

apprenticeship FRAMEWORK

Libraries, Archives, Records and Information Management Services (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 09 April 2018

Issued By:
Skills for Justice (Justice,
Community Safety and Legal
Services)

Apprenticeship Certificates
England

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Libraries, Archives, Records and Information Management Services

Contents

Framework information.....	6
Information on the Issuing Authority for this framework:	6
Skills for Justice (Justice, Community Safety and Legal Services)	6
Short description.....	6
Contact information.....	7
Proposer of this framework.....	7
Revising a framework	8
Why this framework is being revised	8
Summary of changes made to this framework	8
Qualifications removed	8
Qualifications added	8
Qualifications that have been extended.....	8
Purpose of this framework	9
Summary of the purpose of the framework.....	9
Aims and objectives of this framework (England)	10
Entry conditions for this framework.....	11
Intermediate Level Apprenticeship.....	11
Recognition of prior learning and achievement	11
Advanced Level Apprenticeship	12
Recognition of prior learning and achievement	12
.....	15
Level 2, Pathway 1: Intermediate Level Apprenticeship in Libraries, Archives, Records and Information Management Services	15
Description of this pathway	15
Entry requirements for this pathway in addition to the framework entry requirements	15
Qualifications.....	17
Competence qualifications available to this pathway	17
Knowledge qualifications available to this pathway	17
Combined qualifications available to this pathway	18
Relationship between competence and knowledge qualifications.....	18

Transferable skills (England)	19
Inclusion of Information and Communications Technology (ICT)	20
Progression routes into and from this pathway	21
Progression routes into the Intermediate Level Apprenticeship	21
Progression routes out of the Intermediate Level Apprenticeship	21
Employee rights and responsibilities	22
How to meet the requirements for ERR	22
Evidence of achievement of ERR.....	22
Certification Requirements for ERR	22
.....	24
Level 3, Pathway 1: Advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services.....	24
Description of this pathway	24
Entry requirements for this pathway in addition to the framework entry requirements	24
Qualifications.....	26
Competence qualifications available to this pathway	26
Knowledge qualifications available to this pathway	26
Combined qualifications available to this pathway	27
Relationship between competence and knowledge qualifications.....	27
Transferable skills (England)	29
Inclusion of Information and Communications Technology (ICT)	30
Progression routes into and from this pathway	31
Progression routes into the Advanced Level Apprenticeship.....	31
Progression routes out of the Advanced Level Apprenticeship.....	31
Employee rights and responsibilities	32
How to meet the requirements for ERR	32
Evidence of achievement of ERR.....	32
Certification Requirements for ERR	32
How equality and diversity will be met.....	33
On and off the job guided learning (England)	34
Total GLH for each pathway.....	34
Intermediate Level Apprenticeship.....	34
Advanced Level Apprenticeship	34
Minimum off-the-job guided learning hours	35
Intermediate Level Apprenticeship.....	35
Advanced Level Apprenticeship	35
How this requirement will be met.....	35
Provision of evidence	36
Minimum on-the-job guided learning hours	36
Intermediate Level Apprenticeship.....	36

Advanced Level Apprenticeship	36
How this requirement will be met	36
Provision of evidence	37
Certification Requirements for GLH	38
Personal learning and thinking skills assessment and recognition (England)	39
Summary of Personal Learning and Thinking Skills	39
How to meet the requirements for PLTS:	39
Certification Requirements for PLTS	40
Creative thinking.....	40
Independent enquiry	40
Reflective learning.....	40
Team working.....	41
Self management.....	41
Effective participation	41

Framework information

Information on the Issuing Authority for this framework:

Skills for Justice (Justice, Community Safety and Legal Services)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

Issue number: 7	This framework includes:
Framework ID: FR04275	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/12/2020	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

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Revising a framework

Why this framework is being revised

To update the review date and to remove qualifications no longer available

Summary of changes made to this framework

Qualifications removed

601/4922/X - SQA Level 2 Certificate in Libraries, Archives and Information Services 601/4927/9 - SQA Level 3 Diploma in Libraries, Archives and Information Services

Qualifications added

N/A

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

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 the 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.

Job title(s)	Job role(s)
Information Assistant	Promote access to information, resources, materials and facilities.
Library Assistant	Acquire information, resources, materials and facilities for the information service.
Archive Assistant	Retain and secure access to information, resources, materials and facilities.
Records Assistant	Provide access to information systems, resources, materials and facilities.
Search Room Assistant	Comply with policies and legislation.
Learning Support Assistant	Assist customers to obtain information, resources, materials and facilities.
Productions Assistant	Engage customers in the development of the information service.

Qualifications

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)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5282/5	AIM Awards	30	175	B1a
B1b	603/2598/7	BIIAB	27	165	

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 27-30 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 (2 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)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

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/>.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

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

Pathways for the 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.

Job title(s)	Job role(s)
Archive Co-ordinator	Manage access to information, resources, materials and facilities.
Records Co-ordinator	Retain and co-ordinate access to information, resources, materials and facilities.
Senior Library Assistant	Comply with policies and legislation.
Information Services Coordinator	Create information communities.
Library Services Supervisor	Supervise volunteers and front line staff.

Qualifications

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

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5283/7	AIM Awards	45	180	N/A
B1b	601/5316/7	BIIAB	45	180	N/A

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 18 credits obtained from the Mandatory Units and 27 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)

Optional Units

- Creating and maintaining a user focused environment (2 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)
- 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 (1 Competence and 5 Knowledge credits)
- Palaeography Knowledge (6 Knowledge credits)
- Reader development (2 Competence and 4 Knowledge credits)
- Allocating and checking work in a team (2 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 (3 Competence and 3 Knowledge credits)
- Protecting, securing and copying information and/or material (3 Competence credits)
- School librarianship (6 competence credits)

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

[Click here to enter text.](#)

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.

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/>.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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 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://skillsfund.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://skillsfund.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.

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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:

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library