



Skills for Learning Professionals



**Advanced Apprenticeship/Modern Apprenticeship in  
Information and library Services**

**Framework Issue Number 1.1**

**Framework Code**

2	7	2
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**Date submitted to the  
AAG:**

5 August 2009

**Would you like to present the  
framework to the AAG at its next  
meeting?**

**Date approved by the  
AAG:**

7 August 2009

**Date funding agreed**

(to be inserted by the SSC/SSB once  
agreed)

**Implementation date:  
England**

17 September 2009

**Wales**

17 September 2009



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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**Annex A** Mandatory Qualifications contained in the Framework

## **Summary of changes to this framework**

This framework updates the 2002 Framework document for the Joint Framework Document for: arts and entertainment; cultural heritage; information and library services developed by the Cultural Heritage NTO in conjunction with METIER and the Information Services NTO. These covered frameworks at both level 2 and 3. Of that joint framework only the information and library services section is still active. In January 2005 Lifelong Learning UK came into existence. Lifelong Learning UK took over the sectoral responsibilities from a number of NTOs including the Information Services NTO. In doing so it also took over that part of the joint apprenticeship.

This framework document updates the 2002 by:

1. Extracting the Information and Library services from the joint framework and making it stand alone. Each part of the joint framework did have its own framework number.
2. Updating the framework job roles etc reflecting the changes since 2002
3. Removing the level 2 framework. This is not blueprint compliant in its current format ~ it lacks a technical certificate. There is no suitable qualification in existence that can be used as the technical certificate. The Learning and Skills Council has decided not to fund new starts on non blueprint compliant frameworks from July 31<sup>st</sup> 2009. As a result the framework will lapse at that date.

Lifelong Learning UK consulted on these changes during 2008. It was hoped that the level 2 framework would be able to continue using an alternative solution but this is not possible.

As it is in effect a minor change with none of the components of the level 3 framework changing it is labelled as version 1.1

### Planned future changes

Lifelong Learning UK has developed new National Occupational Standards for the libraries, archives and information services part of its footprint. These are being developed into qualifications within the Qualifications and Credit Framework (QCF). Once in place (before Easter 2010) Lifelong learning UK will work with employers and partners to develop a new framework that will be compliant with the Specification for Apprenticeship Standards in England and the Specification for Apprenticeship Standards in Wales.

## 1. Contact details of the industry or sector

Title, level and coverage of apprenticeship	Information and Library services apprenticeship/Modern Apprenticeship at level 3
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Date sent to AAG	5 August 2009
Date of Implementation	11 September 2009

### 1.1 Responsibility for the framework

Lifelong Learning UK is the Sector Skills Council with responsibility for this framework.

**2.1 Summary of the mandatory outcomes for the information and library services advanced Apprenticeship/Modern Apprenticeship**

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<b>Advanced Apprenticeship/Modern Apprenticeship</b>	<b>Level</b>
<b>Competence based element</b> City and Guilds or EDI National Vocational Qualification in Information and Library Services	<b>3</b>
<b>Knowledge based element</b> City and Guilds 7371 Progression Award in Library and Information services	<b>3</b>
<b>Key skills</b>  Application of Number Communications Information Technology	<b>2</b> <b>3</b> <b>3</b>
<b>Additional employer requirements</b> There are no additional employer requirements	
<b>Employment rights and responsibilities</b> To be covered as part of induction and subsequent phases of apprenticeship, as appropriate. The content is covered in the NVQ and Technical Certificate. Achievement of both will evidence that ERR has been covered	

### **3 Overview of the framework**

#### **3.1 Rationale for framework**

The libraries, archives and information services part of the Lifelong Learning UK footprint recognised for some time that it has two major workforce issues. The first is a retirement time bomb, with about 40 per cent of the 2007 workforce due to retire before 2014. The second is an acknowledgment that the workforce does not represent the communities it serves, in particular having few young people and people from a black and minority ethnic (BME) background. Strategic papers starting in about 2005 reflect this and have a call for action. This includes a number of measures including the strengthening and expansion of Apprenticeships as an entry route.

The existing framework has very little take up. The main issue is lack of knowledge by both employers and possible apprenticeships. In addition the Learning and Skills Council (LSC) are implementing a policy that any non blueprint compliant frameworks will not attract funding for new starts after July 31<sup>st</sup> 2009. The level 2 framework is not compliant (and it is not possible at present to make it so), and the level 3 is confusing over some of the blueprint inputs. By replacing the existing framework document with this one, we will remove the level 2 and remove the ambiguity over the level 3. Lifelong Learning UK are working with the awarding bodies to produce new QCF based qualifications and will incorporate them into a new framework before September 2010. This will look at needs across the whole of the UK (there is no framework in Scotland at present).

Alongside the review of the framework document there is a wider review of career routes including the role and development of foundation degrees and routes to professional status. This work will influence the above planned work for mid 2010.

Information and Library Services, through both full and part-time work, directly employs between 100,000 – 150,000 people in public, private and voluntary libraries and information units. They range from National Institutions such as the British Library to Local Authority Services and from commercial operations to specialist areas provided by the voluntary sector. Many people have a range of activities within their work role and do not necessarily recognise their primary function as being within this sector. It is therefore difficult to be exact as to the numbers working within Information and Library Services but providing information and supporting learning is an area of National growth.

Information centres and libraries have always played an important role for both people and organisations from every conceivable background and they are used for serious study, research and leisure activities. Some examples of the types of information units and libraries that describe this sector are:

- record, video and film libraries
- university, college or school libraries
- public libraries
- national and government libraries and information units
- public information services
- business information centres to support the staff and businesses
- medical libraries together with a wide range of other specialist libraries.

The recording, storing and accessibility of information through both electronic and traditional resources is vital to everyone and Information and Library Services play a critical role in carrying out this work. For example there is an expectation that visitors to a library can find there in addition to books, the opportunity to access (and learn how to use) the internet, and be helped

with impartial information and advice to support job search and return to work initiatives. Increasingly we also expect to access these services both face to face and remotely through the internet.

Many jobs in this sector are highly specialised whilst other roles and functions provide the opportunity for people to make a first career step into the sector through a work- based learning route. Titles given to particular jobs can vary greatly but we have outlined the type of jobs that may be appropriate for an Apprentice. These include:

- Information assistants
- Library assistants
- Information executives
- Information officers
- IT assistant/senior IT assistant
- Learning resources assistants/senior learning resources assistants
- Customer liaison officers
- Technician

The qualifications within the framework give a wide range of skills, which will support the apprentice as they develop their career. As can be seen above there are potential linkages to other frameworks (business admin, IT user and customer service are the most obvious). However if they are to develop a career in Information and Library Services it is critical that they follow this framework and not continue to level 3 with their previous route. To support this there is the inclusion of two key skills at level 3 (Communication and IT) reflecting the high level of skill needed in both areas in this career.

In 2008/09 Lifelong Learning UK carried out an extensive (as yet unpublished) research project examining options for the future of apprenticeships in this part of its footprint. This included extensive research with employers, providers, partners and stakeholders. This revision is one of the actions outlined in the action plan and supported by the consultation.

Take up of this framework has been very low. Lifelong Learning UK has considered allowing the level 3 framework as well as the level 2 to close for new starts until a new framework is written (as explained above) in 2010. However this would leave this part of the footprint without a relevant apprenticeship at a time when there is increased interest in and opportunities for apprenticeships within it. However we expect take up to continue to be very low with well under 100 starts before September 2010. The research outlined some of the barriers that need to be overcome to increase numbers. Apart from basic information (see above) there needs to be a change in the way staff are employed. The target part of the workforce is largely part time, and few young people have been employed for a number of years. A change in employment patterns has to take place to increase numbers. As most services are within the public sector this process has relatively long lead in times.

## **4 Content of framework**

### **4.1 Competence based element**

This is the City and Guilds and EDI National Vocational Qualification in Information and Library Services at level 3.

This qualification consists of core and optional units. Candidates must take four mandatory units:

- Provide information and material to users
- Identify information and material required by user and its availability
- Solve problems on behalf of customers
- Manage yourself

The choice of units to follow will enable some specialisation in the role. Candidates must take one of the following units:

- Organise information and material
- Index information
- Create new material to preserve information
- Design and produce spreadsheets
- Control and use of electronic communication

Plus one of the following:

- Provide displays
- Maintain a supportive environment for users
- Evaluate and monitor the receipt of payments from customers for the purchase of goods and services
- Provide induction and orientation activities for users
- Collect and process information for use with clients
- Enable clients to access and use information
- Store and display information and material
- Provide customers with Information Technology support

Plus one of the following:

- Support the efficient use of resources
- Maintain activities to meet requirements
- Create effective working relationships

### **4.2 Knowledge based element**

This is the City and Guilds 7371 progression award in Library and Information Services.

This qualification adds value to the NVQ by completing the practical application of skills in the NVQ with a deeper understanding through knowledge acquisition.

Note. The VRQ and NVQ have separate and independent assessment from each other.

### **4.3 Key skills**

There are three key skills mandatory within the framework. The three and the levels reflect the critical importance of these within an information and library service environment

Communication	Level 3
Application of number	Level 2
IT	Level 3

All key skills are separately certificated

Note that the portfolio only approach to key skills is in place in Wales whilst portfolio and examination is in England

All proxies, exemptions and relaxations are accepted. For details see [http://www.qca.org.uk/qca\\_6562.aspx](http://www.qca.org.uk/qca_6562.aspx).

Providers are expected to ensure the proxy etc. is accurate under guidelines in place at the time and provide evidence of that when applying for completion certificates.

All apprentices must be assessed on entry. Should a need be identified to include any or all of the other wider key skills or for any of the mandatory to be at a higher level then this should be included in the individual programme.

Lifelong Learning UK acknowledge that in the future it will be necessary to include Functional Skills within the framework (for England). We will incorporate these into the new framework from September 2010. Statements on progress to their inclusion will be placed on the Lifelong Learning UK website.

For further queries please contact the Lifelong Learning UK Information and Advice Service on 020 7936 5798.

#### **4.4 Additional employer requirements**

There are no additional employer requirements

#### **4.5 Employment rights and responsibilities**

To be covered as part of induction and subsequent phases of apprenticeship, as appropriate. The content is covered in the NVQ and Technical Certificate. Achievement of both will evidence that ERR has been covered

## **5 Implementation of framework**

### **5.1 Employed status**

All apprentices will be employed

### **5.2 Entry requirements**

There are no formal entry requirements to this framework. However all starts must be in an appropriate position and have had a period of experience.

In addition completion of either the Information and Library Services level 2 framework or either the NVQ or Progression Award, or a relevant alternative (e.g. IT user, Customer Service, Business Administration) will be a good entry point.

**All** potential apprentices on this framework **must** be assessed before commencing to ensure that they have the academic ability to be able to complete the qualifications within the framework. Evidence from across the Lifelong Learning UK frameworks shows that non completion is more likely where apprentices did not have the academic potential to achieve the framework of their choice.

It is expected that they will demonstrate

- Commitment to working in information and library services
- A motivation and enthusiasm to succeed in this area
- A willingness to learn and apply that learning in the workplace
- Motivation to succeed in working in an information or library service setting
- Willingness to learn and apply that learning in the workplace
- Ability to demonstrate that they have the potential to complete the qualifications which are part of the Apprenticeship
- Willingness to communicate effectively with a range of people
- Being numerate and literate
- Willingness to undergo a police check if required

### **5.3 Minimum duration of training**

There is no minimum duration of training but it is expected that normally it will take 24 months to complete this framework.

### **5.4 Health and safety**

Health, safety and security issues are a formal part of the induction of all apprentices and are a key element of the Employment Responsibilities and Rights component of this framework.

Good practice is for all Apprentices to obtain a relevant first aid certificate: HSE Appointed Persons First Aid Certificate.

All partners involved in the implementation of apprenticeships must adhere to their statutory responsibilities for health and safety as follows:

- A safe working environment for apprentices must be provided whilst they are at work or in training
- Appropriate training on health and safety in the workplace must be given to each apprentice
- Awareness of, and compliance with, legislation relating to the Health and Safety at Work Act 1974, the Working Time Regulations 1998 and any other relevant legislation must be demonstrated
- Additional employer specific considerations for sectors, for example, local authority regulations for registration of those working with children or vulnerable adults
- The apprentice must be aware of and comply with their statutory responsibility for health and safety at work. This relates to their personal safety and to the safety of others in the work place. They must also be aware of, and comply with, any additional health and safety procedures laid down by their employer/provider
- Local funding bodies (e.g. DCELLS, LSC) are responsible for monitoring the compliance of providers to their statutory health and safety obligations and will carry this out through their Quality Assurance procedures
- Providers will monitor the compliance of employers with Health and Safety statutory requirements
- Apprentices may be required to undertake minimal and low level supervision of younger people who are under the age of 14 years. Advanced Apprentices may be required to take a higher level of supervision of younger people who are under the age of 14 years and to provide support to Apprenticeship candidates at level 2.
- Apprentices must be willing to undergo a Criminal Records Bureau check (these are mandatory for all those working with young people under the age of 18 years and those working with vulnerable adults) and comply with any other related regulations in force at the time of training.

## **5.5 Equality and inclusion**

Increasingly Information and Library Services are one of the services at the forefront of challenging inequalities in society whilst embracing, valuing and celebrating difference and inclusion. Libraries in particular are changing to reflect the new roles placed upon them including acting as proxy community centres and as being the focus in many communities for informal learning, public access to the internet, and a place for gaining impartial advice and guidance. Effective Information and Library Services are part of the glue that binds our diverse society together.

Whilst equality has been identified here under a separate heading, the principles relate to all those systems and procedures, which have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.

There should be open recruitment of Apprentices to the programme, which is available to all people, regardless of age, disability, ethnic origin, gender, gender identity religion and belief, sexual orientation or who meet the stated selection criteria. All partners involved in the delivery of the apprenticeship – local LSCs, providers, assessment centres and employers must be committed to a policy of equality and must have a stated equality policy and procedure. Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with relevant legislation including:

- The Sex Discrimination Act, 1975, and Code of Practice

- Equal Pay Act, 1970
- The Race Relations Act, 1976 and Code of Practice
- The Race Relations Amendment Act, 1999
- The Disability Discrimination Act, 1995 and Code of Practice
- Rehabilitation of Offenders Act, 1974
- Employment Relations Act, 2002
- Human Rights Act, 1998
- Special Educational Needs Disability Act, 2001
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Gender Recognition Act 2004
- Civil Partnership Act 2004
- Disability Discrimination Act 2005
- Equality Act 2006

The apprentice's knowledge about equality policies and procedures can be used as evidence for the Employment Responsibilities and Rights component of this framework

## **5.6 Transfer arrangements from previous framework**

The only difference between this framework and the previous version relates to entry arrangements. The previous version had completion of the level 2 framework as being necessary for entry to the level 3 framework. With the closure to new starters of the level 2 framework this has changed.

## **5.7 Monitoring arrangements for the framework**

LLUK will manage the framework on a day-to-day basis through its standards and qualification team and on a strategic level through its Strategy and Policy team. Relationships will be built with the funding bodies and other stakeholders (e.g. inspection bodies) to ensure that data on performance is received, analysed and actioned. In addition the LLUK Information and Advice Service will produce information on enquiries from employers, providers and potential apprentices. A FAQ section is on the LLUK website and will be kept up to date. For detail see [www.lluk.org](http://www.lluk.org).

## **6 Achievement and progression**

### **6.1 Certification**

At present the successful apprentice in England and Wales will receive an Apprenticeship Completion Certificate from Lifelong Learning UK. DELNI Issue such in Northern Ireland. In the near future this is set to change with completion certificates issued by the National Apprenticeship Service in England, by the SSC in Wales, and DELNI in Northern Ireland.

This is separate from, and in addition to, those certificates awarded for the achievement of the individual components of the framework, e.g., NVQ, key skills, and the technical certificate.

Providers are responsible for claiming the National Completion Certificate and for providing evidence of completion of the mandatory outcomes. They are also responsible for ensuring that the apprentice receives the Completion Certificate once awarded. Lifelong Learning UK welcomes the opportunity to help celebrate achievement and will (wherever possible) support apprenticeship presentations etc.

Please look at the LLUK website ([www.lluk.org](http://www.lluk.org)) to find out details of what are the current arrangements

### **6.2 Progression**

Progression from the apprenticeship can be into a number of different career pathways and routes both staying in this area of work, into the wider lifelong learning workforce or into other career routes.

The Advanced Apprenticeship/Modern Apprenticeship can lead directly to Higher Education. Many employers expect staff to work towards the professional qualifications and status that comes with Foundation or honours degrees. Examples of such Higher Education programmes are the professional degree and postgraduate qualifications in Information Studies and Librarianship available at several institutions and the post-graduate Archives qualifications.

The apprentice's knowledge about career pathways, information sources and the names of relevant professional bodies are part of the Employment Responsibilities and Rights component of this framework.

As at July 2009 Lifelong Learning UK is in discussion with employers, partners, and stakeholders looking at career pathways. The developments from this will be posted onto relevant websites including the Lifelong Learning UK one ([www.lluk.org](http://www.lluk.org)). Once developments are completed these will be incorporated into the body of the next revision of this framework.

## 7 Fact sheet

### Information and Library Service Advanced Apprenticeship/Modern Apprenticeship

#### What's involved?

An apprentice can expect to be doing work based learning with an employer and to be paid, either a wage if they are employed, or an allowance. The Advanced Apprenticeship/ Modern Apprenticeship will include a National Vocational Qualification, Key Skills and a 'knowledge based element or technical certificate', as listed below.

Competence Based Element	Knowledge Based Element	Key Skills
City and Guilds or EDI NVQ at Level 3 in Information and Library Service	The City and Guilds 7371 Progression Award in Library and Information Services	Communication Level 3 Application of Number Level 2 Information Technology Level 3

*The decision on which competence based and knowledge elements will be studied will be made by the employer and/or training provider in discussion with the apprentice.*

#### Entry requirements:

There are no formal entry requirements to this framework. However all starts must be in an appropriate position and have had a period of experience.

In addition completion of either the Information and Library Services level 2 framework or either the NVQ or Progression Award, or a relevant alternative (e.g. IT user, Customer Service, Business Administration) will be a good entry point.

**All** potential apprentices on this framework **must** be assessed before commencing to ensure that they have the academic ability to be able to complete the qualifications within the framework. Evidence from across the Lifelong Learning UK frameworks shows that non completion is more likely where apprentices did not have the academic potential to achieve the framework of their choice.

It is expected that they will demonstrate

- Commitment to working in information and library services
- A motivation and enthusiasm to succeed in this area
- A willingness to learn and apply that learning in the workplace
- Motivation to succeed in working in an information or library service setting
- Willingness to learn and apply that learning in the workplace
- Ability to demonstrate that they have the potential to complete the qualifications which are part of the Apprenticeship
- Willingness to communicate effectively with a range of people
- Being numerate and literate
- Willingness to undergo a police check if required

**Minimum periods of training:**

There is no minimum duration of training but it is expected that normally it will take 24 months to complete this framework

**What type of job might an apprentice be doing?**

Many jobs in this sector are highly specialised whilst other roles and functions provide the opportunity for people to make a first career step into the sector through a work- based learning route. Titles given to particular jobs can vary greatly but outlined below are the type of jobs that may be appropriate. They include:

- Information assistants
- Library assistants
- Information executives
- Information officers
- IT assistant/senior IT assistant
- Learning resources assistants/senior learning resources assistants
- Customer liaison officers
- Technician

**How long does the apprenticeship take to complete?**

It is expected that the framework will take about 24 months to complete.

**Career progression after completing this apprenticeship**

Progression from the apprenticeship can be into a number of different career pathways and routes both staying in this area of work, into the wider lifelong learning workforce or into other career routes

The Advanced Apprenticeship/Modern Apprenticeship can lead directly to Higher Education. Many employers expect staff to work towards the professional qualifications and status that comes with Foundation or honours degrees. Examples of such Higher Education programmes are the professional degree and postgraduate qualifications in Information Studies and Librarianship at various institutions and the post-graduate Archives qualifications.

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