

# Qualification Handbook

## BIIAB Level 3 Diploma in Libraries, Archives and Information Services

601/5316/7

Version 6

<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>
Version 6, June 2018	Replacement of unit LAIS1 with LAIS28	Rules of Combination and Structure and Unit Pack
	Correction of URN for LAIS3	Rules of Combination and Structure
	Correction from LAIS3 to LAIS13	Barred units

## Table of Contents

<b>1. About the BIIAB Level 3 Diploma in Libraries, Archives and Information Services.....</b>	<b>2</b>
<b>2. About this Pack .....</b>	<b>2</b>
<b>3. BIIAB Customer Service .....</b>	<b>3</b>
<b>4. What are Rules of Combination (ROC)? .....</b>	<b>3</b>
<b>5. BIIAB Level 3 Diploma in Libraries, Archives and Information Services Rules of Combination (ROC) and Structure .....</b>	<b>4</b>
<b>6. Age Restriction.....</b>	<b>7</b>
<b>7. Progression .....</b>	<b>7</b>
<b>8. Assessment .....</b>	<b>7</b>
<b>9. Initial Assessment and Induction.....</b>	<b>12</b>
<b>10. Initial Registration.....</b>	<b>13</b>
<b>11. Delivery.....</b>	<b>13</b>
<b>12. Resources.....</b>	<b>14</b>
<b>13. Design and Delivery.....</b>	<b>16</b>
<b>14. Format of Units .....</b>	<b>17</b>
<b>15. Mandatory Units .....</b>	<b>18</b>

## 1. About the BIIAB Level 3 Diploma in Libraries, Archives and Information Services

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. 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.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>	<b>Qualification Wales Approval/Designation Number</b>
BIIAB Level 3 Diploma in Libraries, Archives and Information Services	601/5316/7	C00/0700/0

The BIIAB Level 3 Diploma 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, with some autonomy and some supervision.

## 2. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers 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.

### 3. 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](http://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](mailto: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.

### 4. 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 (e.g. 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 title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (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.

## 5. BIIAB Level 3 Diploma in Libraries, Archives and Information Services Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Libraries, Archives and Information Services learners **must** gain a **total of 45** credits. This **must** consist of:

- **Minimum total** unit credits: **45**
- Group A **minimum** credits: **18 (note barred units)**
- Groups B, C and D **minimum** credits: **27**
  - Group B **minimum** credits: **6**
  - Group C **minimum** credits: **6**
  - An additional **15 minimum** credits from Groups B, C and / or D
- A **minimum of 24** credits **must** be achieved through the completion of units at **Level 3** and above.
- **Minimum GLH: 180**
- **Maximum GLH: 250**

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.

### 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
LAIS9	K/601/4651	Understanding the Libraries, Archives and Information Services environment	3	3	15	Portfolio
LAIS7	R/601/4322	Understanding a Libraries, Archives or Information Services organisation	3	2	20	Portfolio
LAIS10	M/601/4652	Understanding a Libraries, Archives or Information Service organisation	3	3	15	Portfolio
LAIS11	A/601/4654	Approaches to the organisation of information and/or material	6	3	40	Portfolio
LAIS6	L/601/4898	Supporting users to make use of digital resources	6	2	30	Portfolio
LAIS12	R/601/4899	Supporting users to make use of digital resources	6	3	20	Portfolio

**Group B**

<b>BIIAB Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
LAIS2	D/601/4341	Helping users to obtain access to information and/or material	3	2	15	Portfolio
LAIS13	F/601/4655	Helping users to obtain access to information and/or material	3	3	10	Portfolio
LAIS28	R/616/6763	Creating and Maintaining a User Focussed Environment	3	2	20	Portfolio
LAIS14	J/601/4656	Creating and maintaining a user-focussed environment	6	3	20	Portfolio
LAIS15	L/601/4657	Providing induction and orientation activities for user	3	3	15	Portfolio
LAIS16	L/601/4660	Promoting Libraries, Archives and Information Services	6	3	30	Portfolio

**Group C**

<b>BIIAB Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
LAIS17	A/601/4668	Reader development	6	3	30	Portfolio
LAIS18	J/601/4673	Local studies	6	3	30	Portfolio
LAIS19	L/601/4674	Family history	6	3	30	Portfolio
LAIS20	Y/601/4676	Palaeography	6	3	30	Portfolio
LAIS21	H/601/4678	Health information	6	3	30	Portfolio
LAIS22	F/601/4669	Engaging with the wider community	6	3	30	Portfolio

**Group D**

<b>BIIAB Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
LAIS23	D/601/4680	Leading a team	6	4	15	Portfolio
LAIS24	R/601/4711	Developing productive working relationships with colleagues	6	4	15	Portfolio
LAIS25	H/601/4714	Allocating and checking work in a team	6	4	15	Portfolio
LAIS26	T/601/4717	Managing own resources and professional development	6	4	15	Portfolio
LAIS5	M/505/3442	Protecting, securing and copying information and/or material	3	2	20	Portfolio

**Group D continued**

<b>BIIAB Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
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
LAIS27	J/505/0546	School librarianship	6	3	30	Portfolio

**Barred Units**

<b>This unit</b>			<b>Is barred against this unit</b>		
LAIS8	H/601/4308	Understanding the Libraries, Archives and Information Services environment	LAIS9	K/601/4651	Understanding the Libraries, Archives and Information Services environment
LAIS10	M/601/4652	Understanding a Libraries, Archives or Information Services organisation	LAIS7	R/601/4322	Understanding a Libraries, Archives or Information Services organisation
LAIS6	L/601/4898	Supporting users to make use of digital resources	LAIS12	R/601/4899	Supporting users to make use of digital resources
LAIS2	D/601/4341	Helping users to obtain access to information and/or material	LAIS13	F/601/4655	Helping users to obtain access to information and/or material
LAIS28	R/616/6763	Creating and maintaining a user-focussed environment	LAIS14	J/601/4656	Creating and maintaining a user-focussed environment



## 6. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

## 7. Progression

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 4 qualifications, to employment or into other areas of learning.

## 8. Assessment

### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles. 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 see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification 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**

All assessment must adhere to the current assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the team leading qualification.

## 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.

BIIAB require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognises 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.

### Simulation

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

### 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 candidates to be resolved within the centre. BIIAB will only consider a candidate's 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](http://www.biiab.org)

## **9. 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.

## 10. Initial Registration

### Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://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 <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>

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 <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## 11. 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.

## 12. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence units, including a Summative Reflective account template.
- Access to the units.

All of these resources are available for download via the qualifications section on [www.biiab.org](http://www.biiab.org)

### Evidence matrices

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning



### **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. BIIAB includes the mandatory units within this pack, and makes all units available via the unit pack on the BIIAB website.

### **Summative Reflective Account**

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

## **13. 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 spend in preparation, study or any other supervised learning, study or assessment for an average learner.

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

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## 14. 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 either National Occupational Standards or 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 time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will 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.

## **15. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please download the unit pack.

<b>Unit Title</b>	<b>Supporting Users to Make Use of Digital Resources</b>	
<b>BIIAB Reference</b>	<b>LAIS6</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>30</b>	
<b>Unit Reference No.</b>	<b>L/601/4898</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the range and types of digital resources available for users	1.1	Describe the range of digital resources provided by own organisation
	1.2	Describe common open-access and subscription resources available online
	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
	2.2	Outline why it is important for users to make judgements about the reliability and currency of web-based sources of information
	2.3	Show users how to use web-browsers and search engines
	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
	3.2	Describe ways in which online communication tools can be used to access and share information
	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
	4.2	Identify the implications for users of organisation's policy around internet use
	4.3	Advise users on safe and appropriate use of ICT
	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
	5.2	Identify sources from which own skills in ICT can be updated
	5.3	Identify sources for own professional development in using ICT in libraries, archives and information services

<b>Unit Title</b>	<b>Understand the Libraries, Archive or Information Service</b>	
<b>BIIAB Reference</b>	<b>Organisation</b>	
<b>Level</b>	<b>LAIS7</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>3</b>	
<b>Unit Reference No.</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>R/601/4322</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
	1.3	Identify the values of a LAIS organisation
	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
	2.2	Describe the assistant's role in supporting equality and diversity
	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
	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
	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
	5.2	Describe how to work effectively as part of a team

<b>Unit Title</b>	<b>Understand the Libraries, Archive or Information Service Environment</b>	
<b>BIIAB Reference</b>	<b>LAIS8</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>H/601/4308</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
	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
	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
	3.2	Describe how the assistant's role is affected by key legislation
	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
	4.2	Identify key aspects of the relevant professional code(s) for the assistant's role.

<b>Unit Title</b>	<b>Understanding the Libraries, Archive and Information Service Environment</b>	
<b>BIIAB Reference</b>	<b>LAIS9</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>K/601/4651</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the role of key types of organisations in the Libraries, Archives and Information Services (LAIS) sector	1.1	Describe the functions of key types of organisations in the Libraries, Archives and Information Services (LAIS) sector
	1.2	Describe the services and materials provided by key types of organisations in the LAIS sector
	1.3	Explain the practice of formal and informal co-operation between LAIS organisations
2 Understand the potential impact of trends and developments in the LAIS sector	2.1	Summarise key trends and developments in the LAIS sector
	2.2	Explain the impact of trends and developments on the assistant's role
3 Understand the importance of key legislation for the LAIS sector	3.1	Summarise key legislation which affects the LAIS sector
	3.2	Explain how the assistant's role is affected by key legislation
	3.3	Explain procedures for dealing with non-compliance in relation to key legislation
4. Understand the role of national professional organisations in the LAIS sector	4.1	Describe the purpose and activities of the principal national professional organisations for the LAIS sector
	4.2	Explain the implications of key aspects of the relevant professional code for the assistant's role



<b>Unit Title</b>	<b>Understanding the Libraries, Archive or Information Services Organisation</b>	
<b>BIIAB Reference</b>	<b>LAIS10</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>M/601/4652</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand key aspects of a Libraries, Archives or Information Services (LAIS) organisation	1.1	Summarise the aims and objectives of a Libraries, Archives or Information Services (LAIS) organisation
	1.2	Summarise the values of an LAIS organisation
	1.3	Explain the structure of an LAIS organisation, describing key roles
2 Understand key policies of an LAIS organisation	2.1	Describe the organisation's key policies, indicating their relevance to the assistant's role
	2.2	Explain the assistant's role in supporting equality and diversity
	2.3	Explain the assistant's role in maintaining health and safety
3 Understand the role of key stakeholders of an LAIS organisation	3.1	Identify key stakeholders of an LAIS organisation, explaining their role
	3.2	Explain ways in which the assistant can work with stakeholders to support the organisation's aims
4. Understand the requirements of the users of an LAIS organisation	4.1	Explain the requirements of current users of an LAIS organisation
	4.2	Explain processes for monitoring the requirements of current and potential users and usage of current services
5. Understand how to work as part of a team in a Libraries, Archives and Information Services organisation	5.1	Summarise key features of effective teams
	5.2	Explain how to work effectively as part of a team

<b>Unit Title</b>	<b>Approaches to the organisation of information and/or material</b>	
<b>BIIAB Reference</b>	<b>LAIS11</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>40</b>	
<b>Unit Reference No.</b>	<b>A/601/4654</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the processing of information and/or material within a Libraries, Archives or Information Services (LAIS) organisation	1.1	Explain the routines for processing information and/or material with particular reference to any servicing arrangements and physical processes
	1.2	Identify why it is necessary to process information and/or material
	1.3	Explain methods of statistical record keeping
	1.4	Identify the issues relating to the retention and disposal of information and/or material
2 Understand the accessioning, cataloguing and indexing of information and/or material within an LAIS organisation	2.1	Explain the routines involved in accessioning, cataloguing and indexing
	2.2	Interpret a detailed catalogue or record entry for an item of information and/or material
3 Understand the classification of information and/or material within an LAIS organisation	3.1	Explain the basic principles and features of different types of cataloguing or classification schemes
	3.2	Explain to users the particular features and use of a catalogue or classification scheme
4. Understand the use of ICT in relation to accessing information and/or material	4.1	Explain the ways in which ICT can support access to information and/or material within the LAIS sector
	4.2	Explain to users the use of ICT in the organisation of information and/or material within the LAIS sector

<b>Unit Title</b>	<b>Supporting users to make use of digital resources</b>	
<b>BIIAB Reference</b>	<b>LAIS12</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>R/601/4899</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the range and types of digital resources available for users	1.1	Review the range of digital resources provided by own organisation
	1.2	Describe common open-access and subscription resources available online
	1.3	Describe the range of 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
	2.2	Explain the importance for users of making judgements about the reliability and currency of web-based sources of information
	2.3	Explain to users how to use web-browsers and search engines
	2.4	Use 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 similarities and differences in common online communication tools
	3.2	Explain ways in which online communication tools can be used to access and share information
	3.3	Use digital resources to download and upload information
	3.4	Use 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	Explain ways of protecting identity and ensuring personal safety when using the internet
	4.2	Identify the implications for users of organisation's policy around internet use
	4.3	Advise users on safe and appropriate use of ICT
	4.4	Take appropriate action when organisation's policies on internet use are contravened
5 Understand how own ICT skills can be updated	5.1	Review strengths and areas for development in own ICT skills
	5.2	Review sources from which own skills in using ICT can be updated
	5.3	Review sources for own professional development in using ICT in libraries, archives and information services

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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