apprenticeship FRAMEWORK

Libraries, Archives, Records and Information Management Services

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills** and **Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to **new Apprenticeship starts on, or after, 14th October**. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Apprenticeships

Libraries, Archives, Records and Information Management Services

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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).

Issue number: 5	**This framework includes:**
Framework ID: FR04185	Level 2 ☒ Level 3 ☒ Level 4-7 ☐
Date this framework is to be reviewed by: 31/07/2017	**This framework is for use in: Wales**

Short description

This framework is relevant for those seeking a potential career in Libraries, Archives, Records and Information Management Services in both the private and public sector. The qualification within the framework is assessed and certificated independently - it 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 this sector.

Contact information

Proposer of this framework

This framework is published by The Learning and Skills Improvement Service (LSIS) on a non-statutory basis prior to the designation of issuing authorities for Wales.

Developer of this framework

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Who is making this revision	Name
Your organisation	Skills for Justice
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Revising a framework

Why this framework is being revised

Update of qualification details and revised regulated number for the L2 qualification.

Two qualifications are also being removed as they have expired. These are:

Level 2 Certificate in Libraries, Archives and Information Services (QCF) 601/4922/X SQA

Level 3 Diploma in Libraries, Archives and Information Services 601/4927/9 SQA

Summary of changes made to this framework

Update to regulated number for the L2 BIIAB qualification and some amends to GLH and credit values within in the framework.

Expired qualifications are also being removed:

Level 2 Certificate in Libraries, Archives and Information Services (QCF) 601/4922/X SQA

Level 3 Diploma in Libraries, Archives and Information Services 601/4927/9 SQA

Qualifications removed

Level 2 Certificate in Libraries, Archives and Information Services (QCF) 601/4922/X SQA

Level 3 Diploma in Libraries, Archives and Information Services 601/4927/9 SQA

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.

The 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 also 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.

Aims and objectives of this framework (Wales)

The aims of this framework are to contribute towards meeting the recruitment and retention issues faced by the sector in Wales. The framework will 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 sector, 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, including the promotion and use of the Welsh language;
- Provide clear pathways for career progression within the specific Libraries, Archives, Records and Information Management Services and wider sectors of the UK economy once the apprenticeship has been completed;
- Afford the opportunity for eventual progression into the professional frameworks within the sector; and
- Contribute towards meeting skills priorities in Wales, as set out in 'Skills that Work for Wales'.

Entry conditions for this framework

Foundation Apprenticeship Level

Since the Foundation 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 Foundation Apprenticeship. However, it would be advantageous for entrants to have successfully completed any of the following:

- Foundation learning programmes of study;
- Any relevant previous work or training in areas related to libraries, archives, records and information management services, including volunteer work.

Entrants to the Foundation 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.

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 apprentice's 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. Apprenticeship Level

Since the 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 Apprenticeship. However, it would be advantageous for entrants to have successfully completed any of the following:

- Level 2 Certificate in Libraries, Archives and Information Services;
- Welsh Baccalaureate*, GCSEs in English and mathematics, or equivalent literacy and numeracy awards;
- Foundation learning programmes of study; or
- Any relevant previous work or training in areas related to libraries, archives, records and information management services, including volunteer work.

*The Welsh Baccalaureate has equivalences as follows:

- Foundation Diploma D-G grades at GCSE, NVQ level 1 or equivalent
- Intermediate Diploma A-C grades at GCSE, NVQ level 2 or equivalent
- Advanced Diploma GCE A level standard, NVQ level 3 or equivalent

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 Apprenticeship 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; 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.

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Libraries, Archives, Records and Information Management Services

Pathways for the framework at level 2:

Pathway 1:   Foundation Apprenticeship in Libraries, Archives, Records and Information Management Services (Wales)

Level 2, Pathway 1: Foundation Apprenticeship in Libraries, Archives, Records and Information Management Services (Wales)

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 Wales. It is appropriate for a range of job titles and roles carried out by individuals working in both public and private sector organisations. The framework 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 Libraries, Archives, Records and Information Management Services sector.

The total minimum credit value for this pathway is 48 credits:

- Combined qualification - 30 credits;
- Essential Skills - 18 credits (Communication, Application of Number and ICT)

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

There are no additional specific entry requirements for the Foundation 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	N/A
B1b	603/2598/7	BIIAB	27	165	N/A

Relationship between competence and knowledge qualifications

Competence and knowledge have been integrated within this qualification but will be assessed separately. The summary below shows which units of the qualification relate primarily to competence, which units relate primarily to knowledge, and which contain learning outcomes that address both competence and knowledge:

- 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

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credits)
- Understanding a libraries, archives, and information services organisation (3 Knowledge credits)
- Understanding the libraries, archives, and information services environment (3 Knowledge credits).

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Communication achievement <u>above</u> the minimum SASW requirement?   YES   ☐   NO   ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Application of Number achievement <u>above</u> the minimum SASW requirement?   YES   ☐   NO   ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

> Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☒   **NO**   ☐

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Digital Literacy (ICT) achievement <u>above</u> the minimum SASW requirement?   YES   ☐   NO   ☒

If YES, please state the grade/level required for **Digital Literacy (**ICT) and give a brief **REASON** as to why this is required:

> Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

Progression routes into the Foundation Apprenticeship

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

- Academic qualifications (e.g. The Welsh Baccalaureate*; GCSEs);
- Vocational qualifications (including Foundation Learning programmes); and
- Any other relevant previous work, training or volunteering.

Apprentices who have completed the Welsh Baccalaureate may be able to count this towards the completion of the Foundation Apprenticeship via Recognition of Prior Learning (RPL). This should be determined as part of the initial assessment.

*The Welsh Baccalaureate has equivalences as follows:

- Foundation Diploma D-G grades at GCSE, NVQ level 1 or equivalent
- Intermediate Diploma A-C grades at GCSE, NVQ level 2 or equivalent
- Advanced Diploma GCE A level standard, NVQ level 3 or equivalent

Progression routes out of the Foundation Apprenticeship

Achievement of the Foundation 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:

- Level 3 Diploma in Libraries, Archives and Information Services;
- Apprenticeship in Libraries, Archives, Records and Information Management 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.

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ⊠   **NO**   ☐

Delivery and assessment

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 Wales (SASW).
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 Wales website https://acwcerts.co.uk/web/.

Level 3

Title for this framework at level 3

Apprenticeship in Libraries, Archives, Records And Information Management Services

Pathways for the framework at level 3:

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

Level 3, Pathway 1: 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 Wales. It is appropriate for a range of job titles and roles carried out by individuals working in both public and private sector organisations. The framework 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 Libraries, Archives, Records and Information Management Services sector.

The total minimum credit value for this pathway is 63 credits:

- Combined qualification - 45 credits;
- Essential Skills - 18 credits (Communication, Application of Number and ICT

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

There are no additional specific entry requirements for the Apprenticeship other than those already stated.

Job title(s)	Job role(s)
Archive Assistant	Promote access to information, resources, materials and facilities.
Records Assistant	Retain and secure access to information, resources, materials and facilities.
Search Room Assistant	Provide access to information systems, resources, materials and facilities.
Senior Library Assistant	Comply with policies and legislation
Customer Service Assistant	Assist customers to obtain information, resources, materials and facilities.
Information Services Coordinator	Create information communities
Library Services Supervisor	Supervise individuals and lead the work of teams

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

Competence and knowledge have been integrated within this qualification but will be assessed separately. The summary below shows which units of the qualification relate primarily to competence, which units relate primarily to knowledge, and which contain learning outcomes that address both competence and knowledge:

- Approaches to the organisation of information and/or material (6 Knowledge credits)
- Supporting users to make use of digital resources (3 Knowledge and 3 Competence 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 (1 Knowledge and 2 Competence credits)
- Helping users to obtain access to information and/or material (3 Competence credits)
- Promoting libraries, archives and information services (3 Knowledge and 3 Competence credits)
- Providing induction and orientation activities for users (1 Knowledge and 2 Competence credits)
- Engaging with the wider community (4 Knowledge and 2 Competence credits)
- Family history (4 Knowledge and 2 Competence credits)
- Health information (2 Knowledge and 4 Competence credits)
- Local studies (5 Knowledge and 1 Competence credits)
- Palaeography (6 Knowledge credits)
- Reader development (4 Knowledge and 2 Competence credits)
- Allocating and checking work in a team (2 Knowledge and 4 Competence credits)
- Developing productive working relationships with colleagues (4 Knowledge and 2 Competence credits)
- Issuing information and/or material (3 Competence credits)
- Leading a team (2 Knowledge and 4 Competence credits)
- Locating and replacing information and/or material (3 Competence credits)
- Managing own resources (3 Knowledge and 3 Competence credits)
- Protecting, securing and copying information and/or material (3 Competence credits)
- School librarianship (6 competence credits)

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Communication achievement above the minimum SASW requirement?   YES   ☐   NO   ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Application of Number achievement above the minimum SASW requirement?   YES   ☐   NO   ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

> Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☒   **NO**   ☐

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Digital Literacy (ICT) achievement <u>above</u> the minimum SASW requirement?   YES   ☐   NO   ☒

If YES, please state the grade/level required for **Digital Literacy (**ICT) and give a brief **REASON** as to why this is required:

> Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

Progression routes into the Apprenticeship may include:

- Academic qualifications (e.g. The Welsh Baccalaureate*, GCSEs and A-levels);
- Vocational qualifications (including Foundation Learning and Apprenticeships); and
- Any other relevant previous work, training or volunteering.

Apprentices who have completed the Welsh Baccalaureate may be able to count this towards the completion of the Foundation Apprenticeship via Recognition of Prior Learning (RPL). This should be determined as part of the initial assessment. The Welsh Baccalaureate has equivalences as follows:

- Foundation Diploma D-G grades at GCSE, NVQ level 1 or equivalent
- Intermediate Diploma A-C grades at GCSE, NVQ level 2 or equivalent
- Advanced Diploma GCE A level standard, NVQ level 3 or equivalent

*The Welsh Baccalaureate has equivalences as follows:

- Foundation Diploma D-G grades at GCSE, NVQ level 1 or equivalent
- Intermediate Diploma A-C grades at GCSE, NVQ level 2 or equivalent
- Advanced Diploma GCE A level standard, NVQ level 3 or equivalent

Progression routes out of the Apprenticeship

This Apprenticeship 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 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) foundation degrees, professional degrees and postgraduate qualifications in the Libraries, Archives, Records and Information Management Services sector, and professional qualifications and awards of other bodies such as the Museums Association, Records Management Society, and the British Computer Society.

'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. This stands for Certified Affiliate of CILIP.

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:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ☒   **NO**   ☐

Delivery and assessment

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 Wales (SASW).
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 Wales website
https://acwcerts.co.uk/web/

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Libraries, Archives, Records and Information Management Services (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 training

Summary of on- and off-the-job training

Off-the-job training is defined as time away from normal work duties. This may include any activity where an apprentice receives any form of instruction, tuition, assessment or progress reviews.

-For the Foundation Apprenticeship, the amount of off-the-job training is 175 learning hours (LH) out of a total of 395 LH
-For the Apprenticeship, the amount of off-the-job training is 180 LH out of a total of 415 LH.

On-the-job training is defined as skills, knowledge and competence gained within normal work duties.

-For the Foundation Apprenticeship, the amount of on-the-job training should be 205 LH out of a total of 395 LH
-For the Apprenticeship, the amount of on-the-job training is 205 LH out of a total of 415 LH.

Off-the-job training

Foundation Apprenticeship

-A minimum of 395 LH must be completed to complete the apprenticeship
-The total off-the-job LH is at least 175.

Apprenticeship

-A minimum of 415 LH must be completed to complete the apprenticeship
-The total off-the-job LH is at least 180.

How this requirement will be met

Foundation Apprenticeship

The 190 LH off-the-job learning hours consists of:

-Level 2 Certificate in Libraries, Archives and Information Services (knowledge component) (60 LH)
-Essential Skills Wales in Communication (knowledge component) (30 LH)
-Essential Skills Wales in Application of Number (knowledge component) (30 LH)
-Essential Skills Wales in ICT (knowledge component) (30 LH)
-Completion of the ERR workbook (20 LH)
-In-company training, e.g. health and safety (10 LH)
-Mentoring, support and coaching throughout the programme (10 LH).

Note: the 60 LH off-the-job associated with the Level 3 qualification has been identified through a mapping exercise carried out as part of the framework development process.

Training hours delivered under an apprenticeship agreement may vary depending on the previous

experience and attainment of the apprentice. The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF, or through recording of exemptions for certificated learning outside of the QCF.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 3 years of applying for the Foundation Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards apprenticeship certification, previous experience must be recorded using QCF Recognition of Prior Learning (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within 3 years of application for the Foundation Apprenticeship Certificate.

Planning and delivery

Off the job training needs to:

-Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
-Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
-Be delivered during contracted working hours
-Be 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 induction.

Off-the-job training must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

Apprenticeship

The 210 off-the-job learning hours consists of:

-Level 3 Diploma in Libraries, Archives and Information Services (knowledge component) (80 LH) --
-Essential Skills Wales in Communication (knowledge component) (30 LH)
-Essential Skills Wales in Application of Number (knowledge component) (30 LH)
-Essential Skills Wales in ICT (knowledge component) (30 LH)
-Completion of the ERR workbook (20 LH)
-In-company training, e.g. health and safety (10 LH)
-Mentoring, support and coaching throughout the programme (10 LH).

Note: the 80 LH off-the-job associated with the Level 3 qualifications have been identified through a mapping exercise carried out as part of the framework development process.

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF, or through recording of exemptions for certificated learning outside of the QCF. For apprentices who have already achieved the relevant qualifications, they must have been certificated within 3 years of applying for the Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards apprenticeship certification, previous experience must be recorded using the awarding organisation's QCF Recognition of Prior Learning (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within 3 years of application for the Apprenticeship Certificate or have been continuously employed in a relevant job role, including voluntary work, for 1 year.

Planning and delivery

Off the job training needs to:

-Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
-Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
-Be delivered during contracted working hours
-Be 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 induction.

Off-the-job training must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

On-the-job training

Foundation Apprenticeship

- A minimum of 395 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 205 LH
- The average of this apprenticeship is 14 months.

Apprenticeship

- A minimum of 415 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 205 LH
- The average of this apprenticeship is 16 months.

How this requirement will be met

Foundation Apprenticeship

The 205 on-the-job hours consists of:

- Level 2 Certificate in Libraries, Archives and Information Services (competence component) (115 LH)
- Essential Skills Wales in Communication (competence component) (30 LH)

  teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative / networked learning with peers; guided study; and induction.

Off-the-job training must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

Apprenticeship

The 210 off-the-job learning hours consists of:

- Level 3 Diploma in Libraries, Archives and Information Services (knowledge component) (80 LH)
- Essential Skills Wales in Communication (knowledge component) (30 LH)
- Essential Skills Wales in Application of Number (knowledge component) (30 LH)
- Essential Skills Wales in ICT (knowledge component) (30 LH)
- Completion of the ERR workbook (20 LH)
- In-company training, e.g. health and safety (10 LH)
- Mentoring, support and coaching throughout the programme (10 LH).

Note: the 80 LH off-the-job associated with the Level 3 qualifications have been identified through a mapping exercise carried out as part of the framework development process.

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF, or through recording of exemptions for certificated learning outside of the QCF.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 3 years of applying for the Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards apprenticeship certification, previous experience must be recorded using the awarding organisation's QCF Recognition of Prior Learning (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within 3 years of application for the Apprenticeship Certificate, or have been continuously employed in a relevant job role, including voluntary work, for 1 year.

Planning and delivery

Off the job training needs to:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be 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 induction.

Off-the-job training must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

On-the-job training

Foundation Apprenticeship

- A minimum of 395 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 205 LH
- The average of this apprenticeship is 14 months.

Apprenticeship

- A minimum of 415 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 205 LH
- The average of this apprenticeship is 16 months.

How this requirement will be met

Foundation Apprenticeship

The 205 on-the-job hours consists of:

- Level 2 Certificate in Libraries, Archives and Information Services (competence component) (115 LH)
- Essential Skills Wales in Communication (competence component) (30 LH)
- Essential Skills Wales in Application of Number (competence component) (30 LH)
- Essential Skills Wales in ICT (competence component) (30 LH).

Apprenticeship

The 205 on-the-job hours consists of:

- Level 3 Diploma in Libraries, Archives and Information Services (competence component) (115 LH)
- Essential Skills Wales in Communication (competence component) (30 LH)
- Essential Skills Wales in Application of Number (competence component) (30 LH)
- Essential Skills Wales in ICT (competence component) (30 LH).

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competences or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as for off-the-job above). The amount of on-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, providing the total number of on-the-job hours for this framework can be verified for apprenticeship certification. Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 50% or more hours towards the on-the-job framework total through prior learning acquired from previous full time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from QCF qualifications or relevant units recognised as

Quality Assured Lifelong Learning (QALL) through a CQFW recognised body, follow Essential Skills at a higher level than that specified in the framework, or include one or more Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within the 3 years preceding the date of application for the Foundation Apprenticeship Certificate.

Job roles within Youth Work require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience. Evidence of this must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

The provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, workbook or portfolio. 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
- Evidence of work and learning undertaken (such as photos, DVDs, direct quotes from service users)
- Witness statements and supervision records (including fieldwork supervision)
- Records of practical assessments/observation
- Personal and reflective statement
- Case studies, tasks or assignments
- Work products
- Documentary evidence of private study
- Evaluation reports
- Community research.

Apprentices must also record on-the-job and off-the-job hours so that they can provide evidence of both the currency of their working experience and also their competence. Without this evidence a person who has gathered all the qualification components set out in the framework could be awarded an apprenticeship certificate without ever having experienced a relevant length of employment and on-the-job grounding.

Certification

Prior to applying for an apprenticeship completion certificate, the sufficiency, validity and reliability of all evidence must be checked and signed by the work-based assessor and the employer. The evidence, which must include records of hours must then be submitted electronically and in line with published guidance and procedures.

An apprenticeship completion certificate will be issued on receipt of evidence to show that all of the components have been achieved. Apprenticeship certificates will only be awarded where it is clear that these requirements (or alternative completion conditions) have been met and the evidence relating to this is both clear and unambiguous.

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

Enter Qualification Names

Improving own learning and performance

Although not a mandatory requirement for the Foundation or Apprenticeship, learners should be encouraged to achieve the Wider Key Skills as part of their apprenticeship programmes as these skills are transferable to a wide range of different job roles. Assessment of the Wider Key Skills should be designed to be manageable for both apprentices and training providers, with sufficient planning of opportunities identified during induction and at each subsequent stage of the programme. Assessors should adopt a holistic approach to assessment of the Wider Key Skills, taking account of the evidence that will be generated for the Level 2 Certificate and Level 3 Diploma in Libraries, Archives and Information Services. It may be therefore be helpful to map the Wider Key Skills to the Level 2 Certificate and Level 3 Diploma to show where opportunities for generating evidence of Wider Key Skills are most likely to occur.

Improving own learning and performance at the levels indicated are an 'optional' requirement for these apprenticeship frameworks:

Foundation Apprenticeship: Improving own learning and performance at Level 1; 6 credits

Apprenticeship: Improving own learning and performance at Level 2; 6 credits

Working with others

Working with others at the levels indicated are an 'optional' requirement for these apprenticeship frameworks:

-Foundation Apprenticeship: Working with others at Level 1; 6 credits
-Apprenticeship: Working with others at Level 2; 6 credits

Problem solving

Problem solving at the levels indicated are an 'optional' requirement for these apprenticeship frameworks:

-Foundation Apprenticeship: Problem solving at Level 1; 6 credits
-Apprenticeship: Problem solving at Level 2; 6 credits

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