Qualification Guidance Document

BIIAB Level 3 Diploma in Libraries, Archives and Information Services

Wales – C00/0700/0

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The BIIAB Qualifications Limited website provides access to a wide variety of information.

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Specification Code

The specification code is XXX.

Issue	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6.2	July 2025	Qual Withdrawn Op End Date – 31/12/2026 Cert End Date – 31/01/2028
6.3	November 2026	Updated to new company branding Extended review date for 3 years for Wales only

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Contents

About Us 1
Sources of Additional Information 1
Copyright 1
Specification Code 1
Qualification Summary 4
Pre-requisites 5
Qualification Structure and Rules of Combination 5
Aim 8
Target Group 8
Assessment 8
Resources 9
Teaching Strategies and Learning Activities 9
Progression Opportunities 9
Tutor / Assessor Requirements 9
Language 10
Unit Details 11
Creating and Maintaining a User Focussed Environment ..... **Error! Bookmark not defined.**
Helping Users to Obtain Access to Information and/or Material ..... **Error! Bookmark not defined.**
Issuing Information and/or Material 64
Locating and Replacing Information and/or Material 66
Protecting, Securing and Copying Information and/or Material 62
Supporting Users to Make Use of Digital Resources 21
Understanding the Libraries, Archive or Information Service Organisation ..... **Error! Bookmark not defined.**
Understanding the Libraries, Archive or Information Service Environment ..... **Error! Bookmark not defined.**
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies 49
Certification 71
Exemptions 71
Glossary of Terms 72

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 – C00/0700/0								
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 Qualification Wales							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
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	01/01/2015							
Review Date	31/12/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	180 hours							
Total Qualification Time (TQT)	450 hours							
Credit Value	45							
BIIAB Qualifications Limited Sector	9 - Arts, Media and Publishing							
Regulator Sector	9.4 - Publishing and information services							

Support from Trade Associations	

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Qualification Wales. 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	C00/0700/0

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Diploma in Libraries, Archives and Information Services

Learners must achieve 45 credits. This must consist of:

- 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.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target – 18 (note barred units)				
Understanding the Libraries, Archive or Information Services Environment	H/601/4308 LAIS8	2	3	20
Understanding the Libraries, Archives and Information Services environment	K/601/4651 LAIS9	3	3	15
Understanding the Libraries, Archive or Information Services Organisation	R/601/4322 LAIS7	2	3	20
Understanding a Libraries, Archives or Information Services organisation	M/601/4652 LAIS10	3	3	15
Approaches to the organisation of information and/or material	A/601/4654 LAIS11	3	6	40
Supporting Users to Make Use of Digital Resources	L/601/4898 LAIS6	2	3	20
Supporting users to make use of digital resources	R/601/4899 LAIS12	3	6	20
Group B				
Helping Users to Obtain Access to Information and/or Material	D/601/4341 LAIS2	2	3	15
Helping users to obtain access to information and/or material	F/601/4655 LAIS13	3	3	10
Creating and Maintaining a User Focussed Environment	R/616/6763 LAIS28	2	3	20
Creating and maintaining a user-focussed environment	J/601/4656 LAIS14	3	6	20
Providing induction and orientation activities for user	L/601/4657 LAIS15	3	3	15
Promoting Libraries, Archives and Information Services	L/601/4660 LAIS16	3	6	30
Group C				
Reader development	A/601/4668 LAIS17	3	6	30

Local studies	J/601/4673 LAIS18	3	6	30
Family history	L/601/4674 LAIS19	3	6	30
Palaeography	Y/601/4676 LAIS20	3	6	30
Health information	H/601/4678 LAIS21	3	6	30
Engaging with the wider community	F/601/4669 LAIS22	3	6	30
Group D				
Leading a team	D/601/4680 LAIS23	4	6	15
Developing productive working relationships with colleagues	R/601/4711 LAIS24	4	6	15
Allocating and checking work in a team	H/601/4714 LAIS25	4	6	15
Managing own resources and professional development	T/601/4717 LAIS26	4	6	15
Protecting, Securing and Copying Information and/or Material	M/505/3442 LAIS5	2	3	20
Issuing Information and/or Material	M/601/4327 LAIS3	2	3	20
Locating and Replacing Information and/or Material	Y/601/4340 LAIS4	2	3	20
School librarianship	J/505/0546 LAIS27	3	6	30

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

Aim

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.

Target Group

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

- 16-18
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

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

- Evidence matrixes for the competence / NVQ units
- Purpose Statement
- Learner Unit Achievement Checklist
- Assessment Strategy

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

Understanding the Libraries, Archive or Information Service Environment		
Unit Reference	H/601/4308	
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)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**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 4.2	Outline the purpose and activities of the principal national professional organisations for the LAIS sector Identify key aspects of the relevant professional code(s) for the assistant's role

Understanding the Libraries, Archive and Information Service Environment		
Unit Reference	K/601/4651	
Level	3	
Credit Value	3	
Guided Learning (GL)	15	
Unit Summary	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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**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

4. Understand the role of national professional organisations in the LAIS sector	4.1 4.2	Describe the purpose and activities of the principal national professional organisations for the LAIS sector Explain the implications of key aspects of the relevant professional code for the assistant's role

Understanding the Libraries, Archive or Information Service Organisation		
Unit Reference	R/601/4322	
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)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**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 4.2	Identify the users of a LAIS organisation Describe the requirements of current users of a LAIS organization
5. Understand how to work as part of a team in a LAIS organisation	5.1 5.2	Identify key features of effective teams Describe how to work effectively as part of a team

Understanding the Libraries, Archive or Information Service Organisation		
Unit Reference	M/601/4652	
Level	3	
Credit Value	3	
Guided Learning (GL)	15	
Unit Summary	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.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**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 a 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 a LAIS organisation	3.1	Identify key stakeholders of an LAIS organisation, explaining their role
	3.2	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 a LAIS organisation	4.1 4.2	Explain the requirements of current users of an LAIS organisation 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 5.2	Summarise key features of effective teams Explain how to work effectively as part of a team

Approaches to the organisation of information and/or material		
Unit Reference	A/601/4654	
Level	3	
Credit Value	6	
Guided Learning (GL)	40	
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)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**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

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

Supporting Users to Make Use of Digital Resources		
Unit Reference	L/601/4898	
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)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**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 organization
	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

Supporting users to make use of digital resources		
Unit Reference	R/601/4899	
Level	3	
Credit Value	6	
Guided Learning (GL)	20	
Unit Summary	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.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**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

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 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

Helping Users to Obtain Access to Information and/or Material		
Unit Reference	D/601/4341	
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)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**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

Helping Users to Obtain Access to Information and/or Material		
Unit Reference	F/601/4655	
Level	3	
Credit Value	3	
Guided Learning (GL)	10	
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)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Be able to establish user needs and requirements	1.1	Summarise typical areas of interest for an organisation's user groups
	1.2	Identify the specific needs and requirements of users
2. Be able to conduct a search for users	2.1	Identify the resources required to conduct a search
	2.2	Explain any organisational constraints on the use of information and/or material
	2.3	Justify the level of support appropriate to user needs
	2.4	Select information sources appropriate for user requirements, justifying choice
	2.5	Select appropriate search terms
	2.6	Conduct a complex search
	2.7	Explain to users any failure to locate exact requirements, suggesting possible alternatives
3. Be able to select methods of supply	3.1	Review potential methods of supply

	3.2	Identify appropriate action to deal with any difficulties in obtaining access and meeting user needs
	3.3	Confirm that a referral is acceptable to the user
	3.4	Contact a suitable alternative provider to check availability and suitability for user needs
4. Be able to communicate courteously with users	4.1	Use appropriate communications methods and techniques with users
	4.2	Deal with competing user demands courteously
	4.3	Use appropriate strategies to check that users are satisfied with the service provided
	4.4	Take appropriate action if users are not satisfied

Creating and Maintaining a User Focussed Environment		
Unit Reference	R/616/6763	
Level	2	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to help maintain a user-focussed environment in Libraries, Archives or Information Services (LAIS). It covers checking public areas, accommodating users' needs, minimising disruption and responding courteously to users' comments. Learners will also describe the use of facilities and equipment and set up, maintain and dismantle safe, accessible displays as directed.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**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 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 Describe strategies to reduce disruption to users
	2.2	Identify when and from whom assistance should be sought to deal with unacceptable behaviour
	2.3	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

Creating and Maintaining a User Focussed Environment		
Unit Reference	J/601/4656	
Level	3	
Credit Value	6	
Guided Learning (GL)	20	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to create and maintain a user-focussed environment in Libraries, Archives or Information Services (LAIS). It covers monitoring public areas and repairs, accommodating individual needs, preventing and responding to unacceptable behaviour, and following up users' comments. Learners will explain the use of facilities and equipment and design, set up, review, update and remove displays, taking account of accessibility, safety, security and organisational policies.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Be able to maintain acceptable standards for users of Libraries, Archives or Information Services (LAIS) facilities	1.1	Monitor the safety and cleanliness of public areas
	1.2	Explain procedures to be followed when repairs are required, monitoring their completion
	1.3	Summarise ways to accommodate the individual needs of users appropriately within available resources
2. Understand how to minimise disruption to LAIS users	2.1	Explain types of unacceptable behaviour
	2.2	Summarise strategies to reduce disruption to users

	2.3	Explain when and from whom assistance should be sought to deal with unacceptable behaviour
	2.4	Explain ways of preventing unacceptable behaviour within the user environment
	2.5	Record incidents of unacceptable behaviour clearly, following organisational reporting procedures
3. Be able to deal with users' comments	3.1	Explain the nature and seriousness of the comment
	3.2	Review methods of dealing with the comment, indicating the most appropriate
	3.3	Respond to the user courteously and appropriately
	3.4	Initiate follow-up action, monitoring its progress
4. Be able to provide directions on the use of facilities	4.1	Explain clearly and accurately the facilities available
	4.2	Explain how to operate the available equipment clearly and accurately
5. Be able to set up a display	5.1	Explain the purpose, theme and target group of the display
	5.2	Devise the design and content of the display to ensure both effective visual presentation and security of material
	5.3	Display all relevant material, complying with the organisation's policies
	5.4	Locate the display in an appropriate, accessible and safe place for users
	5.5	Determine the optimum time duration for the display

6. Be able to maintain a display	6.1	Monitor the display for stability and safety, taking appropriate action as required
	6.2	Review the display for its continuing usefulness and attractiveness
	6.3	Update the display as required by its theme and use
	6.4	Remove the display when it is no longer required

Providing induction and orientation activities for users		
Unit Reference	L/601/4657	
Level	3	
Credit Value	3	
Guided Learning (GL)	15	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to plan, deliver and evaluate induction and orientation activities for users. It covers identifying users' learning needs and prior experience, selecting suitable objectives and activities, and preparing resources within available time and budget. Learners will review plans with relevant parties, support users' learning and check their understanding. They will evaluate activities and recommend improvements based on the findings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand the nature and purpose of induction and orientation	1.1	Explain why new users may need induction and orientation to the service
	1.2	Explain what users need to learn about the service
2. Be able to plan induction and orientation activities for users	2.1	Select objectives, methods and activities which can meet users' learning needs within the time and budget available
	2.2	Explain how the plan can take account of the prior learning experience of users
	2.3	Obtain the materials required to support learning, developing these where necessary
	2.4	Obtain required facilities and equipment, preparing these as necessary

3. Be able to review the plan with other parties	3.1	Identify parties who need to be informed about the activities, explaining their implications
	3.2	Review the feasibility of the plan with users or their representatives
4. Be able to deliver induction and orientation activities for users	4.1	Explain the purpose of the induction and orientation activity to users
	4.2	Provide appropriate activities for users
	4.3	Provide suitable opportunities for users to ask questions and seek clarification
	4.4	Use materials to support and reinforce learning as appropriate
	4.5	Check users' understanding of induction and orientation activities
5. Be able to evaluate induction and orientation activities for users	5.1	Review the induction and orientation activities, using an appropriate evaluation instrument
	5.2	Analyse the data, identifying strengths and areas for improvement
	5.3	Recommend any improvements to the activities based on the findings

Promoting Libraries, Archives and Information Services		
Unit Reference	L/601/4660	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to promote Libraries, Archives and Information Services (LAIS). It covers promotional strategies, income generation, target audiences and barriers to participation, alongside legislative, safeguarding and security considerations. Learners will plan and implement an approved small-scale promotional activity that meets organisational aims and audience needs. They will use feedback from users and colleagues to evaluate the promotion and recommend improvements.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the purpose and nature of promotional activities for Libraries, Archives and Information Services (LAIS)	1.1	Explain the purpose of promotional services/activities in a Libraries, Archives and Information Services (LAIS) organization
	1.2	Identify promotional activities used by different LAIS organisations
	1.3	Explain strategies used to promote LAIS, identifying advantages and disadvantages
	1.4	Explain how promotional activities can contribute to income generation
	1.5	Explain how legislation, safeguarding issues and security requirements can impact on promotional activities

2. Understand target audiences for promotional activities	2.1	Identify the users and non-users of an LAIS organisation, indicating potential barriers to participation
	2.2	Explain how promotional activities can assist in breaking down barriers to participation
3. Be able to undertake a promotional activity	3.1	Identify a small-scale promotional activity which meets the aims and objectives of the organization
	3.2	Identify the target audience, indicating their needs
	3.3	Explain strategies to involve users in planning a promotion
	3.4	Plan the promotional activity, identifying materials and resources required
	3.5	Obtain necessary approvals for the promotional activity
	3.6	Implement the promotion, ensuring plans are followed
4. Be able to evaluate a promotional activity	4.1	Review the promotion to identify strengths and areas for improvement, taking account of feedback from users and colleagues
	4.2	Make recommendations for any improvements to assist future promotions

Reader Development		
Unit Reference	A/601/4668	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to support reader development and widen reading choices. It covers readers' habits, preferences and barriers, the role of library staff, and the use of peer recommendations and reader-centred promotions. Learners will select and display material for a target group and review the impact of a reading promotion. The unit also explores how ICT can support readers, promote peer recommendation and update staff knowledge of stock.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand how readers choose what to read	1.1	Summarise definitions of reader development
	1.2	Use appropriate communication strategies to identify a reader's reading habits
	1.3	Explain factors in a reader's choice of reading material
	1.4	Identify barriers to reading choices, suggesting ways in which they may be overcome in the library
	1.5	Explain the importance to users of browsing
2. Understand the role of library staff in promoting reader development	2.1	Explain the importance of making professional judgements about books

	2.2	Explain how the layout of the library affects use by different types of reader
	2.3	Explain the difference between recommending and promoting reading material
3. Understand the role of peer recommendation in reader development	3.1	Explain the potential of peer recommendation
	3.2	Identify ways of using peer recommendations
4. Understand key issues relevant to the promotion of reading material	4.1	Explain how a reading promotion in a library can widen choice for readers
	4.2	Explain the difference between a reader-centred and stock centred promotion
	4.3	Identify different ways of promoting reading
	4.4	Identify key visual clues that indicate the different types of reading experience offered
5. Be able to promote reading material	5.1	Identify the target group for a promotion, indicating their reading needs
	5.2	Select resources for a reader-centred promotion
	5.3	Display reading material in different ways to promote increased use
	5.4	Monitor the impact of a reading promotion, reviewing its success
6. Be able to use ICT to promote reader development	6.1	Explain how ICT can be used to support readers in finding new reading material and using the library
	6.2	Explain how ICT can be used to promote peer recommendation

	6.3	Explain how ICT can be used to update own stock knowledge

Local Studies		
Unit Reference	J/601/4673	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to support a local studies service and access to its collections. It covers the needs of different user groups, relationships with other heritage providers, collection sources and policies for acquiring, retaining and withdrawing material. Learners will explore conservation, storage, protection and copying restrictions. They will also identify sources and finding aids for local newspapers, Ordnance Survey maps and school local history projects.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand the role of the local studies service	1.1	Explain the difference between local studies and local history
	1.2	Describe the local studies needs of different user groups
	1.3	Explain the difference between local studies, archives and museums Explain the benefits of joint working with other heritage providers
2. Understand the sources in the local studies collection	2.1	Describe the range of sources in the local studies collection
	2.2	Explain the use of OS maps at different scales
3. Understand the local studies collection policy	3.1	Explain ways of acquiring material for the local studies collection

	3.2 3.3	Explain issues relating to retention and withdrawal Describe policies relating to the collection of different types of material
4. Understand how to care for local studies materials	4.1 4.2 4.3	Explain the conservation needs of the local studies collection Describe how to store and protect maps and photographs Explain possible restrictions on copying local studies material
5. Be able to create access to local studies information	5.1 5.2 5.3	Explain ways of providing access to information in local newspapers Identify key finding aids for accessing a range of OS maps Identify appropriate sources for school local history projects

Family History		
Unit Reference	L/601/4674	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to support family history research. It covers organising and recording information and locating and using birth, marriage and death certificates, parish registers and the International Genealogical Index (IGI). Learners will explore the value of census returns, wills, administrations, inventories, directories and electoral registers. They will also use internet search techniques and signpost users to relevant online guides and sources.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand how to organise family history information	1.1	Explain the importance of good record keeping
	1.2	Describe how to create charts and display information
	1.3	Explain the first steps in researching family history
2. Understand how to use sources for births, marriages and deaths	2.1	Explain the importance of birth, marriage and death certificates
	2.2	Explain how to obtain copies of birth, marriage and death certificates
	2.3	Describe the information found in parish registers
	2.4	Explain how to locate parish registers

	2.5	Explain the benefits and limitations of the International Genealogical Index (IGI)
3. Understand how to use other sources for researching family history	3.1	Describe the information recorded in different census returns between 1801 and 1911
	3.2	Explain how to find wills and inventories
	3.3	Explain information found in wills, administrations and inventories
	3.4	Describe the value of directories and electoral registers for family history
4. Be able to use a range of search techniques to trace family history on the internet	4.1	Identify key websites for family history
	4.2	Describe how to use search techniques to get the best results from key websites
	4.3	Signpost users to online guides to sources for tracing family history

Palaeography		
Unit Reference	Y/601/4676	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to read and transcribe historical documents written in English between 1500 and 1800. It covers handwriting styles, letter forms, standard phrases and abbreviations, together with the use of Latin in documents written before 1733. Learners will explore ways of recording dates, Roman numerals and sources of help with historical currency. They will also examine transcription conventions, techniques for resolving reading difficulties and supporting resources such as dictionaries and glossaries.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand the styles and characteristics of handwriting used in documents written in English between 1500 and 1800	1.1	Explain the different writing styles used in old documents written between 1500 and 1800
	1.2	Recognise individual letter forms
2. Understand the use of Latin in documents written before 1733	2.1	Identify types of documents in which Latin is used
	2.2	Identify commonly used Latin words for people, places and dates
	2.3	Explain techniques that can be used to help read documents in Latin
3. Understand the use of set forms and abbreviations	3.1	Identify standard phrases used in different types of documents

	3.2	Describe signs, symbols and conventions used for abbreviations
4. Understand dates, numbers and currency	4.1 4.2	Describe different ways of recording dates Interpret Roman numerals in documents Identify finding aids for converting old money into its current value
5. Understand how to transcribe documents written between 1500 and 1800	5.1 5.2 5.3	Explain different conventions used when transcribing to deal with non-standard spelling and punctuation Explain key techniques used to overcome difficulties in reading old documents Identify resources, including dictionaries and glossaries, which can be used to aid transcription

Health Information		
Unit Reference	H/601/4678	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to support users in finding and accessing evidence-based health information. It covers the importance of quantitative and qualitative evidence and the reasons users seek health information. Learners will identify and use relevant resources, handle basic enquiries, and search and refine results from medical databases to meet users' needs. The unit also addresses the importance of assessing the reliability and currency of online health information and explaining access options to users.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the importance of evidence-based information within the field of health	1.1	Explain the importance of quantitative and qualitative evidence-based information in healthcare
	1.2	Explain the reasons why users may seek information within this field
2. Be able to use key sources of evidence–based healthcare	2.1	Identify on-line mailing lists dedicated to evidence-based healthcare
	2.2	Identify evidence-based health information web resources
	2.3	Identify databases, e-journals and other information resources provided by the NHS

	2.4 2.5 2.6	Review sources of health promotion information Handle basic enquiries for health information appropriately Search for relevant literature in a medical data base
3. Be able to refine the search for evidence-based documents to meet user needs	3.1 3.2	Use appropriate search limiters to retrieve evidence-based documents to meet user needs Explain the importance for users of making judgements about the reliability and currency of health information online
4. Be able to support users in accessing health information	4.1 4.2	Provide users with access to information about healthcare appropriate to their needs and context Explain to users ways of accessing health information

Engaging with the wider community		
Unit Reference	F/601/4669	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to support engagement between a Libraries, Archives or Information Services (LAIS) organisation and the wider community. It covers identifying community needs, services and outreach opportunities, alongside the benefits of volunteers and sources of funding. Learners will explore how ICT can support community information, shared online resources, digital inclusion and information literacy. They will plan, obtain approval for, implement and evaluate a community consultation activity, using feedback to recommend improvements.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand the Libraries, Archives or Information Services (LAIS) needs of the wider community	1.1	Identify the needs of the community within the catchment area of a Libraries, Archives or Information Services (LAIS) organisation
	1.2	Identify the full range of services which can be made available to meet these needs
	1.3	Explain the outreach activities which can be undertaken in order to meet these needs
	1.4	Explain how increased engagement can develop skills in the wider community

2. Understand the benefits of working with the community for an LAIS organisation	2.1	Explain ways in which working with the community can help to raise awareness of an LAIS organisation
	2.2	Identify the benefits of the use of volunteers for an LAIS organisation
	2.3	Identify sources of funding to support work within the community
3. Understand the use of ICT in the work of an LAIS organisation with the wider community	3.1	Explain the ways in which ICT can be used to promote and provide information to the wider community
	3.2	Explain the ways in which ICT can be used with the wider community to create online resources
	3.3	Explain the role of LAIS organisations in promoting digital inclusion and information literacy
4. Be able to engage in consultation with the wider community	4.1	Identify the target audience for a consultation activity
	4.2	Plan a consultation activity, identifying resources required
	4.3	Obtain necessary approvals for a consultation activity
	4.4	Implement a consultation activity, ensuring plans are followed
5. Be able to evaluate a consultation activity	5.1	Review a consultation activity to identify strengths and areas for improvement, taking account of feedback from users and colleagues
	5.2	Make recommendations for any improvements to assist future consultation activities

Leading a Team		
Unit Reference	D/601/4680	
Level	4	
Credit Value	6	
Guided Learning (GL)	15	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to lead a team within relevant legal, regulatory and ethical requirements. It covers clarifying team objectives and plans, selecting appropriate leadership styles and agreeing individual work objectives. Learners will develop approaches to motivating team members, recognising achievement and encouraging creativity and shared leadership. They will also support the team through difficulties, conflict and change, and monitor activities and progress.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.1)**	
The learner will	**The learner can**	
1. Understand relevant legal, regulatory and ethical requirements relating to leading a team	1.1	Summarise key aspects of relevant legislation, regulations and ethical guidelines
2. Understand key contextual information relating to leading a team	2.1	Specify the purpose and objectives of own team
	2.2	Summarise the plans of own team
	2.3	Identify the standards of performance for the work of own team
	2.4	Identify an appropriate leadership style or styles for own team
3. Be able to provide direction to members of a team	3.1	Communicate the purpose and objectives of the team to all team members

	3.2	Provide opportunities for all team members to be involved in planning how the team will achieve its objectives
	3.3	Agree personal, specific, measurable, achievable, realistic and timed work objectives with individual team members
	3.4	Check that all team members understand how achieving their personal work objectives will contribute to achievement of the team's objectives
	3.5	Identify the types of support and advice that team members are likely to need
4. Be able to motivate members of a team	4.1	Provide opportunities for team members to achieve their personal work objectives and those of the team using appropriate methods
	4.2	Provide recognition for team members when objectives have been achieved
	4.3	Encourage creativity and innovation within the team
	4.4	Provide recognition for creativity and innovation within the team
	4.5	Provide opportunities for team members to present their own ideas listening to what they say
	4.6	Provide opportunities for team members to take the lead when they have the relevant knowledge and expertise showing willingness to follow this lead
5. Be able to evaluate a consultation activity	5.1	Support team members to achieve their personal work objectives and those of the team
	5.2	Steer the team successfully through difficulties and challenges resolving any conflict within the team

	5.3	Support /advise team members as necessary especially during periods of setback and change
6. Be able to monitor members of a team	6.1	Monitor activities and progress across the team using appropriate strategies

Developing productive working relationships with colleagues		
Unit Reference	R/601/4711	
Level	4	
Credit Value	6	
Guided Learning (GL)	15	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to develop and maintain productive working relationships with colleagues. It covers relevant regulations, codes of practice and sector expectations, alongside clear communication, diversity and understanding roles and responsibilities. Learners will establish respectful working relationships, fulfil agreements, share information and resources, and resolve disagreements constructively. They will also exchange feedback to support improvements in working practices and their own performance.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.8)**	
The learner will	**The learner can**	
1. Understand relevant legal, regulatory and sector requirements relating to developing productive relationships with colleagues	1.1	Summarise key aspects of relevant regulations and codes of practice
	1.2	Summarise key aspects of the expected standards of behaviour and performance in own sector
	1.3	Describe the working culture of own sector
2. Understand key issues relating to developing productive relationships with colleagues	2.1	Summarise the benefits of developing productive working relationships with colleagues
	2.2	Explain ways of communicating clearly and appropriately with colleagues

	2.3	Explain how to take account of diversity issues when developing working relationships with colleagues
	2.4	Identify ways of gaining feedback on own performance from colleagues
	2.5	Explain how feedback from colleagues on own performance can be used
3. Understand key contextual information relating to developing productive relationships with colleagues	3.1	Identify current and future work activities
	3.2	Identify the work roles and responsibilities of colleagues carrying out current work activities
	3.3	Identify line management responsibilities and relationships within own organisation
4. Be able to create working relationships with colleagues	4.1	Establish working relationships with colleagues carrying out current work activities
	4.2	Agree the roles and responsibilities of colleagues showing recognition and respect
5. Be able to maintain working relationships with colleagues	5.1	Take account of the priorities, expectations and authority of colleagues in own decisions and actions
	5.2	Fulfil agreements made with colleagues
	5.3	Notify colleagues when agreements have been fulfilled
	5.4	Inform colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
	5.5	Resolve identified conflicts of interest and disagreements with colleagues in ways that minimise damage to current work activities

	5.6	Exchange information and resources with colleagues to promote effective working
	5.7	Provide feedback to colleagues on their performance to help them identify areas for improvement
	5.8	Obtain feedback from colleagues on own performance using this to identify areas for improvement

Allocating and checking work in a team		
Unit Reference	H/601/4714	
Level	4	
Credit Value	6	
Guided Learning (GL)	15	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to plan, allocate and support work within a team. It covers relevant legal and sector requirements, organisational policies, team objectives and reporting lines. Learners will confirm work requirements, identify priorities and resources, and allocate tasks fairly, taking account of health and safety, workloads, skills and development opportunities. They will communicate expected standards, provide opportunities for clarification, and support and motivate team members through problems, additional resources and constructive feedback.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand legal, regulatory and sector requirements relating to allocating and checking work in a team	1.1	Summarise key aspects of relevant legislation, regulations, guidelines and codes of practice
	1.2	Summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills
2. Understand key contextual information relating to allocating and checking work in a team	2.1	Specify the purpose and objectives of own team
	2.2	Summarise key aspects of relevant organisational policies and procedures
	2.3	Identify relevant reporting lines within the organisation

3. Be able to plan the work of a team	3.1	Confirm the work required of a team with own manager seeking clarification as required on any outstanding points and issues
	3.2	Plan how a team will undertake its work identifying any priorities or critical activities, taking account of health and safety issues and making best use of available resources
4. Be able to communicate work requirements to a team	4.1	Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
	4.2	Brief team members on the work they have been allocated identifying the standard or level of expected performance
	4.3	Provide team members with the opportunity to ask questions, make suggestions and seek clarification in relation to the work allocated to them
5. Be able to support the work of the team	5.1	Provide support to team members in identifying and dealing with problems and unforeseen events
	5.2	Use appropriate strategies to motivate team members to complete the work they have been allocated
	5.3	Provide any additional support and/or resources requested to help the completion of allocated work where this is possible working within the limits of own authority
	5.4	Provide prompt and constructive feedback to team members about their work

Managing own resources and professional development		
Unit Reference	T/601/4717	
Level	4	
Credit Value	6	
Guided Learning (GL)	15	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to manage their own resources and professional development. It covers sector requirements, professional development principles, organisational objectives and available learning opportunities. Learners will analyse their current and future role requirements, values and career goals to agree measurable work objectives and a development plan that addresses skills gaps and learning preferences. They will undertake development activities, seek feedback, evaluate their contribution to performance and review objectives and plans as circumstances change.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.5)**	
The learner will	**The learner can**	
1. Understand key issues relating to managing own resources and professional development	1.1	Summarise sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development, identifying routes to professional qualifications and appropriate professional bodies
	1.2	Summarise key principles which underpin professional development
2. Understand key contextual information relating to managing own resources and professional development	2.1	Summarise the vision and objectives of own organisation
	2.2	Summarise own organisation's policy and procedures relating to personal development

	2.3	Identify available development opportunities and resources in own organization
3. Understand own work role and future aspirations	3.1	Analyse the current and future requirements of own work role identifying and taking account of the vision and objectives of own organisation
	3.2	Analyse own values and career and personal goals to identify information which is relevant to own work role and professional development
4. Be able to plan own professional development	4.1	Agree personal, specific, measurable, achievable, realistic and timed work objectives with those to whom you report
	4.2	Agree how progress in achieving own personal, specific, measurable, achievable, realistic and timed work objectives will be measured
	4.3	Devise a personal, specific, measurable, achievable, realistic and timed development plan to address any identified gaps in own current knowledge and skills and support own career and personal goals taking account of own learning preferences
	4.4	Agree the personal, specific, measurable, achievable, realistic and timed development plan with the relevant parties
5. Be able to evaluate own professional development and performance	5.1	Undertake the activities identified in own development plan taking account of own learning preferences
	5.2	Evaluate the contribution of the activities undertaken to own performance
	5.3	Review own personal work objectives and development plan in the light of performance, any development activities

		undertaken and any wider changes making appropriate revisions
	5.4	Obtain constructive feedback on own performance from appropriate parties
	5.5	Check that own performance consistently meets or goes beyond agreed requirements

Protecting, Securing and Copying Information and/or Material		
Unit Reference	M/505/3442	
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)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**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 3.2 3.3 3.4	Outline clearly to users any instructions for handling information and/or material Monitor the way users treat material to identify any threats to the information and/or material Deal with mistreatment of information and/or material by users in a way which is consistent with the law and organisational procedures 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 4.2	Identify restrictions which may apply to copying information and/or material Use appropriate equipment and techniques to copy information and/or material

Issuing Information and/or Material		
Unit Reference	M/601/4327	
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)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**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	
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)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**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

School Librarianship		
Unit Reference	J/505/0546	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and skills to organise and maintain a school library service that supports the curriculum and meets users' needs. It covers managing and promoting services and resources, reviewing relevant ICT developments and children's publications, and organising electronic information. Learners will demonstrate cross-partnership working and create a learning environment with inclusive access for all users. They will also plan a health and safety risk assessment, show how its implementation would reduce risk, and develop strategies for dealing with challenging behaviour.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Be able to manage school library service resources	1.1	Organise services and resources to support the curriculum in a school library
	1.2	Review use of latest relevant ICT developments to support the curriculum
	1.3	Effectively promote the services, events and activities of a school library
2. Be able to use resources within a school library	2.1	Organise key sources of electronic information and materials to support school library users
	2.2	Review latest children's publications in line with user needs

3. Be able to implement cross-partnership working	3.1	Explain the principles of cross-partnership working in a school library
	3.2	Present evidence of effective cross-partnership working in a school library setting
4. Be able to maintain a school library environment	4.1	Organise a school library learning environment suitable for all users
	4.2	Ensure inclusive access for all users within a school library setting
	4.3	Plan a health and safety risk assessment in a school library setting
	4.4	Show how implementation of the risk assessment plan would reduce risk
	4.5	Produce appropriate strategies for dealing with challenging behaviour in a school library

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
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.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.