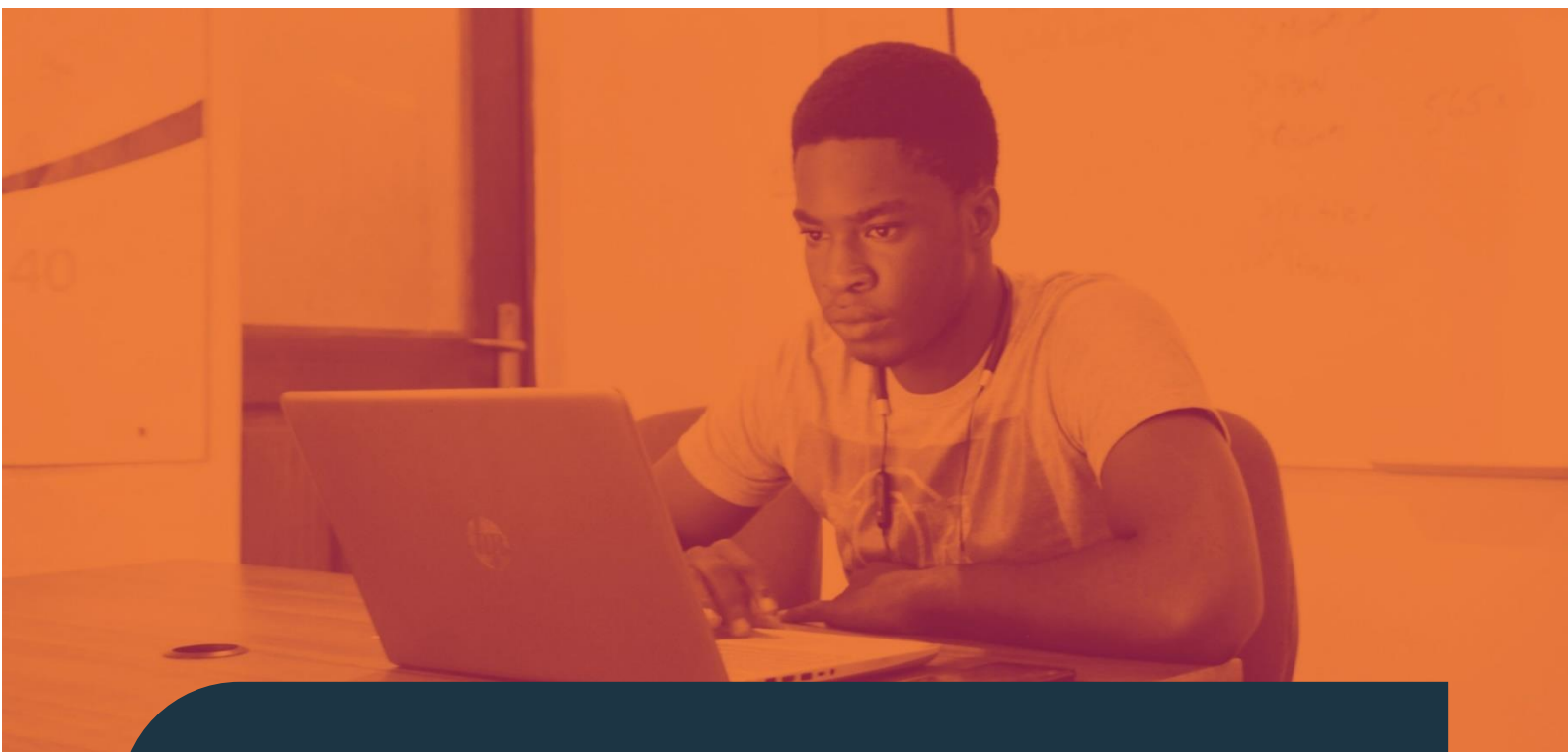




Qualification Guidance



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

Level 3 Diploma – 601/5316/7 (England)  
- C00/0700/0 (Wales)



## Qualification Guidance

### 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](http://www.biiab.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
6.0	June 2018	Replacement of unit LAIS1 with LAIS28  Correction of URN for LAIS3 – Rules of Combination and Structure  Correction from LAIS3 to LAIS13 – Barred units
6.1	December 2023	Reformatted Qualification Guide into new branding
6.2	July 2025	Qual Withdrawn Op End Date – 31/12/2026 Cert End Date – 31/01/2028

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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 3 Diploma in Libraries, Archives and Information Services – 601/5316/7 (England) and C00/0700/0 (Wales)								
<b>Qualification Purpose</b>	To prepare for further learning or training and/or develop knowledge and/or skills in a subject area.							
<b>Age Range</b>	<b>Pre 16</b>		<b>16-18</b>	✓	<b>18+</b>		<b>19+</b>	✓
<b>Regulation</b>	The above qualification is regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> </ul>							
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)							
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges							
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
<b>Operational Start Date</b>	01/01/2015							
<b>Review Date</b>	31/07/2025							
<b>Operational End Date</b>	31/12/2026							
<b>Certification End Date</b>	31/01/2028							
<b>Guided Learning (GL)</b>	180 hours							
<b>Total Qualification Time (TQT)</b>	450 hours							
<b>Credit Value</b>	45							
<b>BIIAB Qualifications Limited Sector</b>	Creative, Cultural and Design							
<b>Ofqual SSA Sector</b>	09.4 Publishing and information services							
<b>Support from Trade Associations</b>								
<b>Administering Office</b>	See BIIAB Qualifications Limited website							



## Qualification Guidance

### About the BIIAB Level 3 Diploma 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 3 Diploma in Libraries, Archives and Information Services	601/5316/7 (England) C00/0700/0 (Wales)

### Objective and Purpose of this Qualification

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.

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.



## Qualification Guidance

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

## Qualification Guidance

### 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** achieve 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.
- Guided Learning hours (GLH): **180** hours
- Total Qualification Time (TQT): **450** 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
LAIS8	H/601/4308	Understanding the Libraries, Archive or Information Services Environment	2	3	20	Portfolio
LAIS9	K/601/4651	Understanding the Libraries, Archives and Information Services environment	3	3	15	Portfolio
LAIS7	R/601/4322	Understanding the Libraries, Archive or Information Services Organisation	2	3	20	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LAIS10	M/601/4652	Understanding a Libraries, Archives or Information Services organisation	3	3	15	Portfolio
LAIS11	A/601/4654	Approaches to the organisation of information and/or material	3	6	40	Portfolio
LAIS6	L/601/4898	Supporting Users to Make Use of Digital Resources	2	3	20	Portfolio
LAIS12	R/601/4899	Supporting users to make use of digital resources	3	6	20	Portfolio

## Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LAIS2	D/601/4341	Helping Users to Obtain Access to Information and/or Material	2	3	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	2	3	20	Portfolio
LAIS14	J/601/4656	Creating and maintaining a user-focussed environment	3	6	20	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
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	3	6	30	Portfolio

## Group C

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

## Group D

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LAIS23	D/601/4680	Leading a team	4	6	15	Portfolio
LAIS24	R/601/4711	Developing productive working relationships with colleagues	4	6	15	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
LAIS25	H/601/4714	Allocating and checking work in a team	4	6	15	Portfolio
LAIS26	T/601/4717	Managing own resources and professional development	4	6	15	Portfolio
LAIS5	M/505/3442	Protecting, Securing and Copying Information and/or Material	2	3	20	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
LAIS27	J/505/0546	School librarianship	3	6	30	Portfolio

### Barred Units

This unit	Is barred against this unit
LAIS8 - H/601/4308 - Understanding the Libraries, Archives and Information Services environment	LAIS9 - K/601/465 - Understanding the Libraries, Archives and Information Services environment
LAIS10 - M/601/4652 - Understanding a Libraries, Archives or Information Services organisation	LAIS7 - R/601/432 - 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

## Qualification Guidance

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

### 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 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 Devise Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devise 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.

## Qualification Guidance

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

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 certificating the team leading qualification.

## 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

## Qualification Guidance

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, experienced 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

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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

## Qualification Guidance

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.

## 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

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

All of these resources are available on request.

## Evidence matrices

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.

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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 are 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.

## Qualification Guidance

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.

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### 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.

## Supporting Users to Make Use of Digital Resources

<b>Unit Reference</b>	L/601/4898
<b>BIIAB Reference</b>	LAIS6
<b>Level</b>	2
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	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.
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.3)</b> 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

## Qualification Guidance

<p>3. Be able to support users to communicate using digital resources</p>	<p>3.1 Identify common online communication tools</p> <p>3.2 Describe ways in which online communication tools can be used to access and share information</p> <p>3.3 Direct users to appropriate assistive technologies and software to support users with specific needs in communicating using digital resources</p>
<p>4. Understand issues relating to internet safety and own organisation's policies around internet use</p>	<p>4.1 Identify ways of protecting identity and ensuring personal safety when using the internet</p> <p>4.2 Identify the implications for users of organisation's policy around internet use</p> <p>4.3 Advise users on safe and appropriate use of ICT</p> <p>4.4 Identify appropriate action to be taken when organisation's policies on internet use are contravened</p>
<p>5. Understand how own ICT skills can be updated</p>	<p>5.1 Identify strengths and areas for development in own ICT skills</p> <p>5.2 Identify sources from which own skills in ICT can be updated</p> <p>5.3 Identify sources for own professional development in using ICT in libraries, archives and information services</p>

## Understand the Libraries, Archive or Information Service Organisation

<b>Unit Reference</b>	R/601/4322
<b>BIIAB Reference</b>	LAIS7
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	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.
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.2)</b> 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

## Qualification Guidance

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

## Understand the Libraries, Archive or Information Service Environment

<b>Unit Reference</b>	H/601/4308
<b>BIIAB Reference</b>	LAIS8
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	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.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> 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

## Qualification Guidance

<p>4. Understand the role of national professional organisations in the LAIS sector</p>	<p>4.1 Outline the purpose and activities of the principal national professional organisations for the LAIS sector</p> <p>4.2 Identify key aspects of the relevant professional code(s) for the assistant's role</p>
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## Understanding the Libraries, Archive and Information Service Environment

<b>Unit Reference</b>	K/601/4651
<b>BIIAB Reference</b>	LAIS9
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to understand the role of key types of organisations in the Libraries, Archives and Information Services (LAIS) sector and the role of national professional organisations in the LAIS sector.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> The learner can:
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

## Qualification Guidance

<p>4. Understand the role of national professional organisations in the LAIS sector</p>	<p>4.1 Describe the purpose and activities of the principal national professional organisations for the LAIS sector</p> <p>4.2 Explain the implications of key aspects of the relevant professional code for the assistant's role</p>
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## Understanding the Libraries, Archive or Information Services Organisation

<b>Unit Reference</b>	M/601/4652
<b>BIIAB Reference</b>	LAIS10
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to understand key aspects, key policies, the role of key stakeholders and work as part of a team of a Libraries, Archives or Information Services (LAIS) organisation.
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.2)</b> The learner can:
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

## Qualification Guidance

	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	<p>4.1 Explain the requirements of current users of an LAIS organisation</p> <p>4.2 Explain processes for monitoring the requirements of current and potential users and usage of current services</p>
5. Understand how to work as part of a team in a Libraries, Archives and Information Services organisation	<p>5.1 Summarise key features of effective teams</p> <p>5.2 Explain how to work effectively as part of a team</p>

## Approaches to the organisation of information and/or material

<b>Unit Reference</b>	A/601/4654
<b>BIIAB Reference</b>	LAIS11
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	40
<b>Unit Summary</b>	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.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> The learner can:
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

## Qualification Guidance

	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	<p>4.1 Explain the ways in which ICT can support access to information and/or material within the LAIS sector</p> <p>4.2 Explain to users the use of ICT in the organisation of information and/or material within the LAIS sector</p>

## Supporting users to make use of digital resources

<b>Unit Reference</b>	R/601/4899
<b>BIIAB Reference</b>	LAIS12
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to be able to support users to make use of digital resources.
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.3)</b> The learner can:
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

## Qualification Guidance

<p>3. Be able to support users to communicate using digital resources</p>	<p>3.1 Identify similarities and differences in common online communication tools</p> <p>3.2 Explain ways in which online communication tools can be used to access and share information</p> <p>3.3 Use digital resources to download and upload information</p> <p>3.4 Use appropriate assistive technologies and software to support users with specific needs in communicating using digital resources</p>
<p>4. Understand issues relating to internet safety and own organisation's policies around internet use</p>	<p>4.1 Explain ways of protecting identity and ensuring personal safety when using the internet</p> <p>4.2 Identify the implications for users of organisation's policy around internet use</p> <p>4.3 Advise users on safe and appropriate use of ICT</p> <p>4.4 Take appropriate action when organisation's policies on internet use are contravened</p>
<p>5. Understand how own ICT skills can updated</p>	<p>5.1 Review strengths and areas for development in own ICT skills</p> <p>5.2 Review sources from which own skills in using ICT can be updated</p> <p>5.3 Review sources for own professional development in using ICT in libraries, archives and information services</p>