIS organisation | 2.1 Identify key policies of the organisation which impact on the assistant's role<br>2.2 Describe the assistant's role in supporting equality and diversity<br>2.3 Describe the assistant's role in maintaining health and safety |
| 3 Understand the role of key stakeholders of a LAIS organisation | 3.1 Identify key stakeholders of a LAIS organisation<br>3.2 Describe ways in which the assistant can work with stakeholders to support the organisation's aims |
| 4. Understand the requirements of the users of a LAIS organisation | 4.1 Identify the users of a LAIS organisation<br>4.2 Describe the requirements of current users of a LAIS organisation |
| 5. Understand how to work as part of a team in a LAIS organisation | 5.1 Identify key features of effective teams<br>5.2 Describe how to work effectively as part of a team |

| Unit Title | Understand the Libraries, Archive or Information Service Environment |
|---|---|
| BIIAB Reference | LAIS8 |
| Level | 2 |
| Credit Value | 3 |
| GLH | 20 |
| Unit Reference No. | H/601/4308 |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| 1 Understand the role of key types of organisations in the Libraries, Archives and Information Services (LAIS) sector | 1.1 Identify the functions of key types of organisations in the Libraries, Archives and Information Services (LAIS) sector<br>1.2 Outline the services and materials provided by key types of organisations in the LAIS sector |
| 2 Understand trends and developments in the LAIS sector | 2.1 Identify trends and developments in the LAIS sector<br>2.2 Describe the impact of trends and developments on the assistant's role |
| 3 Understand the importance of key legislation for the LAIS sector | 3.1 Identify key legislation which affects the LAIS sector<br>3.2 Describe how the assistant's role is affected by key legislation<br>3.3 Describe procedures for dealing with non-compliance in relation to information legislation |
| 4. Understand the role of national professional organisations in the LAIS sector | 4.1 Outline the purpose and activities of the principal national professional organisations for the LAIS sector<br>4.2 Identify key aspects of the relevant professional code(s) for the assistant's role. |

| Unit Title | Creating and Maintaining a User Focussed Environment |
|---|---|
| BIIAB Reference | LAIS28 |
| Level | 2 |
| Credit Value | 3 |
| GLH | 20 |
| Unit Reference No. | R/616/6763 |
| **Learning Outcome - The learner will:** | **Assessment Criterion - The learner can:** |
| 1  Be able to maintain acceptable standards for users of Libraries, Archives or Information Services (LAIS) facilities | 1.1 Check the safety and tidiness of public areas<br>1.2 Identify procedures to be followed when repairs are required<br>1.3 Identify ways to accommodate the specific needs of users appropriately within available resources |
| 2  Understand how to minimise disruption to users of Libraries, Archives or Information Services | 2.1 Identify types of unacceptable behaviour<br>2.2 Describe strategies to reduce disruption to users<br>2.3 Identify when and from whom assistance should be sought to deal with unacceptable behaviour<br>2.4 Identify organisational procedures for reporting and recording incidents of unacceptable behaviour |
| 3  Be able to deal with users' comments | 3.1 Identify the nature and seriousness of the comment<br>3.2 Identify the most appropriate method of dealing with the comment<br>3.3 Respond to the user courteously and appropriately |
| 4  Be able to provide directions on the use of facilities | 4.1 Describe the facilities available clearly and accurately<br>4.2 Describe how to operate the available equipment clearly and accurately |
| 5  Be able to set up a display | 5.1 Identify the purpose and theme of the display<br>5.2 Display relevant material as directed<br>5.3 Check that the display is stable, safe and accessible |
| 6  Be able to maintain and dismantle a display | 6.1 Keep the display clean and correctly laid out<br>6.2 Monitor the display for stability and safety, identifying any required action<br>6.3 Up-date the display as required by its theme and use<br>6.4 Remove the display as directed |

Notices

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