BIIAB

BIIAB Level 2 Certificate in Libraries, Archives and Information Services

Level 2 Certificate – 603/2598/7 (England)

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
2.1	December 2023	Reformatted Qualification Guide into new branding
2.2	July 2025	Qual Withdrawn Op End Date – 31/12/2026 Cert End Date – 31/01/2028

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Certificate in Libraries, Archives and Information Services – 603/2598/7 (England)	
Qualification Purpose	To prepare for further learning or training and/or develop knowledge and/or skills in a subject area.

Age Range	**Pre 16**		**16-18**	✓	**18+**	✓	**19+**	✓

Regulation	The above qualification is regulated by Ofqual
Assessment	• Portfolio of Evidence
Type of Funding Available	See FaLa (Find a Learning Aim)
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed
Operational Start Date	01/01/2018
Review Date	31/07/2025
Operational End Date	31/12/2026
Certification End Date	31/01/2028
Guided Learning (GL)	165 hours
Total Qualification Time (TQT)	265 hours
Credit Value	27
BIIAB Qualifications Limited Sector	Creative, Cultural and Design
Ofqual SSA Sector	09.4 Publishing and information services
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited website

About the BIIAB Level 2 Certificate in Libraries, Archives and Information Services

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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 (England)

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.

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.

About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

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** achieve a **total of 30** credits. This **must** consist of:

- **Minimum total** unit credit: **27**
- Mandatory units **minimum** credit: **27**
- A **minimum of 27** credits **must** be achieved through the completion of units at Level 2 and above.
- Guided Learning hours (GLH): **165** hours
- Total Qualification Time (TQT): **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

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LAIS1	H/601/4342	Creating and Maintaining a User Focussed Environment	2	6	30	Portfolio
LAIS2	D/601/4341	Helping Users to Obtain Access to Information and/or Material	2	3	15	Portfolio
LAIS3	M/601/4327	Issuing Information and/or Material	2	3	20	Portfolio
LAIS4	Y/601/4340	Locating and Replacing Information and/or Material	2	3	20	Portfolio
LAIS5	M/505/3442	Protecting, Securing and Copying Information and/or Material	2	3	20	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LAIS6	L/601/4898	Supporting Users to Make Use of Digital Resources	2	3	20	Portfolio
LAIS7	R/601/4322	Understanding the Libraries, Archive or Information Service Organisation	2	3	20	Portfolio
LAIS8	H/601/4308	Understanding the Libraries, Archive or Information Service Environment	2	3	20	Portfolio

Age Restriction

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

- 16-18
- 19+

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:

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

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.

Qualification Guidance

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

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.

Qualification Guidance

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.

Expert Witnesses - Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experiences workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work

- have first-hand experience of the candidate's performance and understanding

As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

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 competence to deliver these functions. BIIAB 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.

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

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 Qualifications Limited 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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

Evidence matrixes

BIIAB Qualifications Limited 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 (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

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 Qualifications Limited includes the mandatory units within this guidance document.

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.

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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

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

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 guidance document 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 Qualifications Limited also assign unique unit numbers which 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.

Qualification Guidance

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.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

Qualification Review and Feedback

BIIAB Qualifications Limited 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 Qualifications Limited 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, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification.

Creating and Maintaining a User Focussed Environment

Unit Reference	H/601/4342
BIIAB Reference	LAIS1
Level	2
Credit Value	6
Guided Learning (GL)	30
Unit Summary	The learner will be able to maintain acceptable standards for users of Libraries, Archives or Information Services facilities and understand how to minimise disruption to users of Libraries, Archives or Information Services. They will also be able to set up, maintain and dismantle a display.
Learning Outcomes (1 to 6) The learner will:	**Assessment Criteria (1.1 to 6.4)** 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 1.2 Identify procedures to be followed when repairs are required 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 2.2 Describe strategies to reduce disruption to users 2.3 Identify when and from whom assistance should be sought to deal with unacceptable behaviour 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
	3.2 Identify the most appropriate method of dealing with the comment
	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
	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
	5.2 Display relevant material as directed
	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
	6.2 Monitor the display for stability and safety, identifying any required action
	6.3 Up-date the display as required by its theme and use
	6.4 Remove the display as directed

Qualification Guidance

Helping Users to Obtain Access to Information and/or Material

Unit Reference	D/601/4341
BIIAB Reference	LAIS2
Level	2
Credit Value	3
Guided Learning (GL)	15
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to help users to obtain access to information and/or material.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.4) 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 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 2.2 Identify the level of support appropriate to users' specific needs 2.3 Select information sources appropriate for user requirements, identifying their nature, coverage and where appropriate, cost 2.4 Select appropriate search terms 2.5 Conduct a basic search 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

	3.2 Describe any likely difficulties in meeting user needs, suggesting possible action when needs cannot be met. 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 4.2 Deal with competing user demands courteously 4.3 Check that users are satisfied with the service provided 4.4 Identify action required if users are not satisfied

Issuing Information and/or Material

Unit Reference	M/601/4327
BIIAB Reference	LAIS3
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to implement access arrangements, provide access to and process requests for information and/or material.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.4)** 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 1.2 Create accurate records for eligible new users 1.3 Confirm the services required by the user using appropriate questioning techniques and identifying any specific needs and priorities 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 2.2 Identify the requested information and/or material using search and finding aids 2.3 Check that the information and/or material is in a fit condition for use by the user

	2.4 Check whether any restrictions apply to the information and/or material explaining these clearly to the user
	2.5 Record all details of the information and/or material using appropriate systems
	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
	3.2 Explain clearly any reservation arrangements or limitations on access
	3.3 Provide the user with a realistic estimate of how long it will take to fulfil the request
	3.4 Identify the date after which the information and/or material will be of no value to the user

Locating and Replacing Information and/or Material

Unit Reference	Y/601/4340
BIIAB Reference	LAIS4
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to implement access arrangements, provide access to and process requests for information and/or material.
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** 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

Protecting, Securing and Copying Information and/or Material

Unit Reference	M/505/3442
BIIAB Reference	LAIS5
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge regarding protecting, securing and copying information and/or material.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) 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 1.2 Protect information and/or materials from accidental damage and incorrect handling 1.3 Handle information and/or material safely 1.4 Keep information and/or material in order 1.5 Implement access arrangements correctly 1.6 Identify any damage to and/or loss of information and/or material 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 2.2 Take action to minimise risks to the safety of information and/or material 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 3.2 Monitor the way users treat material to identify any threats to the information and/or material 3.3 Deal with mistreatment of information and/or material by users in a way which is consistent with the law and organisational procedures 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 4.2 Use appropriate equipment and techniques to copy information and/or material

Supporting Users to Make Use of Digital Resources

Unit Reference	L/601/4898
BIIAB Reference	LAIS6
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the range and types of digital resources available to users. This will then help to support users in researching for information and communicating using digital resources.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.3) 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 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

Qualification Guidance

Understanding the Libraries, Archive or Information Service Organisation

Unit Reference	R/601/4322
BIIAB Reference	LAIS7
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the key aspects, policies and key stakeholders of a Libraries, Archives or Information Services (LAIS) organisation.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.2) 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 1.2 Identify the values of a LAIS organisation 1.3 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

Understanding the Libraries, Archive or Information Service Environment

Unit Reference	H/601/4308
BIIAB Reference	LAIS8
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the role of key types of organisations, trends and developments and the importance of key legislation in the Libraries, Archives or Information Services (LAIS) sector.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) 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 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