

ST0664 Level 3 Library, information and archive services assistant Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 Library, information and archive services assistant apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Assessment Outcome	Mapping
AO1: Collections and Information Asset Management Understands organisational approaches to acquiring, maintaining, and disposing of resources, and applies appropriate physical and digital preservation practices to keep collections and records safe, usable, and accessible over time.	K5, K6, K7, K8*, S6
AO2: Information Organisation, Discovery and Retrieval Uses recognised cataloguing/classification, description, and information retrieval techniques to organise resources and enable staff and service users to locate and access relevant information through appropriate systems and finding aids.	K4*, K12, S3*, S4*, S5*

Assessment Outcome	Mapping
<p>AO3: User-Focused Information Services Understands different users' information needs and how to ensure services are accessible and inclusive. Provide appropriate solutions, manage expectations, and signpost to suitable resources and services, using listening, questioning, and problem-solving techniques.</p>	<p>K13*, K15*, K16*, K19, S2*, S7*, S11</p>
<p>AO4: Learning, Literacy and Engagement Support Understands the role of information professionals in developing knowledge and literacy. Contributes to learning activities, skills development, and the effective promotion of collections and services, including the use of appropriate digital and communication tools, to engage current and potential users.</p>	<p>K9*, K10*, K11*, K14*, K17, S8, S9*, S10*</p>
<p>AO5: Professional, Legal and Organisational Practice Works within organisational policies, legal and regulatory frameworks and professional standards. Collaborates effectively with colleagues and partners while using clear and professional communication.</p>	<p>K1*, K2*, K3*, K18*, K20*, S1*, S12*, S13*</p>

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one professional discussion and, if applicable, any relevant constraints.

Any additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- Simulated task
- Interview
- Additional Professional discussion
- Question and Answers (Q&A)
- Presentation
- Project

- Written report
- Project presentation
- Case study
- Reflective journal
- Portfolio

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied knowledge	Demonstrates sound application of relevant library, information and archive knowledge across routine and non-routine tasks, using understanding of collections, information organisation, user needs, service environments, and organisational processes to complete work to an acceptable standard.	Applies a thorough understanding of library, information and archive knowledge to manage and resolve routine and non-routine tasks with discernment and skill, showing insight into how collections, systems and user requirements interact to improve outcomes.
Applied skills	Identifies and applies appropriate library, information and archive skills, methods, and procedures, such as organising resources, supporting users, retrieving information, using systems, and maintaining safe and accessible environments with a reasonable degree of autonomy and effectiveness.	Selects and integrates appropriate library, information and archive skills, methods, and procedures proactively and resourcefully, completing tasks with minimal oversight and adapting approaches to enhance accuracy, accessibility, and service efficiency.

<p>Regulatory and procedural awareness</p>	<p>Applies legislation, regulation, and organisational procedures without error, showing some depth of insight and adaptability when supporting collections, information access and user services.</p>	<p>Demonstrates refined judgement when interpreting regulatory and procedural requirements, confidently navigating nuanced issues such as copyright constraints, access limitations or data handling considerations in practice.</p>
<p>Communication and collaboration</p>	<p>Participates effectively in team environments and demonstrates clear, professional communication when supporting colleagues and service users. Listens, questions, signposts and shares information in ways that support daily operations across library, information and archive services.</p>	<p>Communicates persuasively and adapts confidently to different audiences, taking initiative in shaping positive interactions and contributing to effective, well-coordinated service delivery.</p>
<p>Information use and decision making</p>	<p>Accurately interprets and evaluates relevant information from a variety of sources to support problem-solving in mostly familiar but sometimes complex service contexts.</p>	<p>Evaluates diverse and sometimes conflicting information sources with insight, drawing informed conclusions that improve the accuracy, efficiency or relevance of decisions relating to collection management, user support, information retrieval or service improvement.</p>
<p>Responsibility and autonomy</p>	<p>Takes responsibility for initiating and completing library, information and archive service tasks within set parameters, and contributes appropriately to supporting or guiding others where relevant, maintaining safe, ethical and service-focused practice.</p>	<p>Pre-emptes the need for tasks to be initiated within set parameters, demonstrating accountability and responsiveness to emerging priorities or risks, and leading others where appropriate to achieve effective team and service outcomes.</p>

Professional recognition

This apprenticeship aligns with the professional body recognition detailed in the occupational standard.

Please contact the relevant professional body for further information.