IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:
afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03392

Issue date: 15 May 2015
Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where all of the conditions of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must still consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where BSL is the primary language of the Apprentice.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the minimum grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are above the SASE regular minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, do not apply to industry-specific minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
## Libraries, Archives, Records and Information Management Services (England)

### Contents

- Framework summary .......................................................................................... 4
- Framework information ..................................................................................... 6
- Contact information .......................................................................................... 7
- Revising a framework ....................................................................................... 8
- Purpose of the framework ................................................................................ 9
- Entry conditions ............................................................................................... 12
  - Level 2: Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services ........................................................................................................... 15
  - Pathway 1: Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services ............................................................................................. 16
  - Level 3: Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services ......................................................................................................... 25
  - Pathway 1: Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services ......................................................................................................... 26
- Equality and diversity ....................................................................................... 36
- On and off the job guided learning .................................................................. 38
- Personal learning and thinking skills .............................................................. 42
- Additional employer requirements .................................................................... 47
Framework summary

Libraries, Archives, Records and Information Management Services

Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services

- Competence qualifications available to this pathway: N/A
- Knowledge qualifications available to this pathway: N/A
- Combined qualifications available to this pathway:
  - B1 - Level 2 Certificate in Libraries, Archives and Information Services (QCF)

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills

Libraries, Archives, Records and Information Management Services

Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services

- Competence qualifications available to this pathway: N/A
- Knowledge qualifications available to this pathway: N/A
- Combined qualifications available to this pathway:
  - B1 - Level 3 Diploma in Libraries, Archives and Information Services

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills
Framework information

Information on the Issuing Authority for this framework:

Learning and Skills Improvement Service

The Apprenticeship sector for occupations in community learning and development, further education, higher education, teaching support, libraries, archives and information services, work-based learning and development (also includes records and information management services).

<table>
<thead>
<tr>
<th>Issue number: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework ID:</td>
</tr>
<tr>
<td>FR03392</td>
</tr>
<tr>
<td>Date this framework is to be reviewed by: 31/07/2017</td>
</tr>
</tbody>
</table>

**This framework includes:**

- Level 2
- Level 3

This framework is for use in: England

Short description

This framework at Intermediate and Advanced levels is relevant for Libraries, Archives, Records and Information Management Services employers and providers in the private and public sector. The qualification within the framework is assessed and certificated independently - and will ensure successful completers have the breadth and depth of job skills and knowledge that are applicable to their role, along with the underlying skills that enable them to operate as effective employees in a range of job roles within the Libraries, Archives, Records and Information Management Services sector.
Contact information

Proposer of this framework

Learning and Skills Improvement Service (LSIS)

Developer of this framework

Name: Claire Fox
Organisation: The Learning and Skills Improvement Service
Organisation type: Standard Setting Body
Job title: Qualifications, NOS and Apprenticeships Development Manager
Phone: 024 7662 7900
Email: claire.fox@lsis.org.uk
Postal address: Friars House
Manor House Drive
Coventry
CV1 2TE
Website: www.lsis.org.uk

Issuing Authority's contact details

Issued by: Skills for Justice (Justice, Community Safety and Legal Services)
Issuer contact name: Kevyn Burns
Issuer phone: 0114 2611499
Issuer email: issuing.authority@sfjuk.com
Revising a framework

Contact details

- Who is making this revision: Victoria Smith
- Your organisation: BIIAB
- Your email address: victoria.smith@bii.org

Why this framework is being revised

Awarding Organisation addition of qualifications to the framework.

Summary of changes made to this framework

Inclusion of BIIAB qualifications in the framework.

Qualifications removed

N/A

Qualifications added

- BIIAB Level 2 Certificate in Libraries, Archives and Information Services (601/5317/9)
- BIIAB Level 3 Diploma in Libraries, Archives and Information Services (601/5316/7)

Qualifications that have been extended

N/A
Purpose of this framework

Summary of the purpose of the framework

This framework has been designed as a high quality, nationally recognised training programme, which reflects the diverse nature of the sector and provides progression opportunities for those pursuing a career in Libraries, Archives, Records and Information Management Services. There are approximately 2,000 libraries, archives and information service organisations across the UK, funded from a variety of sources, which employ in the region of 58,000 staff.

The profession, once known as ‘librarianship’ has now taken on many guises and consequently the role of the librarian has changed substantially. No longer are librarians just the custodians of books and collections, but they undertake a wide range of other functions, including the management of electronic resources. The scope and definition of the workforce has therefore changed to reflect this broader focus and to recognise the important and quite distinct roles that individuals play in libraries, archive facilities and other records and information management environments, in both the public and private sector.

The libraries, archives, records and information management services workforce:

- Covers the whole lifelong learning sector providing the underpinning support for both formal and informal learning, teachers, facilitators and learners alike;
- Is at the cutting edge of the information age, providing information to enable skills development, business development, education, health and wellbeing and reach into communities;
- Inspires and supports people to take up learning opportunities, both formal and informal;
- Protects our cultural heritage and history and connect people with their families and their past;
- Supports reading development for individuals from cradle to grave;
- Provides community spaces where there is genuine inter-generational activity and family learning;
- Is crucial to enabling people to be active citizens who have an understanding of their rights and heritage;
- Provides support to those wanting to start their own business, change their career or get back into work; and
- Provides access for people of all abilities and needs to information in a variety of formats including digital, audio, braille and print.

This framework will benefit learners by offering a range of opportunities to progress in the sector, including higher level qualifications and professional membership. The framework will benefit employers by encouraging interest in the sector from a potentially more diverse workforce, enabling employers to play a key role in the development of individuals, tailoring
their learning programmes to meet specific organisational needs, and ensuring the right skills are available to support the changing work environment.

"Definition of Apprenticeships"
1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

2. All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

3. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Aims and objectives of this framework (England)

The aims of this framework are to contribute towards meeting the recruitment and retention issues faced by the sector in England. The framework should allow employers to tap into the talents and skills of the wider population to encourage more entrants into the Libraries, Archives, Records and Information Management Services apprenticeships, including young and adult learners, volunteers and those from ethnic minority groups and communities not traditionally represented within the sector.

The objectives of this framework are to:

- Widen entry routes into and progression routes through the Libraries, Archives, Records and Information Management Services sector;
- Provide a basis for the development of a range of transferable skills as well as addressing specific skills gaps in the Libraries, Archives, Records and Information Management Services sector;
- Support the establishment of a more diverse workforce which reflects the communities served by the sector;
- Provide clear pathways for career progression within the Libraries, Archives, Records and Information Management Services sector, as well as in wider sectors of the UK economy; and
- Contribute towards meeting skills priorities in England, as set out in Skills for Sustainable Growth published by the Department for Business Innovation and Skills in October 2010.
... Libraries, Archives, Records and Information Management Services (England)
Entry conditions for this framework

Intermediate Level Apprenticeship

Since the Intermediate Level Apprenticeship may involve working with children/young people and/or vulnerable adults, entrants must be willing to undergo a Criminal Records Bureau (CRB) check.

There are no specific requirements for entry onto the framework although it would be advantageous for entrants to have successfully completed any of the following:

- GCSEs in English and mathematics, or equivalent literacy and numeracy awards;
- Foundation learning programmes of study;
- The Diploma in Public Services;
- Any relevant previous work or training in areas related to Libraries, Archives, Records and Information Management Services.

Entrants to the framework will also need to be:

- Interested in working in the sector;
- Motivated to succeed in completing the Intermediate Apprenticeship;
- Prepared to be well organised;
- Willing to learn and apply what they have learnt in the workplace;
- Willing and able to communicate effectively with a range of people; and
- Numerate, literate and able to use ICT.

Recognition of prior learning and achievement

As part of induction process an initial assessment should be undertaken with the apprentice to identify their specific learning needs, including any prior learning, experience or achievement, in order to prevent duplication of learning and tailor the programme to meet their specific requirements. It is suggested that a planned approach is taken as follows:

- The learner undertakes an initial self assessment to identify previous learning, experience and achievement and potential sources of evidence; and
- A meeting is held between the learner and the assessor or mentor as part of the induction process, in order to review the learner’s self assessment, identify relevant sources of evidence and agree how this should be collected and presented.

Where appropriate, evidence of prior learning and achievement must be current and authentic and be appropriate and relevant to the apprentices current role, e.g. by the addition of a personal statement, witness statements, and records of professional discussion.

In all cases, Recognition of Prior Learning (RPL) relating to the achievement of qualifications (and their component units) within the Framework must comply with the RPL or Accreditation
of Prior Learning and Achievement (APL/A) policy published by the awarding organisation.

**Advanced Level Apprenticeship**

Since the Advanced Level Apprenticeship may involve working with children/young people and/or vulnerable adults, entrants must be willing to undergo a Criminal Records Bureau (CRB) check.

There are no specific requirements for entry onto the framework, although it would be advantageous for entrants to have successfully completed any of the following:

- Level 2 Certificate in Libraries, Archives and Information Services;
- GCSEs in English and mathematics, or equivalent literacy and numeracy awards;
- The Diploma in Public Services; and
- Any relevant previous work or training in areas related to Libraries, Archives, Records and Information Management Services.

Entrants to this apprenticeship will also need to be:

- Interested in working in the sector;
- Motivated to succeed in completing the apprenticeship;
- Prepared to be well organised;
- Willing to learn and apply what they have learnt in the workplace;
- Willing and able to communicate effectively with a range of people; and
- Numerate, literate and able to use ICT.

The framework will be particularly suitable for those who may already have gained experience within their role and are able and interested in taking on higher level responsibilities and learning at level 3.

**Recognition of prior learning and achievement**

As part of induction process an initial assessment should be undertaken with the apprentice to identify their specific learning needs, including any prior learning, experience or achievement, in order to prevent duplication of learning and tailor the programme to meet their specific requirements. It is suggested that a planned approach is taken as follows:

- The learner undertakes an initial self assessment to identify previous learning, experience and achievement and potential sources of evidence;
- A meeting is held between the learner and the assessor or mentor as part of the induction process, in order to review the learner's self assessment, identify relevant sources of evidence and agree how this should be collected and presented; and
- Where appropriate, evidence of prior learning and achievement must be current and authentic and be appropriate and relevant to the apprentices current role, e.g. by the
addition of a personal statement, witness statements, and records of professional discussion.

In all cases, Recognition of Prior Learning (RPL) relating to the achievement of qualifications (and their component units) within the Framework must comply with the RPL or Accreditation of Prior Learning and Achievement (APL/A) policy published by the awarding organisation.

In the case of APL for competence, knowledge or Functional Skills, the Apprenticeship programme must be tailored to allow the Apprentice to undertake new learning, including learning at a higher level and develop new skills.
Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services

Pathways for this framework at level 2

Pathway 1: Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services
Level 2, Pathway 1: Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services

Description of this pathway

This pathway has been designed as a nationally recognised training programme that offers a route of entry into the Libraries, Archives, Records and Information Management Services sector in England. It is appropriate for a range of job titles and roles carried out by individuals working in both public and private sector organisations.

The pathway requires the successful completion of a number of components, including a nationally recognised qualification, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role, including the underlying skills to be able to operate as an effective employee in the Libraries, Archives, Records and Information Management Services sector.

The total minimum credit value for this pathway is 45 credits:

- Combined qualification - 30 credits;
- Transferable Skills - 15 credits (English, Maths and ICT)

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional specific entry requirements for the Intermediate Level Apprenticeship other than those already stated.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Assistant</td>
<td>Promote access to information, resources, materials and facilities.</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Acquire information, resources, materials and facilities for the information service.</td>
</tr>
<tr>
<td>Archive Assistant</td>
<td>Retain and secure access to information, resources, materials and facilities.</td>
</tr>
<tr>
<td>Records Assistant</td>
<td>Provide access to information systems, resources, materials and facilities.</td>
</tr>
<tr>
<td>Search Room Assistant</td>
<td>Comply with policies and legislation.</td>
</tr>
<tr>
<td>Learning Support Assistant</td>
<td>Assist customers to obtain information, resources, materials and facilities.</td>
</tr>
<tr>
<td>Productions Assistant</td>
<td>Engage customers in the development of the information service.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A
Combined qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a</td>
<td>601/5282/5</td>
<td>AIM Awards</td>
<td>30</td>
<td>175</td>
<td>N/A</td>
</tr>
<tr>
<td>B1b</td>
<td>601/4922/X</td>
<td>SQA</td>
<td>30</td>
<td>175</td>
<td>N/A</td>
</tr>
<tr>
<td>B1c</td>
<td>601/5317/9</td>
<td>BIIAB</td>
<td>30</td>
<td>175</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Relationship between competence and knowledge qualifications

The qualification has been designed to offer great flexibility to the learner. In order for the framework to be recognised in England, the choice of units must provide a minimum of 10 credits for the knowledge component and 10 credits from the competence component.

Competence and knowledge have been integrated within these qualifications and are assessed separately. All units of this qualification are mandatory giving a total for the qualification of 30 credits. A summary of which units of the qualifications relate primarily to competence, which units relate primarily to knowledge, and which contact learning outcomes that address both competence and knowledge is as follows:

- Creating and maintaining a user-focused environment (5 Competence and 1 Knowledge credits)
- Helping users to obtain access to information and/or material (3 Competence credits)
- Issuing information and/or material (3 Competence credits)
- Locating and replacing information and/or material (3 Competence credits)
- Protecting, securing and copying information and/or material (3 Competence credits)
- Supporting users to make use of digital resources (2 Competence and 4 Knowledge credits)
- Understanding a libraries, archives and information services organisation (3 Knowledge credits)
- Understanding the libraries, archives and information services environment (3 Knowledge credits)
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>September 2013 as part of the Apprenticeship, or…*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A'L evel or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O'Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
**ICT**

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT*</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

**Inclusion of Information and Communications Technology (ICT)**

ICT has been included in this framework as outlined above.

**Progression routes into and from this pathway**

**Progression routes into the Intermediate Level Apprenticeship**

There are no formal entry requirements or pre-determined entry routes for the framework. There is considerable flexibility for learners to progress into the Intermediate Level...
Apprenticeship via a number of different routes, which may include any of the following:

- Academic qualifications (e.g. GCSEs; Diploma in Public Services)
- Vocational qualifications (e.g. Foundation Learning at Entry Level and Level 1); and
- Any other relevant previous work, training or volunteering

**Progression routes out of the Intermediate Level Apprenticeship**

Achievement of the Intermediate Level Apprenticeship will provide individuals with access to a wide range of opportunities and choices in the Libraries, Archives, Records and Information Management Services sector. It will in particular provide a sound basis for people to undertake further learning and development of their careers in this and other related sectors, including progression to:

- The Level 3 Diploma in Libraries, Archives and Information Services;
- The Advanced Level Apprenticeship in Libraries, Archives and Information Services; and
- More senior roles in employment.

In addition, the framework provides opportunities to progress through a range of other occupational pathways, including lateral progression to other Level 2 qualifications in areas such as business administration and customer service. It is expected that almost all apprentices will advance their career through further development and progression and that opportunities exist across all sectors of industry to achieve this.
Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

The course of training in ERR must align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE). Providers must ensure that each of the nine outcomes are covered.

In lieu of the original ERR book developed for the framework then a workbook is available via Skills for Justice by emailing apprenticeships@sfjuk.com

The Skills for Justice Workbook for Apprentices have been designed to provide evidence of each of the nine outcomes. One of these workbooks or a similar centre devised alternative log/workbook must be completed by apprentices as part of the Apprenticeship framework. Any alternative log/workbook must cover all of the nine outcomes. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. A declaration must then be signed and dated by the apprentice.

Evidence of achievement of ERR

Apprentices must complete and sign the Apprentice Declaration and Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website https://acecerts.co.uk/web/.
Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services

Pathways for this framework at level 3

Pathway 1: Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services
Level 3, Pathway 1: Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services

Description of this pathway

This pathway has been designed as a nationally recognised training programme that offers a route of entry into the Libraries, Archives, Records and Information Management Services sector in England. It is appropriate for a range of job titles and roles carried out by individuals working in both public and private sector organisations.

The pathway requires the successful completion of a number of components, including a nationally recognised qualification, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role, including and the underlying skills to be able to operate as an effective employee in the Library, Archives, Records and Information Management Services sector.

The total minimum credit value for this pathway is 60 credits:

- Combined qualification - 45 credits;
- Transferable Skills - 15 credits (English, Maths and ICT)

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional specific entry requirements for the Advanced Level Apprenticeship other than those already stated.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archive Co-ordinator</td>
<td>Manage access to information, resources, materials and facilities.</td>
</tr>
<tr>
<td>Records Co-ordinator</td>
<td>Retain and co-ordinate access to information, resources, materials and facilities.</td>
</tr>
<tr>
<td>Senior Library Assistant</td>
<td>Comply with policies and legislation.</td>
</tr>
<tr>
<td>Information Services Coordinator</td>
<td>Create information communities.</td>
</tr>
<tr>
<td>Library Services Supervisor</td>
<td>Supervise volunteers and front line staff.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A
Combined qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a</td>
<td>601/5283/7</td>
<td>AIM Awards</td>
<td>45</td>
<td>180</td>
<td>N/A</td>
</tr>
<tr>
<td>B1b</td>
<td>601/4927/9</td>
<td>SQA</td>
<td>45</td>
<td>180</td>
<td>N/A</td>
</tr>
<tr>
<td>B1c</td>
<td>601/5316/7</td>
<td>BIIAB</td>
<td>45</td>
<td>180</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Relationship between competence and knowledge qualifications

The qualification has been designed to offer great flexibility to the learner. In order for the framework to be recognised in England the choice of units must provide a minimum of 10 credits for the knowledge component and 10 credits for the competence component. Competence and knowledge have been integrated within these qualifications but are assessed separately. To gain the qualification, the learner must achieve 45 credits with 30 credits obtained from the Mandatory Units and 15 credits obtained from the Optional Units. A summary of which units of the qualifications relate primarily to competence, which units relate primarily to knowledge, and which contain learning outcomes that address both competence and knowledge is as follows:

**Mandatory Units**

- Approaches to the organisation of information and/or material (6 Knowledge credits)
- Supporting users to make use of digital resources (3 Competence and 3 Knowledge credits)
- Understanding a libraries, archives or information services organisation (3 Knowledge credits)
- Understanding the libraries, archives or information services environment (3 Knowledge credits)
- Creating and maintaining a user focused environment (5 Competence and 1 Knowledge credits)
- Helping users to obtain access to information and/or material (3 Competence credits)
- Promoting libraries, archives and information services (3 Competence and 3 Knowledge credits)
- Providing induction and orientation activities for users (2 Competence and 1 Knowledge credits)
credits)
• Engaging with the wider community (2 Competence and 4 Knowledge credits)
• Family history (2 Competence and 4 Knowledge credits)
• Health information (4 Competence and 2 Knowledge credits)
• Local studies (2 Competence and 4 Knowledge credits)
• Palaeography Knowledge (6 Knowledge credits)
• Reader development (2 Competence and 4 Knowledge credits)

Optional Units
• Allocating and checking work in a team (4 Competence and 2 Knowledge credits)
• Developing productive working relationships with colleagues (2 Competence and 4 Knowledge credits)
• Issuing information and/or material (3 Competence credits)
• Leading a team (4 Competence and 2 Knowledge credits)
• Locating and replacing information and/or material (3 Competence credits)
• Managing own resources (4 Competence and 2 Knowledge credits)
• Protecting, securing and copying information and/or material (3 Competence credits)
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
**ICT**

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT*</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

**Inclusion of Information and Communications Technology (ICT)**

ICT has been included in this framework as outlined above.

**Progression routes into and from this pathway**

**Progression routes into the Advanced Level Apprenticeship**

There are no formal entry requirements or pre-determined entry routes for the framework. There is considerable flexibility for learners to progress into the Advanced Level Apprenticeship.
via a number of different routes, which may include any of the following:

- The Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services;
- Academic qualifications (e.g. GCSEs, Diploma in Public Services);
- Vocational qualifications (e.g. the Level 2 Certificate in Libraries, Archives and Information Services); and
- Any other relevant previous work, training or volunteering.

**Progression routes out of the Advanced Level Apprenticeship**

The framework provides a sound basis for people to undertake further learning and development of their careers in the Libraries, Archives, Records and Information Management Services sector and related sectors, including progression to higher level courses and qualifications, and more senior roles.

Examples of such higher level courses and/or Higher Education opportunities may include (but are not limited to) professional degrees and postgraduate qualifications in Libraries, Archives, Records and Information Management Services, as well as professional qualifications and awards of professional bodies, including the Chartered Institute of Library and Information Professionals (CILIP), Museums Association, Records Management Society (RMS), and the British Computer Society (BCS). For example, ‘Certification’, the CILIP paraprofessional award, was introduced in April 2005. It recognises the contribution made in library and information work by paraprofessionals. Successful applicants are admitted to the ‘Register of Certified Affiliates’ and awarded the post nominal letters, ACLIP, which stands for ‘Certified Affiliate of CILIP’.

In addition, the Advanced Level Apprenticeship provides opportunities to progress through a range of other occupational pathways, including lateral progression to other level 3 qualifications in areas such as business administration and customer service.

It is expected that almost all apprentices will advance their career through further development and progression, and that opportunities exist across all sectors of industry to achieve this.

**UCAS points for this pathway:**

*(no information)*
Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

The course of training in ERR must align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE). Providers must ensure that each of the nine outcomes are covered.

In lieu of the original ERR book developed for the framework then a workbook is available via Skills for Justice by emailing apprenticeships@sfjuk.com

The Skills for Justice Workbook for Apprentices have been designed to provide evidence of each of the nine outcomes. One of these workbooks or a similar centre devised alternative log/workbook must be completed by apprentices as part of the Apprenticeship framework. Any alternative log/workbook must cover all of the nine outcomes. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. A declaration must then be signed and dated by the apprentice.

Evidence of achievement of ERR

Apprentices must complete and sign the Apprentice Declaration and Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website https://acecerts.co.uk/web/.
The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The Libraries, Archives, Records and Information Management services sector (LARIMS) values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for LARIMS is committed to eliminating discrimination, to advancing equality of opportunity for all involved and to fostering good relations between diverse groups.

There are some key issues around recruitment and retention within the LARIMS sector. More specifically, the sector is under-represented by ethnic minority groups. A key priority will therefore be to use the Apprenticeship Framework to help promote LARIMS as a career option to diverse groups that may have traditionally not been attracted to this area of work, and to encourage participation from a wider range of learner groups. Flexible entry conditions will also help to attract applicants from under-represented groups, therefore opening up the potential of a more diverse workforce.

The principles of equality and diversity relate to all those systems and procedures, which have the potential to discriminate against apprentices at any point during the programme – from recruitment, selection, and induction, through to successful completion. It is expected that all partners involved in the delivery of the Apprenticeship – providers, assessment centres and employers:

- Must demonstrate a commitment to equality and diversity and have an equality and diversity policy or mission statement in place;
- There should be an open recruitment process which is available to all applicants, regardless of age, disability, race or ethnic origin, gender or gender identity, religion or belief and sexual orientation or who meet the stated selection criteria; and
- Employers and providers must be able to demonstrate that there are no discriminatory practices in place regarding selection and employment.

Data and other information will be collected to monitor the impact of the Apprenticeships in relation to equality and diversity, and to take action to redress any potential imbalance in the profile of individuals that are being recruited to the Apprenticeship programme, or which can inform the development of case studies to promote good practice.

Training providers and employers MUST comply with the Equality Act 2010 www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/ to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the 9 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation
On and off the job guided learning (England)

Total GLH for each pathway

Intermediate Level Apprenticeship

- The Intermediate Apprenticeship will take a minimum 12 months to complete based on a minimum 30 hour per week contract. During the 12 month duration a minimum of 350 GLH must be completed
- For apprentices aged 16-18, 12 months is the minimum time to achieve this Apprenticeship framework. For apprentices aged 19+, it is expected that the apprenticeship will take 12 months unless relevant prior learning is recorded – where this is the case, the apprenticeship will not be less than 6 months
- For Apprenticeships where the apprentice is working and studying for less than a combined total of 30 hours per week please consult the latest funding guidelines [http://skillsfundingagency.bis.gov.uk/providers/fundingrules/](http://skillsfundingagency.bis.gov.uk/providers/fundingrules/).

Advanced Level Apprenticeship

- The Advanced Apprenticeship will take a minimum 12 months to complete based on a 30 hour per week contract. During the 12 month duration a minimum of 370 GLH must be completed
- For apprentices aged 16-18, 12 months is the minimum time to achieve this Apprenticeship framework. For apprentices aged 19+, it is expected that the apprenticeship will take 12 months unless relevant prior learning is recorded – where this is the case, the apprenticeship will not be less than 6 months
- For Apprenticeships where the apprentice is working and studying for less than a combined total of 30 hours per week please consult the latest funding guidelines [http://skillsfundingagency.bis.gov.uk/providers/fundingrules/](http://skillsfundingagency.bis.gov.uk/providers/fundingrules/).

Note: GLH do not have to be delivered through formal training programmes but will include contact time between the learner and tutor/assessor.

Minimum off-the-job guided learning hours

Intermediate Level Apprenticeship

Of the 350 total GLH for the framework, a minimum of 235 GLH off-the-job training will be made up as follows:
• Functional Skills Certificate in Communication Level 1, or equivalent qualifications (knowledge component) (45GLH);
• Functional Skills Certificate in Application of Number Level 1, or equivalent qualifications (knowledge component) (45 GLH);
• Functional Skills Certificate in ICT Level 1, or equivalent qualifications (knowledge component) (45 GLH);
• Completion of ERR Workbook (20 GLH);
• In-company training, e.g. health and safety etc (10 GLH); and
• Mentoring, support and coaching throughout the programme (10 GLH).
• AIM Awards/SQA/BIIAB Level 2 Certificate in Libraries, Archives & Information Services(QCF)(knowledge component)(60GLH)

Advanced Level Apprenticeship

A minimum of 255 GLH off-the-job training will be made up as follows:

• Functional Skills Certificate in Communication Level 1, or equivalent qualifications (knowledge component) (45GLH);
• Functional Skills Certificate in Application of Number Level 1, or equivalent qualifications (knowledge component) (45 GLH);
• Functional Skills Certificate in ICT Level 1, or equivalent qualifications (knowledge component) (45 GLH);
• Completion of ERR Workbook (20 GLH);
• In-company training, e.g. health and safety etc (10 GLH); and
• Mentoring, support and coaching throughout the programme (10 GLH).
• AIM Awards/SQA/BIIAB Level 3 Diploma in Libraries, Archives & Information Services(knowledge component)(80GLH)

How this requirement will be met

The GLH recorded as part of off-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager. The GLH will be achieved by the apprentice having access as and when required by the apprentice either to a tutor, teacher, mentor or manager and must be:

• delivered during contracted working hours;
• delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; and
• recorded, for example, in a diary, log book or portfolio.

Provision of evidence
There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio – the awarding organisation will provide specific guidance on this.

The following are examples of the type of evidence that can be included:

- Certificates of learning records;
- Evidence of attendance at training courses/meetings/workshops etc;
- Workbooks demonstrating work and learning undertaken;
- Witness statements;
- Personal and reflective statements;
- Case studies;
- Work products; and
- Documentary evidence of private study.

We would expect the training to be recorded in the company’s training records and logs, although we would not need to see these. We will, however, expect to receive signed confirmation stating that the hours have been completed and submitted as part of the certification application form.

**Minimum on-the-job guided learning hours**

**Intermediate Level Apprenticeship**

An apprentice will need to complete a minimum of 115 GLH on-the-job training which will consist of:- AIM Awards/SQA/BIIAB Level 2 Certificate in Libraries, Archives & Information Services (QCF) (competence component) (115GLH)

**Advanced Level Apprenticeship**

An apprentice will need to complete a minimum of 100 GLH on-the-job training which will consist of:- AIM Awards/SQA/BIIAB Level 3 Diploma in Libraries, Archives & Information Services (QCF) (competence component) (115GLH)

**How this requirement will be met**

The GLH recorded as part of the on-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager and must be;

- delivered during contracted working hours;
• delivered through one or more of the following methods: individual and group teaching; e-learning;
• distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning
• with peers; guided study; and
• recorded, for example, in a diary, log book or portfolio.

**Provision of evidence**

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio – the awarding organisation will provide specific guidance on this. The following are examples of the type of evidence that can be included:

• Witness statements;
• Reflective statements;
• Audio or video recordings;
• Feedback from learners and/or clients; and
• Personal performance reviews.

We would expect the training to be recorded in the company’s training records and logs, although we would not need to see these. We will, however, expect to receive signed confirmation stating that the hours have been completed and submitted as part of the certification application form.
Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

PLTS have been mapped to the units in the combined qualifications for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves.

Apprentices, line managers and providers must provide examples and evidence in section 9 of the Skills for Justice Workbook for Apprentices indicating where each of these skills have been demonstrated. A similar centre devised evidence recording sheet may be used, however providers will still be required to return the declaration in appendix A of the Workbook for Apprentices.

How to meet the requirements for PLTS:

Learning providers must use the Skills for Justice Workbook for Apprentices to record evidence of PLTS. Apprentices must complete and sign the Apprentice Declaration and Authorisation Form to declare PLTS completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificates England website: http://acecerts.co.uk/web/.

As part of this framework apprentices must achieve the standards set out below:

Creative thinking

Apprentices will need to demonstrate that they are creative thinkers, by thinking creatively, by generating and exploring ideas and making original connections, trying different ways to tackle problems, and working with others to find imaginative solutions and outcomes that are of value. For the Intermediate Level Apprenticeship, Creative Thinking PLTS has been mapped to the following units from the Level 2 Certificate in Libraries, Archives and Information Services:

- Helping users to obtain access to information and/or material (D/601/4341)

For the Advanced Level Apprenticeship, Creative Thinking PLTS has been mapped to the
following units from the Level 3 Diploma in Libraries, Archives and Information Services:

- Helping users to obtain access to information and/or material (F/601/4655)
- Creating and maintaining a user-focussed environment (J/601/4656)
- Promoting libraries, archives and information services (L/601/4660)
- Leading a team (D/601/4680)
- Allocating and checking work in a team (H/601/4714)

**Independent enquiry**

Apprentices will need to demonstrate that they are independent enquirers by processing and evaluating information in their investigations, planning what to do and how to go about it, and taking informed and well reasoned decisions, recognising that others have different beliefs and attitudes.

For the Intermediate Level Apprenticeship, Independent Enquiry PLTS has been mapped to the following units from the Level 2 Certificate in Libraries, Archives and Information Services:

- Understanding the libraries, archives and information services environment (H/601/4308)
- Protecting, securing and copying information and/or material (H/601/4325)
- Issuing information and/or material (M/601/4327)
- Helping users to obtain access to information and/or material (D/601/4341)
- Locating and replacing information and/or material (Y/601/4340)
- Supporting users to make use of digital resources (L/601/4898)

For the Advanced Level Apprenticeship, Independent Enquiry PLTS has been mapped to the following units from the Level 3 Diploma in Libraries, Archives and Information Services:

- Understanding the libraries, archives and information services environment (K/601/4651)
- Approaches to the organisation of information and/or material (A/601/4654)
- Helping users to obtain access to information and/or material (F/601/4655)
- Providing induction and orientation activities for users (L/601/4657)
- Promoting libraries, archives and information services (L/601/4660)
- Reader development (A/601/4668)
- Local studies (J/601/4673)
- Family History (L/601/4674)
- Palaeography (Y/601/4676)
- Health Information (H/601/4678)
- Leading a team (D/601/4680)
- Developing productive working relationships with colleagues (R/601/4711)
- Allocating and checking work in a team (H/601/4714)
- Managing own resources and professional development (T/601/4717)
Reflective learning

Apprentices will need to demonstrate that they are reflective learners, by evaluating their strengths and limitations, setting themselves realistic goals with criteria for success, monitoring their own performance and progress, inviting feedback from others and making changes to further their learning.

For the Intermediate Level Apprenticeship, Reflective Learning PLTS has been mapped to the following units from the Level 2 Certificate in Libraries, Archives and Information Services:

- Understanding a libraries, archives or information services organisation (R/601/4322)
- Supporting users to make use of digital resources (L/601/4898)

For the Advanced Level Apprenticeship, Reflective Learning PLTS has been mapped to the following units from the Level 3 Diploma in Libraries, Archives and Information Services:

- Understanding a libraries, archives or information services organisation (M/601/4652)
- Supporting users to make use of digital resources (R/601/4899)
- Engaging with the wider community (F/601/4669)
- Leading a team (D/601/4680)
- Developing productive working relationships with colleagues (R/601/4711)
- Allocating and checking work in a team (H/601/4714)
- Managing own resources and professional development (T/601/4717)

Team working

Apprentices will need to demonstrate that they are team workers, by working confidently with others, adapting to different contexts and taking responsibility for their own part, listening to and taking account of different views, and forming collaborative relationships, resolving issues to reach agreed outcomes.

For the Intermediate Level Apprenticeship, Team Working PLTS has been mapped to the following units from the Level 2 Certificate in Libraries, Archives and Information Services:

- Understanding a libraries, archives or information services organisation (R/601/4322)

For the Advanced Level Apprenticeship, Team Working PLTS has been mapped to the following units from the Level 3 Diploma in Libraries, Archives and Information Services:

- Understanding a libraries, archives or information services organisation (M/601/4652)
- Supporting users to make use of digital resources (R/601/4899)
- Helping users to obtain access to information and/or material (F/601/4655)
- Creating and maintaining a user-focussed environment (J/601/4656)
- Providing induction and orientation activities for users (L/601/4657)
- Engaging with the wider community (F/601/4669)
- Leading a team (D/601/4680)
- Developing productive working relationships with colleagues (R/601/4711)
- Allocating and checking work in a team (H/601/4714)

**Self management**

Apprentices will need to demonstrate that they are self managers, by organising themselves showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self improvement, actively embracing change, responding positively to new priorities, coping with challenges and looking for opportunities.

For the Intermediate Level Apprenticeship, Self Management PLTS has been mapped to the following units from the Level 2 Certificate in Libraries, Archives and Information Services:

- Protecting, securing and copying information and/or material (H/601/4325)
- Issuing information and/or material (M/601/4327)
- Helping users to obtain access to information and/or material (D/601/4341)
- Creating and maintaining a user-focussed environment (H/601/4342)
- Locating and replacing information and/or material (Y/601/4340)
- Supporting users to make use of digital resources (L/601/4898)

For the Advanced Level Apprenticeship, Self Management PLTS has been mapped to the following units from the Level 3 Diploma in Libraries, Archives and Information Services:

- Supporting users to make use of digital resources (R/601/4899)
- Helping users to obtain access to information and/or material (F/601/4655)
- Creating and maintaining a user-focussed environment (J/601/4656)
- Providing induction and orientation activities for users (L/601/4657)
- Promoting libraries, archives and information services (L/601/4660)
- Reader development (A/601/4668)
- Engaging with the wider community (F/601/4669)
- Leading a team (D/601/4680)
- Developing productive working relationships with colleagues (R/601/4711)
- Allocating and checking work in a team (H/601/4714)
- Managing own resources and professional development (T/601/4717)

**Effective participation**

Apprentices will need to demonstrate that they are effective participants, by actively engaging with issues that affect them and those around them, and playing a full part in the life of their workplace by taking responsible action to bring improvements for others as well as themselves.

For the Intermediate Level Apprenticeship, Effective Participation PLTS has been mapped to
the following units from the Level 2 Certificate in Libraries, Archives and Information Services:

- Understanding the libraries, archives and information services environment (H/601/4308)
- Understanding a libraries, archives or information services organisation (R/601/4322)
- Protecting , securing and copying information and/or material (H/601/4325)
- Creating and maintaining a user-focused environment (H/601/4342)
- Supporting users to make use of digital resources (L/601/4898)

For the Advanced Level Apprenticeship, Effective Participation PLTS has been mapped to the following units from the Level 3 Diploma in Libraries, Archives and Information Services:

- Understanding the libraries, archives and information services environment (K/601/4651)
- Understanding a libraries, archives or information services organisation (M/601/4652)
- Approaches to the organisation of information and/or material (A/601/4654)
- Supporting users to make use of digital resources (R/601/4899)
- Creating and maintaining a user-focused environment (J/601/4656)
- Providing induction and orientation activities for users (L/601/4657)
- Promoting libraries, archives and information services (L/601/4660)
- Reader development (A/601/4668)
- Local studies (J/601/4673)
- Family History (L/601/4674)
- Palaeography (Y/601/4676)
- Health Information (H/601/4678)
- Engaging with the wider community (F/601/4669)
- Leading a team (D/601/4680)
- Developing productive working relationships with colleagues (R/601/4711)
- Allocating and checking work in a team (H/601/4714)
Additional employer requirements

There are no additional employer requirements for the Intermediate or Advanced Apprenticeship. Individual employers may require learners to attend supplementary training or induction, providing this is relevant and necessary in helping them understand and carry out their role in the organisation. However, this will not be a mandatory requirement for achieving an apprenticeship completion certificate.
For more information visit
www.afo.sscalliance.org