



cilip

Chartered Institute of
Library and Information
Professionals



ENCOMPASS TOOLKIT

Practical Guidance and Advice for
Employers in the Library & Information
Sector on introducing Positive Action
schemes

Contents

Acknowledgements	4
Introduction	6
Purpose of the Encompass Toolkit	6
Background to the Encompass scheme	7
Why your organisation should undertake positive-action training initiatives: Cultural Diversity – the case for change	8
Chapter 1 – The legalities	11
The Race Relations Act 1976, section 37 (1)	11
What is positive action and how does it work?	11
What does positive action cover?	13
Examples of positive action	13
Case study: University of Wolverhampton – Learning Centres, ‘Desired Staffing Profile Project’	14
The benefits of positive-action training initiatives	16
Positive action do’s and don’ts	17
Chapter 2 – Preparing your organisation	18
Organisational culture and strategic objectives	18
Championship	18
Support structure	19
Supervision structure	19
Supervisors	20
Budgeting for a positive-action training initiative	20
Briefing staff	21
Evaluation	22
Preparing your organisation checklist	22
Useful contacts	23
Chapter 3 – Implementing positive-action training	24
Training and development programme	24
Identifying key goals for trainee placements	25
Identifying learning and development needs	26
Training and development plans	27
Recording and reflecting on learning	28
Learning logs	29
Case study: Birmingham Library Service and Archives, ‘Positive action training scheme’	30

The Encompass traineeship model – pan London positive-action pilot	
Structure of the Encompass Traineeship	32
Chapter 4 – Recruitment	34
Trainee specification / trainee description	34
Defining eligibility criteria	35
Application form	35
Application pack checklist	36
Interview process	36
Writing an advertisement	36
Useful contact addresses	37
Chapter 5 – Partnership agreements	38
Chapter 6 – Trainee contracts	40
Key elements for trainee contracts	40
Chapter 7 – Exit strategies	42
Chapter 8 – The Qualification Framework	43
Relationship between the Qualification Framework and positive action training	44
Library studies courses	44
Chapter 9 – Guidance on answering complaints	45
Writing a statement for answering complaints	45
Chapter 10 – Useful contacts	46
Appendix 1 – Guidance notes for positive-action training	47
Appendix 2 – The Race Relations Act 1976	50
Appendix 3 – Sample monitoring and evaluation forms	53
Appendix 4 – Sample trainee description and specification	66
Appendix 5 – Eligibility and selection criteria	70
Sample Equality and Diversity Monitoring Form	70
Guidance on selection criteria	72
Appendix 6 – Sample interview format and questions	73
Appendix 7 – Trainee contracts	74
Sample trainee contract	74

Acknowledgements

The Chartered Institute of Library and Information Professionals (CILIP) would like to thank the Museums Association and the Museums, Libraries and Archives Council¹ for agreeing to CILIP adapting its Diversify Toolkit as the basis of this document. Thanks must also be expressed for the advice and guidance offered by the Equal Opportunities & Diversity Panel of CILIP and the Encompass Steering Group in the drafting of the Toolkit, and to all those who contributed case studies and endorsements to the Encompass scheme, including Lucy Shaw who was commissioned by CILIP to write the Toolkit.

¹ The Museums Association's Diversify scheme is funded by MLA through the Renaissance Programme. Further information about the Diversify scheme can be found at: www.museumsassociation.org/diversify.

Foreword

Congratulations are due both to the creators of the original toolkit and to those in CILIP who have worked so hard to produce the excellent resource that this document contains.

Having taken part in CILIP's earlier work to consider how the American Library Association's Spectrum initiative could have relevance to the UK LIS sector, I am delighted that Encompass now appears during my Presidency of CILIP in 2009 and I wholeheartedly welcome its publication.

A number of its readers will already be aware that the library and information profession is not attracting sufficient candidates who reflect the diversity of the population of the United Kingdom, and that this has led to under-representation of that diversity in both public and private sector employers where CILIP's members work. It is essential that our profession is hospitable to candidates from all parts of British society, and that we devote greater effort to understanding and addressing the reasons for this under-representation.

This practical, extensive and thoughtfully-constructed toolkit makes an important contribution to the solution of the issue, and it deserves to be widely used within the profession. CILIP joins with employers in working towards appropriate representation of black and ethnic minority staff in the library and information workforce. In particular, we wish to see that representation among the professional staff who are the future leaders of CILIP and of the profession.

Peter Griffiths
CILIP President (2009)

Introduction

'Collectively we still have a long way to go to achieve a library workforce that truly represents the diversity of the communities in which libraries serve. The Encompass initiative is a welcome contribution. It can only be sustained with employer support and as part of the cultural change to embed diversity in libraries through wider recruitment, better careers information and new entry routes.'

Roy Clare, chief executive, Museums, Libraries & Archives Council



Purpose of the Encompass Toolkit

The Toolkit aims to act as a stand-alone document offering practical guidance and advice to any organisation interested in diversifying its staffing profile. Although it draws on the Encompass scheme, as managed by CILIP and PATH National Ltd, it is relevant across the Library and Information Services sector. The advice and guidance presented within the Toolkit covers a number of key issues such as: preparing your organisation, advertising and recruitment, partnership agreements, writing training contracts and designing work programmes. The information contained within the Toolkit also offers the basic principles for developing training initiatives for other minority groups; however, reference should be made of relevant equalities legislation.²

The Encompass Toolkit can be used by all those involved in the process of setting up positive-action initiatives including library managers, those with direct line-management responsibility for trainees and Human Resources (HR) managers.

² The Equalities and Human Rights Commission (EHRC) can provide details of all equalities legislation and frameworks: www.equalityhumanrights.com

The Encompass Toolkit is provided as an information guide only. It is not a full authoritative statement of the law and does not constitute legal advice.

Positive-action training schemes are a relatively new legal concept. Consequently, there is no guidance to the extent to which training schemes are likely to be challenged in tribunals on the grounds of constituting employment rather than training. Therefore, as there has been no case law on this area there is no absolute guarantee that the current framework put forward in this Toolkit could not be challenged as being employment and therefore not lawful.

Background to the CILIP Encompass project

Statistics reveal a large under-representation of people from black and minority ethnic (BME) communities in the library and information workforce of the UK. The 2001 census indicated that there were 6.7 million people in Great Britain from ethnic minorities (11.8% of the population) which included 4.6 million (or 8.1% of the total population) from non-white ethnic minorities. The membership database of CILIP showed that, in May 2006, only 2.26% of its members were from non-white ethnic minority groups. The BME staff figures in the Libraries sector are very low and not representative of the community that they serve. There is growing recognition that delivery of public services can be improved greatly if the workforce is more representative. It is also known that within local authorities less than 1% of the top 5% of earners are from BME communities.

In order to redress this imbalance the CILIP Encompass project (formerly known as the Compass project) aims to encourage people from black and minority ethnic communities to join and progress within the library and information profession.

The Encompass project includes:

- A positive action trainee scheme
- The development of the Encompass Toolkit to support employers wishing to introduce a positive action scheme
- A work-place development scheme for existing library and information staff from black and minority ethnic groups wanting to gain CILIP's qualification for para-professional staff – ACLIP (Certified Affiliate of CILIP). This scheme is still in development.

Positive action trainee scheme

CILIP's positive action trainee scheme is for people from black and minority ethnic communities wishing to join the library and information services profession. It will be run in partnership with PATH National Ltd, a skills development agency focusing on career development opportunities for black and minority ethnic groups. It will be piloted in London during 2008/9 before

being rolled out across the UK. Detailed information about the Encompass positive-action traineeships can be found on the CILIP website: www.cilip.org.uk/encompass

Why your organisation should undertake positive-action training: Cultural Diversity - the case for change

'There is now a legal imperative for action on equality and diversity issues, but there is also a sound business case to be made. Good recruitment practices, which lead to a more diverse workforce, give employers access to a comprehensive range of knowledge, experience and skills.... Diversity can help access new markets and improve a library's image as an employer',

Ayub Khan, chair of CILIP's Equal Opportunities & Diversity Panel and member of the Encompass steering committee.

Firms that take steps to improve diversity in the workplace earn real business benefits. The CBI / TUC report, 'Talent not Tokenism', published in June 2008 with support from the Equalities and Human Rights Commission (EHRC), demonstrates that promoting diversity need not be expensive, complex or a legal minefield and that it can lead to real advantages for both the employers and the employees. Richard Lambert, director-general of the CBI, argues in the report that, 'Employers who take steps to encourage a more diverse workforce notice huge benefits from doing so, whether it is hiring skilled staff, understanding their customers' needs better or more fundamentally through improved morale and productivity.' There is also a great deal of support available from trade unions for creating a truly representative workforce with TUC general secretary Brendan Barber stressing that, 'The issue is not whether business can afford to diversify, but whether it can afford not to.'

Evidence suggests that nearly one third of librarians are due to retire within the next 10 years. Therefore, there is a strong case that with the current recruitment situation in libraries, having a wider pool of talent to recruit from makes good business sense. The business case for diversity, combined with the ethical case for the workforce reflecting the communities it serves, makes a powerful argument for libraries and information services being proactive in encouraging people from BME communities to consider careers within the sector. Moreover, librarians from BME communities may have additional languages, cultural skills and knowledge, as well as being familiar with the information needs and information seeking behaviour of their own communities - or of international students, in the case of university libraries. This helps make the LIS sector more representative of the communities it serves.

Positive-action training initiatives can go some way to redressing the imbalance in the staffing profile of the sector,

MLA states on its website that:

'There are three main cases to support the need for organisations changing and embracing cultural diversity:

- The business case: focusing on developing an organisation that mirrors the diverse market place in the population. The DTI (now BERR) states that "the more diverse the organisation, the more innovative, competitive and more creative they will be"*
- The moral case sees diversity as 'adding value'. As everyone is unique a culturally diverse environment demonstrates a caring, inclusive and respectful organisation*
- The legal case is about equality and social justice. Public bodies have a legal requirement under the Human rights Act (1998) and the Race Relations (Amendment) Act (2000) to promote good race relations and eliminate racial discrimination. It not only makes business and moral sense to create a culturally diverse environment, but also it makes sense to stay within the law*

In addition, an accountability case has been put forward stating that there should be 'no taxation without representation'. The message is that all communities contribute to universal taxation and therefore the diverse needs within society should be taken into account by a public body.'

CILIP has recognised the importance of cultural diversity across the LIS sector in its Equal Opportunities & Diversity Statement:

Our vision is an informed society in which everyone has ready access to the knowledge, information and works of imagination appropriate to their needs, wants and aspirations. This is the distinctive contribution of library and information professionals to developing a society where:

- All groups are empowered*
- Attitudes and prejudices that hinder the progress of individuals and groups are confronted and tackled*
- Cultural, racial, and societal diversity is respected and celebrated*
- Individuals and communities live together in mutual respect and tolerance*
- Discrimination is challenged and tackled robustly.*

In affirming this vision CILIP will seek:

- To achieve recognisable excellence as an organisation that values and puts into practice equal opportunities and diversity*
- To work towards establishing an LIS workforce that is representative of the diversity within UK society*
- To facilitate an awareness and appreciation of the value and importance of diversity and equal opportunities to LIS work amongst our members and staff*

-
- *To collaborate with other interested parties in the encouragement and mainstreaming of best practice in service delivery so that the values of diversity and equal opportunities are embodied in the services provided by our members*
 - *To tackle prejudice wherever it is found in the LIS domain.*
-

Chapter 1 - The legalities

The Race Relations Act 1976, section 37 (1)

All public authorities have a duty to promote race equality under the Race Relations (Amendment) Act 2000. This could include taking positive action. The Race Relations Act 1976, section 37(1) sets the legal framework for organisations to do just this.

The Race Relations Act does not allow positive discrimination or affirmative action – in other words, an employer cannot try to change the balance of the workforce by selecting someone for a job mainly because they are from a particular racial group. This would be discrimination on racial grounds, and is unlawful. Selection must be based on merit and all applicants should be treated equally.

However, employers and others can take positive action. The aim of positive action is to ensure that people from previously excluded minority-ethnic groups can compete on equal terms with other applicants. It is intended to make up for the accumulated effects of past discrimination. The law does not compel employers to take positive action, but it allows them to do so. Section 37 (1) is the section relevant to running positive-action training initiatives and can be seen in full in appendix 2.

What is positive action and how does it work?

Positive action is a set of measures that aim to prevent discrimination, or to overcome past discrimination. A lack of applications from a certain section of the community may not be due to unfair recruitment and selection processes operated by the organisation. However, in order to achieve the objective of widening diversity positive action may be required to encourage applications from specific groups and equip individuals with the skills they need to compete equally with others. It is recognised that positive-action training initiatives are likely to have a better chance of making a difference if there are already



workplace practices and policies that work to eliminate unlawful discrimination and to promote equality of opportunity.

The Race Relations Act recognises that because of past discrimination or disadvantage, people from particular racial groups may not have fully attained their potential and may not have the qualifications or experience to make them eligible for particular work. Positive action under section 37 (1) of the Race Relations Act 1976 allows for targeted training programmes or encouragement if it can be demonstrated that at any time in the previous 12 months there were no persons of a racial group doing particular work within Great Britain, or that the proportion of people from that racial group was small in comparison to the proportion of that racial group in the population of Great Britain as a whole. Then, it is lawful to provide access to training or to encourage and help members of the under-represented groups to undertake such work.

Encouragement means making it easier for people from a racial group, under represented in particular work, to take advantage of job opportunities. Examples are explicit encouragement such as in recruitment adverts, mentoring, support networks, open days, careers fairs and in information that is given to schools with large BME populations. Encouragement does not include actually providing the opportunity to do the work. It does not include a decision to recruit a person because they come from an under-represented group. There must still be equality of opportunity at the point of recruitment.

‘Training’ means training to fit a person for the particular work. It includes trainee posts and outreach training. It can include classes in preparing CVs, interview and assessment skills. Trainees cannot be paid a salary but they can be offered training allowances.

Before positive-action is undertaken the organisation needs to collect evidence that demonstrates the need for action. Data could for example be based on personnel records or workforce profile for the previous 12 months showing the lack of applications from the specific targeted groups. Alternatively, statistical data regarding the percentages of specific racial groups working in the library and information services profession can be found in the census statistics: please contact census customer services on www.statistics.gov.uk/census2001/customerservices.asp.

It is crucial that library and information services undertaking positive action make it clear to all parties involved, including existing staff that any positions that come under positive-action training schemes are traineeships or placements, they are not employment. Gaining employment can only be achieved by trainees applying and going through a competitive selection process. Trainees should not be guaranteed employment on completion of their traineeship as this would be positive discrimination which is illegal.

What does positive action cover?

Positive action as a term is not defined in the Act. In its widest sense the term is sometimes used to refer to a range of measures the overall aim of which is to eliminate unlawful discrimination and to promote equality of opportunity - in short to level the playing field so that everyone has an opportunity to compete for work. Such measures can include the following examples:

- Putting into practice equal opportunities, recruitment and employment policies, designed to eliminate unlawful discrimination and to promote equality of opportunity
- Action designed to reveal areas where there may be unlawful discrimination which for public and private sector employers includes monitoring employees and others by racial group and monitoring and assessment of workplace policies generally. For public sector employers it also includes compliance with the legal requirements imposed on them by the statutory public duty to promote race equality
- Action taken to change any areas where unlawful discrimination or inequality of opportunity has been identified, such as changing policies and practices, reviewing racial equality targets for recruitment, and establishing promotion and training opportunities.

Examples of positive action

The model of training offered through CILIP's Encompass scheme in partnership with PATH National Ltd is outlined in chapter 3. However, there are other measures that can also be taken:

- Job advertisements designed to reach members of under-represented groups and to encourage their applications: for example, the use of the minority ethnic press
- Use of employment agencies, community organisations and careers offices in areas where these groups are concentrated
- Recruitment and training schemes for school leavers designed to reach members of these groups
- Encouragement to employees from these groups to apply for promotion opportunities (although it must be shown that the proportion of employees doing that particular type of work is small compared to either its proportion in the workforce or in the population of the area from which the employer recruits for that particular type of work)
- Training for promotion or skills training for employees of these groups who lack particular expertise but show potential (again it must be shown the proportion of employees doing that particular type of work is small compared to either its proportion in the workforce or in the population of the area from which the employer recruits for that particular type of work)

- Outreach events, working with community organisations
- Positive-action statements of encouragement in job advertisements encouraging applications from women/men and BME people in areas where traditionally they have been under represented.

Positive action is **not** about giving more favourable treatment to particular groups in the recruitment process. Selection for recruitment or promotion for employment **must** be based solely on merit.

Case study: University of Wolverhampton - Learning Centres Desired Staffing Profile Project

Key personnel: Mary Heaney, Director of Learning Centres (1996 – 2006) – now Director of Services, Manchester Metropolitan University

In 2001, the University of Wolverhampton set itself a desired profile for staff in terms of gender and ethnicity so that it could reflect its customer base better in the staffing mix. Focusing on ethnicity, the desired percentage of staff in administrative, professional, technical and clerical grades up to scale 6 was 12%. At that point the university's actual minority ethnic profile was 10.3%. The Learning Centres fell far short of this at 3.25% - not only from the desired but also the actual percentage. Taking account of their student employees, who worked during term time for a small number of hours per week, improved the position to 14%. However student employees by the very nature of their core commitments were not a constant fixture in the service profile.

The desired profile for more senior posts was 7.6% against an actual of 2.3% across the university and 0% in the Learning Centres. By 2006 the percentage to scale 6 among Learning Centre staff had improved to 10% and if student employees were included this rose to 26%. With creativity, commitment and staff engagement across all grades, the Desired Staffing Project had managed to dramatically change the Learning Centres' workforce.

People Matters, a training and development company, was brought in at end 2001. Their research found that the poor professional image of the LIS was a significant issue was among ethnic minorities. People Matters came up with a set of recommendations around approaches to recruitment, job descriptions and where jobs were advertised. As a result pre-recruitment materials were developed, job descriptions were revamped and a change in approach to advertising was explored. In all job descriptions a desirable criterion of having an additional language other than English was introduced. This wasn't made mandatory as that would have been illegal. Job descriptions were made more

appealing, with input from younger staff members, and focused on shifting the emphasis to more exciting roles and responsibilities such as new technologies, to break down existing stereotypes of jobs in LIS. As well as revamping job descriptions, work-based tests were introduced to the recruitment process, so that selection was not based purely on interview.

Another innovative aspect of the work, which the Learning Centres undertook in partnership with HR, included career mapping to provide information for applicants on how to get a job and move on from one to another; familiarisation with the service; routes and connections between jobs; a long-term career planning tool; career advice at entry and beyond and aims to optimise development opportunities. A simple tool – ‘the map’ outlined career development routes from shelver to director. This was supported by the revamped job descriptions that showed the qualifications needed at different career stages. However, in reviewing and evaluating this aspect of the project, it was decided that the volume of staff work required in continually updating information was unsustainable and the career mapping aspect of the project concluded.

How did the staff get to the point where they could support the Desired Staffing initiative? All staff had training around race equality with a programme for managers as well. An internal Diversity Group was established with representatives from across all grades which determined action and strategic priorities.

What were the keys to success? Commitment from managers and engagement across all grades was a key factor, backed up by the fact that the organisation was able to change the way it recruited. As well as introducing people from BME communities to careers in LIS and raising the profile of jobs in libraries to students, it also raised awareness amongst staff.

The project was part of an overall culture change initiated by the introduction of well-implemented and proactive equal opportunities policies that supported the universities core objectives.

‘The key to success is engagement at all levels. You need engagement from younger staff as well as managers and directorate. The process has to be bottom-up, middle-out and top-down. You need everyone on board to get things moving and to get passed feelings of ‘it’s not going to work.’

Mary Heaney, former Director of Learning Centres

Gill James, the current Assistant Director of Learning and Information Services states that as part of the Workforce Development Plan, the Department is now developing its own staffing database to improve monitoring of training, amongst other matters. It is hoped that this will assist with ongoing monitoring of the Desired Staffing Profile.

The benefits of positive-action training initiatives

Positive Action Trainee schemes bring a number of benefits to the employer, trainee and the LIS sector more generally. CILIP has identified the benefits of its Encompass Positive Action Trainee Scheme as follows.

Benefits for the Library and Information sector:

- Supports the sector's emerging race equality and diversity strategy
- Opens up access to the widest possible pool of talent from which to recruit and develop employees
- Encourages people to work in the LIS sector, which may not have been an obvious career choice for them
- Brings new perspectives into the LIS sector
- Brings out issues of managing a diverse workforce
- Promotes a more diverse workforce that will enable the sector to improve customer focused service delivery, by being able to better relate to, understand and therefore meet a diverse range of customer needs.
- Provides marketing opportunities – valuing equalities and diversity through positive action
- Improves reputation and image of the library and information sector amongst the diverse community it serves
- Helps place the library & information sector as an employer of choice
- Leads to better morale and motivation of staff.

Benefits for the employer:

- Addresses current skills shortages
- Supports delivery of wider corporate goals and HR strategies through managing diversity in employment
- Creates a diverse workforce to meet the needs of customers and the communities served
- Introduces managers and supervisors to role of coaches
- Both the MLA and CILIP encourage organisations to embrace cultural diversity in all its forms.

Benefits for the trainee:

- A structured training programme
- Training allowance (tax free) for duration of traineeship
- Professional qualification at post graduate level (MCLIP – Chartered Membership of CILIP)
- Networking opportunities
- CILIP membership
- Mentoring
- Increased employability

Positive-action do's and don'ts

DO

Be clear about the type of job you are targeting. Positive-action measures can only be used for 'particular work', e.g. journalist but not career in broadcasting; librarian not career in libraries.

Have evidence of under-representation within the past 12 months – ethnic-monitoring data and census statistics are the most commonly used, but evidence from surveys or research material may be sufficient.

Carefully identify the particular racial group you are targeting. If you use a broad category, such as black, be clear which ethnic groups are included in that category, and be able to demonstrate under representation for each group. In one Commission for Racial Equality (CRE) case the training provider restricted the training opportunity to Asian candidates only. The data showed that Indians were well represented in the profession, but not Pakistanis or Bangladeshis; yet an Indian candidate was selected, with the result that her selection was probably unlawful.

Make it clear that the contract is a training contract and not a contract of employment, and make sure you provide genuine training.

Consult staff, trade unions or workers' representatives on proposals for positive-action programmes and on the reasons for it, and encourage support.

Review and monitor the use and success of positive-action programmes.

DON'T

Make assumptions that all people from BME communities are under represented in particular types of work.

Offer employment contracts, salaries and other terms and conditions usually associated with employment. Positive-action training cannot constitute employment.

Offer or guarantee a job at the end of the training programme, or imply that a job may be available.

Use positive-action programmes for apprentices. The Race Relations Act 1976 includes apprenticeships in the definition of employment and as such they cannot be considered as training.

Be easily dissuaded from using positive-action measures; provided the conditions are met, they are lawful and a useful component of a good equal opportunities policy.

Don't assume that people from BME communities are only interested in training in particular areas of work. Such assumptions are career limiting and must be avoided in order to encourage well-rounded professional development.

Chapter 2 - Preparing your organisation

It is useful if certain key factors are in place within your organisation in order to maximise the chance that positive action has the desired outcome of creating a more diverse workforce. Good organisational preparation will help prevent positive action being perceived as tokenism by both staff and the wider sector.

Positive-action training models

Positive action traineeships can include a range of models and can last for differing timeframes, but typically will involve a 1-3 year timescale.

Organisational culture and strategic objectives

Before embarking on any positive-action training initiatives it may be useful to review the culture of your organisation, both in terms of the staffing and operation on all levels, and the governing body. Organisations that have successfully hosted traineeships have found it helpful to include positive-action training within their strategic objectives – setting it within a wider framework of an equal opportunities policy and action plan. Ideally your organisation should already be working towards addressing diversity across a range of your service's provision, i.e. staffing (workforce diversification), services, audiences and communications, etc and you may wish to review existing policies to ensure this before implementing any positive-action training.



At an early stage in the process it is advisable to contact and enter into discussions with the relevant local trade unions

Championship

There should be support for positive-action training initiatives at the highest level within both the senior management team and the governing body. Championship at directorate level helps to embed positive action within organisational policy and will help ensure the success of any positive-action

training initiative. In order to create investment in the traineeship, consideration could also be given to incorporating the trainee's targets within their supervisor's own performance plan.

Support structure

Successful positive-action training initiatives depend on the level of support that the trainee receives. Host organisations should focus on the trainee's needs and be as responsive as possible. The direct support needed for a trainee from a host venue can be summarised as follows:

- Time
- Pastoral care / champion / supervisor / mentor / buddy
- Practical support i.e. providing office equipment, etc
- Induction programme
- Training and development programme
- Communication and networking opportunities
- Professional development opportunities beyond the training course.

Supervision structure

Successful positive action training largely depends on the capacity of staff to supervise a positive-action trainee, including sensitivity to the needs of the individual and to the difficulties that could arise. Consideration could be given to developing a supervision structure for the trainee before the training begins which all staff should be made aware of. This structure could include:

- A champion at senior level
- A supervisor (this term is preferable to line-manager as it emphasises the fact that this is a training position)
- A mentor or buddy
- A home-base department.

Ideally there should be clear lines of communication between the champion, supervisor and the HR department and all those involved should be aware of their responsibilities regarding the trainee. Consideration should be given to drawing up specific guidelines outlining each party's involvement and responsibilities. This could include defining a set of guidelines outlining the trainee's responsibilities. These guidelines should refer to what your organisation expects of the trainee, and give details of the support they will receive and who they will be reporting to etc. See chapter 3 – Implementing positive-action training and appendix 1 – Guidance notes for positive-action training for further details.

Supervisors

The most important relationship the trainee will have in their host venue will be with their supervisor. It is very important that the supervisor is prepared for this role. For some supervisors it may be the first time they have had line-management responsibility for an individual.

The supervisor will need to:

- Ensure that they produce a positive learning environment for the trainee
- Understand the training needs of the trainee
- Be able to identify the types of learning activities and training opportunities that will suit the trainee
- Support the trainee in setting goals and objectives for their placement
- Help the trainee put together a training and development plan for their placement
- Help the trainee reflect on and record their learning during their placement
- Be capable of managing performance
- Be able to give the trainee informative and constructive feedback
- Be able to help the trainee identify strategies for working through challenging situations
- Be able to give the trainee well-rounded career development advice without making assumptions and generalisations about career choices. It is important to not assume that people from BME communities are only interested in training in particular areas work such as diversity or equal opportunities. Such assumptions result in people being side-lined and prevented from mainstream professional career choices.

Budgeting for a positive-action training initiative

The funding format outlined below is a guide to the potential costs involved, but is not definitive. It is an exemplification of the costs of an Encompass traineeship in the CILIP/Path National Positive Action Trainee Scheme.

Hosts should give serious consideration to paying the training allowance as a bursary or grant, thereby avoiding the need to pay national insurance and payroll costs etc. This also indicates that this is a training opportunity and that the trainee is not an employee. The Arts Council Inspire Fellowship uses this method to award the training allowance to its Fellows. Trainees should be made aware that HM Customs and Excise may consider the training allowance to be taxable income at a later date and should therefore make provision to pay tax and NI should this arise.

Indicative costings for employers

This example is taken from the Encompass scheme and is given as a guide.

In the Encompass model, a post is vacant, and would normally be advertised at £18,000. Instead of recruiting on the open market, a PATH trainee is taken on. Advertising costs and other costs such as travel and expenses to training courses and events have not been included here.

Usual recruitment costs:

Gross pay	£18,000
Total take-home for employee:	£13,980
Employer NIC	£1,660
15% pension contribution and benefits	£2,700
Total cost to employer	£22,360

PATH Trainee costs:

Training Allowance	£12,980
PATH fees* per annum - including all recruitment and contract administration, personal development and individual and supervisory support throughout the programme	£4,000
CILIP costs	£500
Course costs	£2,500
Total cost to host per annum	£19,980

* Fees are subject to VAT

Briefing staff

Once your organisation has decided to embark on a programme of positive-action training all staff, especially supervisors, should be fully informed. Briefing meetings should define what positive action is and why your organisation is participating. It should be made clear to staff that positive action is not the same as positive discrimination, that any positions that come under positive-action training schemes are temporary traineeships or placements - not employment and there will not be an offer of employment made at the end of the traineeship. Employment can only be achieved by trainees applying for a position and going through a competitive selection process.

Evaluation

Evaluation should be built into the framework of the traineeship to ensure reflection and improvement. There should be regular opportunities to review progress throughout the training period. Dates for review meetings should be established at the beginning of the traineeship and should be held at quarterly intervals. The trainee's progress should be reviewed against a structured training and development plan.

A mid-point review meeting should be used to establish what the trainee hopes to achieve during the remainder of their training. It is also a chance to give thought to exit strategies for the trainee (see chapter 7).

At the end of the training, all parties should formally conclude with a closure meeting to evaluate its success. The supervisor and the trainee should complete evaluation forms as part of this process. (For suggested questions to ask in evaluation forms see appendix 3).

Preparing your organisation checklist

<input type="checkbox"/>	Review the culture of your organisation
<input type="checkbox"/>	Include positive-action training within your organisation's strategic objectives and ensure that it is set within a wider framework of an equal opportunities policy and action plan
<input type="checkbox"/>	Have the support of the senior management team and governing body
<input type="checkbox"/>	Consult with trades unions and other representative bodies
<input type="checkbox"/>	Have funding in place
<input type="checkbox"/>	Establish a clear supervision structure
<input type="checkbox"/>	Draw up specific guidelines for each party involved, including the trainee, outlining their individual responsibilities
<input type="checkbox"/>	Fully brief all staff, but especially supervisors, clearly defining what positive action is. Emphasise and make clear to all staff that positive action is not positive discrimination and provides training and not employment
<input type="checkbox"/>	Have evaluation built into the framework in order to ensure reflection and improvement
<input type="checkbox"/>	Ensure that supervisors have received appropriate training prior to the start of the traineeship
<input type="checkbox"/>	Have systems for supporting the individuals participating in positive-action training built in

Useful contacts

For useful additional advice on preparing your organisation go to the Humanities and Human Rights Commission's website at www.equalityhumanrights.com

Chapter 3 – Implementing positive-action training

This chapter draws on the experience of positive action training schemes such as the PATH/CILIP Encompass scheme, which is outlined in detail later on (see the case study), as well as the Museums Association's Diversify scheme.

An essential component of positive-action training is the inclusion of an academic element alongside the placement and most importantly, the implementation of a comprehensive training and development programme for the trainee. A training and development programme will help focus the training and ensure that the trainee is not just filling in where needed.



Training and development programme

It is essential to establish a training and development programme/plan for the trainee, which includes a comprehensive induction programme, before the start of the traineeship or placement. The programme will benefit from forward planning and there should be discussion with all staff involved in the supervision structure and all relevant departmental staff. This will ensure that the trainee receives a flexible, broad and balanced library experience. Factors to take account of when planning a programme of training and development include the following:

- If the trainee needs to attain a formal academic qualification, such as a masters in library and information studies, then the forward planning process should include a decision on which course the trainee will be undertaking. Once selected the course timetable and syllabus should be taken account of within the training and development programme at the host library or information service
- Explore the potential of linking course content with placement activity – this is often possible in modules and in the final dissertation

- If the training doesn't include a formal qualification, time must be spent working up a programme of formal learning that will enable the trainee to compete on an equal basis for employment within the sector once the training has been completed
- Take account of the geography of the traineeship if you are in partnership with another host organisation, and decide in advance whether to produce separate or joint training programmes
- Establish a thorough induction programme
- Give the trainee opportunity for delegated responsibility. MLA research shows that the trainees who benefited most from the Museum's Association's Diversify positive-action traineeship scheme were offered considerable delegated responsibilities; encouragement and managerial support to work across departments, especially across collections and the public services department; a sense of strong championship beyond their immediate work section; and access to external resources and networks. Those who benefited least were working within a single department (sometimes within a single discipline or section) and with a single member of staff; being given a series of tasks on a day-to-day or week-to-week basis; having no visible and explicit overarching structure and work programme; and having limited access to external resources and networks
- Consider opportunities for other types of training such as external training events and seminars, including local authority opportunities
- Include opportunities for job shadowing to provide an overview of the whole organisation
- In the early planning stage think about how you can help trainee build up their CV
- Consider exit strategies early on (see chapter 7).

Identifying key goals for the trainee's placement

At the start of the traineeship, the supervisor should spend some time with the trainee exploring what they want to get out of the traineeship. They should try and help the trainee identify at least 4 goals for the coming year – these should be skills or knowledge they need to improve or learn.

It may help to encourage the trainee to write a SWOT analysis (strengths, weaknesses, opportunities, and threats) to help them identify their strengths, the areas they would like to develop and where the greatest opportunities lie. It can also reveal where they are weaker or face a potential threat so they can take action.

When trying to identifying goals the trainee should think about:

- What further knowledge or skills do they need?

- What areas they need to develop greater self-confidence or upgrade skills?
- What is realistically achievable during the traineeship?

Identifying learning and development needs

The trainee should be encouraged to look at their goals and think about how to break them down into learning needs:

What do they do well?

What could they do better?

What knowledge and skills may they need?

For example:

Goal:

To improve my project management skills to be able to lead small projects

Needs:

To understand basic project management techniques and tools

To understand how techniques and tools are put into practice

To utilise new skills on a practical project

The supervisor should then work with the trainee to explore with them the types of activities they could do to meet these learning needs:

Activities:

Placement-based learning:	Formal learning:
Shadowing others Secondments Contributing to planning/report writing Liaising with other organisations	Attend courses/seminars/workshops/seminars (see CILIP's website for course details) Run or contribute to seminars/courses/etc
Professional learning:	Informal learning:
Join a local network or specialist group Join CILIP	Reading and reviewing journals, books, newspapers Using other kinds of learning materials such as videos, DVD's, CD ROMs, audio tapes, etc Using the internet

Training and development plan

Once the trainee has identified their key goals the supervisor should encourage them to consider what types of experience and activity they will need to meet their goals during their traineeship. The supervisor will play a pivotal role in helping them think of activities to help them meet their goals once they've started their placement. The best way to record placement goals and learning/training needs is in a training and development plan which the supervisor and trainee should draw up and agree together.

Placement goals - skills or knowledge to be improved

- 1.
- 2.
- 3.
- 4.

Goal - skill or knowledge to be improved	What do you want to achieve? What are your learning needs?	Activities	Completion date

For example:

Goal - skill or knowledge to be improved	What do you want to achieve? What are your learning needs?	Activities	Completion date
To improve project management skills and be able to lead in small projects	To understand basic project management techniques and tools	Read 'Project Management', by Barbara Allen, Facet, 2004 (ISBN: 978-1-85604-504-9)	October 08
	To understand how techniques and tools are put into practice To utilise new skills on a practical project	Meet with 2 managers (one within the host organisation, one from outside) to discuss good techniques	By November 08
		Take a role in the project team redesigning the education programme.	November – December 08

Recording and reflecting on learning

The supervisor should encourage the trainee to consider recording their learning activities, along with specific outcomes, in a Learning Log. Recording and reflecting on what you have learnt can be a very useful process – it can be particularly helpful when it comes to completing application forms for jobs as it acts as a good reminder of what you've done and achieved.

The trainee should be encouraged to fill in their learning log on a regular basis, as they undertake key activities.

Learning Logs

Should include:

- Dates of activities
- Description of the activities - presentation, project, piece of writing, course, etc
- What they have learned – encourage them to assess what learning objectives/goals were fulfilled and what is still lacking – if not fully met, what other activities could they do?
- How have they applied, are applying or will apply what they have learned

The trainee may not have learned or achieved what they expected to but it is still valuable – they may have discovered a strength or weakness in themselves, which they can address.

Trainees should be asked to think about:

- How their learning relates back to their training and development plan
- What they need to do better / differently / change / improve
- If they can apply their new knowledge and skills to other areas to help them become more effective
- If their new skills prepare them for planned future responsibilities and challenges

Sample Learning Log:

Date of activity	Activities undertaken	What did I learn? How can I apply it?	Actions
5-20 Oct 08	Read 'Project Management', by Barbara Allen and made notes on relevant sections	<p>How to define a project and what preparation needs to be done</p> <p>The basic tools and principles of project management including responsibility assessment matrix</p> <p>I understand some of the basic principles but am still not sure how to apply them. I feel armed with lots of questions now for my subsequent meetings with colleagues about project management</p>	<p>Organise a shadowing opportunity with the Head of Operations</p> <p>Ask colleagues for other suggested reading material around budget planning</p>

Case study: Birmingham Library Service and Archives Positive-action training scheme

Key personnel: Geoff Mills, Senior Manager Library Services, Birmingham Library and Archives Service

In 2002, as part of a City Council-wide initiative, Birmingham Library Service and Archives established a Positive Action Trainee Scheme to enable more people from black and minority ethnic communities to consider employment and initial career opportunities in libraries and information work. The traineeships were part-funded by the City Council and the Library Service. Underpinning the project was a need to recruit more black and minority ethnic employees to help inform and guide the direction of the Library Service in issues such as cultural diversity in stock management and in increasing the visibility and relevance of the Library Service to different communities. In addition, the Library Service wanted to improve the range of potential job opportunities for black and minority ethnic people in Birmingham.

Challenges for the Future, the report of the Birmingham Stephen Lawrence Inquiry Commission, drew attention to a number of employment issues of concern to the City:

- A general trend towards higher unemployment levels for minority ethnic communities, particularly for young people
- A skills mismatch within minority ethnic communities against the growing employment opportunities in the service sector and information technology with a recommendation to target training to address these skills gaps
- Under-representation of minority ethnic people in public service employment
- Concentration of minority ethnic people in lower grades

Positive action training was seen as an effective way of providing people with a structured programme of development opportunities and work experience. Twelve traineeships were recruited as Library Assistants and were deployed across the Division.

Traineeship structure:

- 2 year paid work experience (Scale 1 for first 12 months and progression to Scale 2 for Year 2 subject to satisfactory progress)
- 3 day Induction programme
 - Training and development package:
 - Customer service and Telephone Skills
 - ICT Skills training
 - Enquiry Skills training (Best Practice Training Package)
 - Career Development training

- Job and Interviewee skills training
- NVQ Level 2 in Library and Information Studies
- Access to a Mentor
- Group Review and Training Forum (six monthly)
- Placements in different library settings

It was decided to appoint the trainees at Scale 1/2 as this was considered to be the most obvious entry point for new recruits into the Library Service which didn't demand previous experience of library work.

Mentors were recruited from outside of the normal line management hierarchy and varied subject to the needs of each individual Trainee to provide:

- support to help trainees understand more about the Division and their trainee role as a Library Assistant
- guidance with the development programme or other issues
- help with any difficulties encountered
- a listening ear

Mentors were asked to attend a half day workshop to introduce them to the role, meet with other mentors and explore how they could most effectively support their trainee. They also had to attend one of the days of the Induction Course so they could meet their trainee and plan the mentor/mentee relationship. The programme required mentors to have a 1 ½ hour meeting with their trainee once every three months and to attend a ½ day Training and Review Forum once every six months where all Mentors and trainees reviewed the programme, discussed issues and received short training inputs on selected items. This time commitment was designated 'protected time' and was built in to the mentors' scheduled hours of work.

Trainees gave very open and honest feedback, which although challenging at times, was also constructive. One of the learning points from the scheme showed the importance of being specific about the organisation's expectations of trainees and recommended that trainees should be encouraged to keep learning logs.

As part of the exit strategy for the scheme, trainees attended an Interview Skills workshop. A measure of success is that nine out of the twelve trainees went on to apply for and gain employment within Birmingham Library and Archives Service.

'To make positive action traineeships work the values system of the organisation has to want it to work. It's important to make sure that your objectives are clear and fit into a more rounded desire for cultural shift',

Geoff Mills, Senior Manager Library Services,
Birmingham Library and Archives Service

Case study: The Encompass traineeship model – Pan London positive action pilot

PATH National Ltd is working in partnership with CILIP, MLA, LLUK and others to form a proactive steering group to embark upon a Pan London pilot programme that addresses skills deficits and under-representation of BME staff in the library and information sector. The intention is to address this issue by piloting a traineeship scheme across all public and private sector library and information services in London (within the M25) through a working partnership that benefits both trainees and employers.

The intention for the first year (2008/9) is to place up to 20 trainees via a scheme managed by PATH and cost effectively funded by employers. Once the London pilot is set PATH and CILIP will embark on then widening it with a national focus.

The key components of the Encompass scheme are:

- The participating employer converts an existing post (or creates a new post) to become a trainee post. The trainee receives an allowance rather than a salary. The employer saves on NIC and possibly on pension contributions. It is probable that once all costs have been factored in the trainee position will be cheaper than the full-time post it replaces
- The traineeship will normally last for 3 years
- The traineeship will include part-time or distance learning at a University Department of Information & Library Studies in the first 2 years of the traineeship that will, subject to the trainee satisfying the criteria, lead to a Masters qualification
- The final year of the traineeship will, subject to the trainee satisfying the criteria, lead to the MCLIP qualification (Chartered Member of CILIP)
- On average trainees will spend 4 days a week at their host venue and one day a week studying. During the first 2 years the day study leave will be spent on working towards the masters. In the 3rd year, the day per week can be spent either on working towards the MCLIP or on professional development
- Path National will manage the placement of each trainee. This will include collecting the funds from employers to pay the fees of the chosen HE institution providing the postgraduate library and information studies course, reimbursing CILIP for the support programme provided by them and paying the trainees' allowance. It will also include a fee of £4000 a year per trainee for which Path will provide: support and mentoring for trainees; a Training and Development programme for the trainees; and support for the employers from the recruitment of trainees to the completion of the traineeship

- CILIP will provide membership for trainees, attendance at a 1 day CILIP Training Course, an Executive Briefing and the registration fee for the MCLIP qualification. CILIP will also provide a mentor during the chartership process
- The pilot project, and the subsequent national scheme will be overseen by a Steering Group drawn from the Library & Information sector and include representatives from Path National and LLUK.

The scheme is intended to improve access into the library and information profession as well as developing previously untapped potential within the working population in London.

More information on the Encompass traineeship model can be found at:
www.cilip.org.uk/encompass

More information on PATH National Ltd can be found at:
www.pathuk.co.uk

Chapter 4 - Recruitment

This section provides host venues with guidance and examples on how to recruit people to positive-action training positions. The crucial factor is that the offer is for training and not employment. At all times the wording of documents produced by your organisation should refer to training and not to employment, jobs or work. In order to constitute training, the focus should be on the training provided by the traineeship, rather than the work that the host venue expects to get from the trainee. The work produced must be secondary to the training offered and this should be reflected in the documentation produced for the application pack, especially the person specification/trainee description and all advertising material.



Trainee specification/trainee description

Existing person specifications from your organisation can be used as templates for the positive-action traineeship; however it is important to give particular consideration to the following:

- Ensure that all the new documents emphasise that this is a training post and avoid terms such as employment, job or work. For example, a trainee description should be written in a way that demonstrates each area of training to be covered in the traineeship. So, instead of writing that the trainee will, 'contribute to the development of a service which is responsive to and reflective of the city and its communities', it would read, the trainee will, 'be trained in how to contribute to the development of a service which is responsive to and reflective of the city and its communities'
- Title of the trainee. Examples of trainee titles could include graduate trainee or trainee library assistant. A title, that refers to the positive-action tag, may alienate the trainee

- Do not assume that BME trainees will want to take on cultural diversity projects or roles.

Defining eligibility criteria

The main criterion for eligibility for positive-action training initiatives is the applicant's ethnic background. The census provides a model for defining ethnicity and is also a source of data. As mentioned in chapter 1 under 'positive action do's and don'ts' it is important to identify the particular racial group or groups you are targeting. If you just use a broad category, such as BME or black you must be clear which ethnic groups are included within that category and be able to demonstrate under-representation for each group.

CILIP has developed the following criteria for defining eligibility for applicants to positive-action training initiatives, all of which are essential:

- Enthusiasm for developing a career within library and information services
- A first or second class honours degree (or equivalent qualification or experience that will meet university admission requirements)
- Eligibility for home student university fees unless overseas applicants are able to cover the cost of the excess fees on top of the home student university fees (which can be considerable)
- To be from the particular racial group or groups your organisation has decided to target. Defining a person's ethnicity can be difficult and CILIP recommends that this should be left to the applicant's self-assessment.

See appendix 5 for a sample Equality and Diversity monitoring form, guidance on selection criteria and suggestions for putting together a trainee specification.

Application form

Your normal recruitment application form can be used as a template for the traineeship application form. However, the wording should be changed to clearly show that this is an application for a training position and not for employment. The pack should include an ethnic-monitoring form that will be used as part of the selection process and which may be in addition to any recruitment monitoring forms your HR department would normally use to help monitor its equal opportunities policy (and is often removed by the HR department before short listing).

Application pack checklist

<input type="checkbox"/>	Explanation of the rationale for the traineeship
<input type="checkbox"/>	Eligibility criteria
<input type="checkbox"/>	Trainee description
<input type="checkbox"/>	Suggested training and development plan
<input type="checkbox"/>	Application form (along with any guidance material produced to aid completion of form)
<input type="checkbox"/>	Equality and Diversity monitoring form
<input type="checkbox"/>	Information on your organisation – leaflets, etc
<input type="checkbox"/>	Information on the course or formal training to be provided

Interview process

The interview process should follow your normal format. Give consideration to the make-up of the interview panel and try to including a former positive-action trainee where possible. It is advisable to include a representative from the university course that the successful trainee will be attending. At the end of each interview make it clear that there will be no offer of employment at the end of the traineeship as to do so would be illegal.

A sample interview format and interview questions can be found in appendix 6

Writing an advertisement

The process of writing and placing advertisements should follow the procedure usually undertaken by your organisation's HR department. The advert should include the following:

- Traineeship title
- Venue
- Hours
- Training allowance
- Brief description of why your organisation is offering this training opportunity and what it will provide for the successful applicant
- Brief description of eligibility and selection criteria
- Brief details of the course or formal training to be provided (i.e. where formal training will take place, qualification to be obtained, duration of formal training)

- Clarification that this is a fixed-term training opportunity with no offer of permanent employment at the end
- Closing date
- Contact address for application pack and / or further information
- Statement on the Race Relations Act, i.e. section 37(1) of the Race Relations Act 1976 applies

Adverts should be placed in national, local and ethnic press and specialist journals, such as the Library & Information Gazette. Also send them to relevant websites including your Regional Agency and university undergraduate sites. You may also be able to take advantage of disseminating information about the traineeships through local networks and community organisations.

Useful contact addresses:

Library & Information Gazette: www.cilip.org.uk/publications/gazette/default.htm

The Guardian: www.jobsadvice.guardian.co.uk/advertisers

The Voice: www.voice-online.net/advertising/voiceonline-advertising.pdf

The Asian News: www.theasiannews.co.uk/about/s/180/180669_advertise_with_us.html

The Asian Times: www.asiantimesonline.co.uk/

Asian Job Site: www.asianjobsite.co.uk/rcrt_media.html

Asian Voice: www.gujarat-samachar.com/contactus.html

Ethnic Media Group: www.ethnicmedia.co.uk/ (publishes; Asian Times, New Nation, Eastern Eye and Caribbean Times)

New Nation newspaper: www.newnation.co.uk
(an additional African Caribbean focused paper)

Local Government Careers website: www.lgcareers.com/

Undergraduate careers websites:

www.springboard.hobsons.co.uk/hobsonssites.jsp

www.prospects.ac.uk/cms/ShowPage/Home_page/p!eLaXi

www.le.ac.uk/careers/pgjobhunting.html

www.thebigchoice.com/?source=ggst

*Please note these are suggestions rather than recommendations - some of the above have not been vetted.

Chapter 5 – Partnership agreements

It is possible that when putting together positive-action training initiatives hosts may enter into partnerships with other stakeholders. Potential partners could include:

- Other host library or information services - this may be the case particularly for smaller services which consider forming partnerships to spread training, support and costs
- Universities
- External funders

Careful planning of these relationships needs to be considered at the set-up stages of the training initiative. Particular attention should be given when there are two or more host venues. For example, consideration should be given to the impact this will have on the trainee - will the trainee have to move house part way through the traineeship if the hosts are geographically far apart?



A partnership agreement between host venues should include:

- Clarifications of roles i.e. are all the hosts equal partners or will one of the hosts be taking a leading role. If the latter, the second host could be viewed as a secondment
- Names of supervisors and lead officers responsible for the trainee at each venue
- Details of how the traineeship is being funded
- Details of how the training allowance will be awarded to the trainee
- Details of how the traineeship will be split between the host venues – a year based in each venue or splitting each week between each host over the duration of the traineeship

-
- Details of each host's duties and responsibilities, including reference to the responsibility for funding additional costs such as travel
 - Details of the induction period at each venue – time needs to be allocated to settle the trainee into one site at a time
 - Details of the learning outcomes to be gained by the trainee at each venue (i.e. a training and development programme for each venue)
 - Outline of the trainee's objectives and responsibilities at each venue
 - Inclusion of additional travel expenses to account for travelling between two or more hosts if spread over a geographical area
 - Details for monitoring the trainees progress, including regular review meetings between the trainee and their supervisors and / or mentor
 - Details of how the traineeship will be evaluated by each host venue.

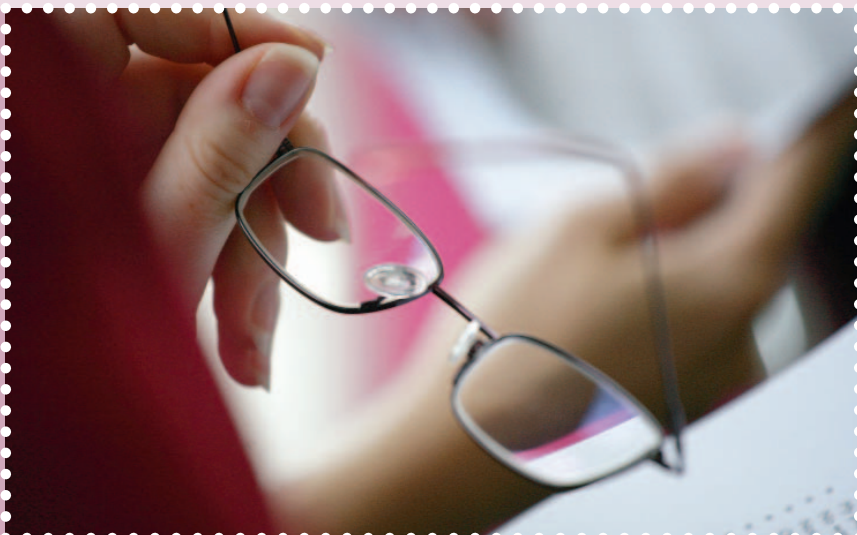
Partnerships between host venues should be formal and subject to written agreements.

When working with other partners, such as the course providers, a more flexible approach can be adopted. However, consideration should be given to selecting the best course for the trainee, taking account of course content, length of time taken to complete course, mode of learning, location, etc. You should aim to work with course leaders when preparing the traineeship and build-in regular meetings with them during the course of the traineeship.

Chapter 6 – Trainee contracts

Writing the trainee contract needn't be a difficult task or legal minefield. Host venues for existing positive action training initiatives have had specific trainee contracts or agreements drawn up by their HR and legal departments and these have been amended from their standard contracts of employment. The key differences are that the documents clearly define that it is a contract of training that is being offered, on a fixed-term basis, with no offer of a job at the end of the traineeship and they outline the training that will be received.

The contract should include reference that it is a training contract for a positive-action training scheme which is delivered under section 37 (1) of the Race Relations Act 1976 and make it clear what the expectations of the trainee are.



Key elements for trainee contracts

The key elements that should be included in a trainee contract or agreement, based on current practice are as follows:

- Details of who the trainee contract is being made between, i.e. This trainee contract is made on the day of 2009 between X (name of organisation) and X (name of the trainee)
- Emphasis that this is a fixed-term trainee contract for X years/months and that there will be no offer of employment at the end of the contract
- Emphasis that this contract is made on condition of the trainee undertaking the formal training, e.g. part-time masters course in library and information studies
- Details of what will be provided during the traineeship, for example:
 - formal training, such as part-time study for a masters in library and information studies

- a suitable and safe work place, access to equipment, etc
- experience of working in a library or information service based on a specifically-tailored training and development plan (you may wish to be specific here and provide details of exactly what the trainee will have access to in terms of an induction period, the libraries operation, staff, management team meetings, collections, professional development opportunities, etc)
- Details of how the traineeship will be undertaken, for example:
 - hours/days to be spent in the library or information service per week – remember that study time needs to be allocated each week so that the trainee can complete their formal training
 - lunch hour
 - location of the traineeship
 - how the trainee will combine their academic studies with the placement element of the traineeship
- Details of leave entitlement and absence through sickness
- Details of what your organisation expects from the trainee
- Details of how the trainee will receive their training allowance
- Details of supervision and mentoring arrangements, including how regularly training review meetings will be held
- Outline of grievance procedures
- Reference to copyright i.e. any material produced by the trainee will remain copyright of your organisation
- Reference to observance of your organisations policies, such as health and safety, equal opportunities, etc
- Details of how your organisation will terminate this contract if it is breached by the trainee
- Details of the notice the trainee should give if they decide to withdraw from the traineeship
- Details of how the host can terminate the traineeship by a period of notice in writing (the period of notice should be given).

A sample trainee contract can be found in appendix 7.

*CILIP recommends that a lawyer approve the training contract before it is finalised and given to the trainee.

Chapter 7 - Exit strategies

When setting up a positive-action training initiative supervisors and HR staff should think about how they can prepare the trainee for the end of their training. The following points should be considered:

- Exit strategies should be discussed as part of the appraisal/review / evaluation process
- The training and development plan should enable the trainee to develop their own particular interests and skills. The plan should be flexible enough to allow the trainee to develop along the lines of their greatest interests and chosen future area of work within the library and information sector
- As part of the trainee's professional development opportunities, hosts should provide training on job search skills
- Hosts should recommend that the trainee register with specialist library and information recruitment agencies
- The hosts should discuss previous trainees' experiences with the trainee
- Towards the end of the traineeship hosts should give the trainee advice on preparing for interviews, identifying their key skills and CV building
- Hosts should ensure clarity around early exit from the traineeship. For example, they may wish to negotiate with the course provider about what will happen regarding fees if the trainee leaves the traineeship and course before completion
- Hosts should establish a formal exit/interview process as part of the overall evaluation of the training.



Chapter 8 – CILIP's Framework of Qualifications and Accreditation

Professional development underpins every successful career. CILIP members benefit from Certification, Chartership, Fellowship, Revalidation and course accreditation to get their careers started and to mark all their achievements and learning



Chartership is the professional award made by CILIP, but it is more than earning the right to have MCLIP after Members names. Chartered Membership opens up new career opportunities and gives Members the skills and approach needed to develop their roles and make good job applications. By honing evaluative and professional skills through Chartering, Members also add value to their organisations and can advocate effectively on behalf their services.

Fellowship is the highest level of professional qualification awarded by the Chartered Institute that recognises a high level of personal commitment and achievement and allows Members to add the letters FCLIP after their name.

Certification is the recognition of the contribution made in library and information work by para-professionals. Members whose applications for Certification are successful earn the right to use the postnominal letters, ACLIP, representing Certified Affiliate of CILIP. Certified Affiliates can work towards Chartership.

Further details on the Framework of Qualifications and Accreditation can be found at www.cilip.org.uk/qualificationschartership/

Relationship between the Framework of Qualifications and Accreditation and positive action training:

The key elements of providing positive-action training are that the trainee undertakes a formal academic qualification and undertakes work experience to enable them to compete for work at the end of their traineeship on an equal basis. Trainees should be encouraged to register for Chartership of CILIP after completion of the university course.

The three year Encompass traineeship model offers a formal qualification in the form of postgraduate study for a part-time masters in information and library studies during the first two years. Trainees then work towards Chartership (MCLIP) in the third year of their traineeship.

Courses:

CILIP accredits undergraduate and postgraduate library and information courses in England, Wales and Scotland. Successful completion of an accredited course will help individuals get professional posts in the UK and elsewhere in the world. It will also enable them to register to Charter with CILIP.

The primary purpose of accreditation is to confirm the relevance of the course to current and developing practice in librarianship and information science, including in very specialist sectors, and thus improve the employability of its graduates. Courses are assessed using the Accreditation Instrument and the CILIP Body of Professional Knowledge.

CILIP has a list of accredited information and library studies courses listed on its website. Students that complete one of these courses will have the necessary knowledge and skills to take a fast-track route when working towards Chartership (MCLIP).

Most courses are offered as full-time or part-time by day release. The Robert Gordon University in Aberdeen, the University of Wales, Aberystwyth and Northumbria University in Newcastle offer distance learning options.

For the latest information on accreditation please contact CILIP: quals@cilip.org.uk or visit www.cilip.org.uk/qualificationschartership/Wheretostudy/ for a full list of accredited courses/

Chapter 9 – Guidance on answering complaints

Often when a positive-action training initiative is advertised someone will complain that it is unfair and discriminatory. Sometimes, but not often, they can be malicious. Complaints come from the general public and even from within the sector. Many complaints come from people who are seeking a career in the library and information services sector and are disappointed that they are not eligible for the traineeship. In this case refer them to advice on careers in the LIS sector that can be found on CILIP's website: www.cilip.org.uk/jobs Careers.

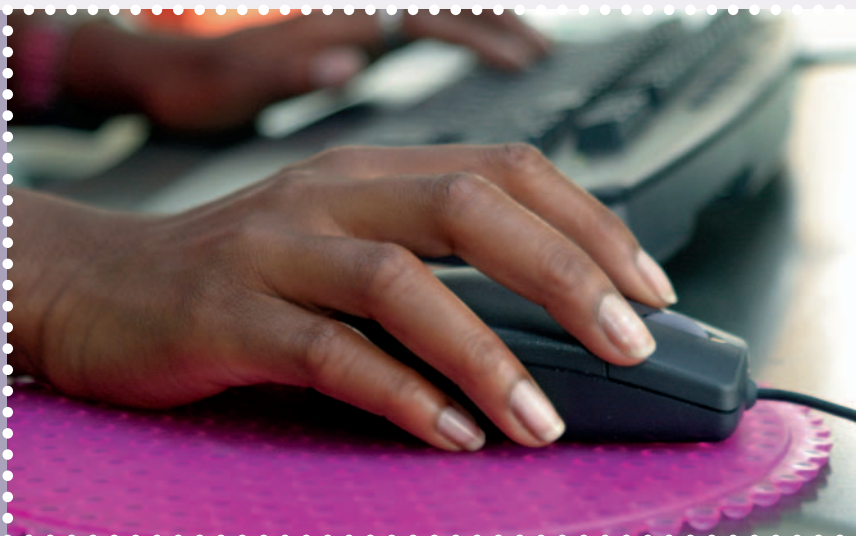
Writing a statement for answering complaints

It is recommended that host venues consider their organisation's potential response to negative criticism before it happens and draw up a statement that can be used when a complaint or query arises. The key factors to emphasise within your statement are as follows:

- Positive-action training initiatives are legal under the Race Relations Act 1976 section 37 (1)
- Public institutions have a duty to promote the Race Relations Act and to ensure that the communities they serve are represented within the make-up of their workforce
- Positive-action training within the LIS sector is part of a much wider initiative designed to address the under-representation of BME staff in library and information services locally, regionally and nationally. CILIP's membership database suggests that, in May 2006, only 2.26% of its membership were from non-white ethnic minority groups compared to 8.1% of the UK population.
- The position advertised is for a fixed-term training contract and is not an offer of a permanent job. This would be positive discrimination, which is illegal
- Positive-action training is a means of helping people from under-represented racial groups to compete on an equal basis for jobs by helping them to develop the necessary skills
- Positive-action training is not a quick fix but is designed to create long-term sectoral and cultural changes that will encourage a wider pool of potential applicants for permanent positions.



Chapter 10 – Useful contacts



If you need further help with designing or implementing your positive action training initiatives the following organisations may be able to help you:

CILIP

www.cilip.org.uk

PATH National Ltd

www.pathuk.co.uk

Museums, Libraries & Archives Council (MLA)

www.mla.gov.uk

Equalities & Human Rights Commission (EHRC)

www.equalityhumanrights.com

Professional Associations Research Network (PARN)

www.parnglobal.com

Life Long Learning UK (LLUK)

www.lluk.org

Trades Union Congress (TUC)

www.tuc.org.uk

Confederation of British Industry (CBI)

www.cbi.org.uk

Appendix 1 - Guidance notes for positive-action training

Guidelines for developing traineeships

These notes may be used by host venues as a guide to structuring their traineeships. They are by no means definitive but may demonstrate areas for consideration and highlight issues that should be considered. These notes are based on best practice already established by host venues that have had successful traineeships.

1. Positive action is the term used for measures taken under section 37(1) of the Race Relations Act 1976 and your organisation must take these legal issues into consideration.
2. The personnel/HR department of the host venue should be involved in developing the traineeship, providing specifications for the role, monitoring progress and appraising performance. Implications for the library & information service's equal opportunity and diversity policy also have to be considered and documented, as does the wording of the advert which should take guidance from the Race Relations Act 1976.
3. The purpose of any positive action scheme should be explained to staff and the relevant trade unions consulted
4. If the host venue is entering into a partnership with other library and information services to provide additional secondments/resources for the traineeship, it is advisable to draw up formal written agreements between all parties involved setting out each others' roles and obligations. Attention should be given to clarifying the financial obligations of each party; this should even include provision for basic expenditure, such as deciding who pays for the trainee travel costs if they have to travel between two host venues.
5. Where possible, those responsible for supervising the trainee should have the opportunity to talk to the course providers and visit them so that they can be briefed on what the course covers. This is important in terms of developing the trainee's programme of training and development and also in establishing all the costs likely to be incurred by the host for this element of the traineeship. For example, in planning for summer schools.
6. Championship at a senior level on the library and information service's management team is essential in embedding positive action within library policy and will help ensure the success of the traineeship.
7. The trainee's title should be established before commencement of the traineeship. This will help make the trainee feel like part of the established team. Consideration could be given to titles such as trainee librarian, trainee library assistant or trainee information officer. A title, which includes reference to the positive-action tag, may alienate the trainee.

8. Identify one member of staff who, throughout the entire traineeship, will act as mentor to the trainee.
9. Ideally, an initial meeting should be held prior to the start of the traineeship to discuss what the host and the trainee hope to achieve and to establish a work programme outlining the areas of involvement for the trainee.
10. At the start of the traineeship the host should discuss the planned programme of training and development with the trainee. It may be useful for the host to consider the areas of learning that the trainee will be working on as part of their postgraduate studies in order to ensure that the practical experience of the traineeship complements the academic work. The host should make it clear that this programme is flexible, will be regularly reviewed and may be altered to meet the changing needs of the trainee. It should be agreed that the mentor will meet with the trainee at regular intervals to ensure that the needs of the trainee are being met. Dates for these review meetings should be set at the start of the traineeship.
11. Ensure that an induction programme, relevant to the host venue is in place at the start of the traineeship. Decide on the length of the induction e.g. a day (or other specified time). Each department should give the trainee an overall view of the workings of the service. Also include an induction with the governing body. The type of induction should also be considered, for example shadowing a colleague within each department for a day can be a useful introduction. The host may wish to use their general staff induction programmes if these are deemed sufficient.
12. Throughout the traineeship the host should ensure that the trainee is not seen as a useful pair of extra hands or as an employee, but as a trainee being prepared for future employment in the sector. The traineeship is in place to provide learning and development for the trainee. Therefore, wherever possible, the trainee should be given the opportunity to take on responsibility for the management of individual projects. The host may wish to identify such projects prior to the commencement of the traineeship, but should bear in mind that the trainee should be enabled to work on projects where their interests lie in order to develop a professional specialism.

During research carried out on the impact of positive-action traineeships for the MLA it emerged that trainees who benefited most from the Diversify scheme in museums were offered considerable delegated responsibilities; encouragement and managerial support to gain experience across departments within the museum, especially across collections and public services departments; a sense of a strong champion beyond their immediate base section; and access to external resources and networks. Those who benefited least were based within a single department and with a single member of staff; being given a series of tasks on a day-to-day or

week-to-week basis; having no visible and explicit overarching structure and work programme; having limited access to external resources and networks. ('The Impact of Positive-Action Traineeships', Gaby Porter Associates, 2004).

13. The trainee should be given the opportunity to observe management team meetings.
14. The host should ensure that all the equipment the trainee will need, such as office space, a computer, access to the Internet, phone lines, etc are in place for the start of the traineeship.
15. The host should provide the trainee with professional development opportunities, such as attendance at conferences, seminars, training days, membership of special interest groups and meetings, networking with colleagues within other library services, etc.
16. Ensure that the trainee is given enough time and support to complete their postgraduate studies. Hosts should try and be flexible and provide opportunities for their trainee to take study leave. The length of the traineeship should also match the length of the course.

Potential areas to include within training and development plans

- Using automated databases
- Familiarity with web-based services
- Undertaking complex enquiries
- Collection maintenance and development
- Assessment of client needs
- Effective customer care skills
- Communication and networking skills
- Influencing colleagues, developing relevant contacts, to facilitate collaboration and capture emerging best practice
- Meeting deadlines whilst delivering a service to the highest standards
- Managing a budget and understanding forecasting
- Staff management
- Project management
- Copyright, intellectual property rights and licensing issues
- Policy formulation, service planning, development and delivery
- New and emerging technologies
- Presentation skills
- Team working

Appendix 2 – The Race Relations Act 1976

In 2001, the Race Relations Act was amended to give public authorities a new statutory duty to promote race equality. The aim is to help public authorities to provide fair and accessible services, and to improve equal opportunities in employment.

The legislation was necessary to ensure that we all receive the best from our public services. Previously many public bodies were failing to address the problems of racial discrimination and inequality; this was highlighted by the inquiry into the murder of Stephen Lawrence. The way in which public bodies carry out their functions can vary based on the size of the authority, its geographical location and local demography but all public bodies need to take account of race equality.

The legislation helps ensure public authorities become more accountable to the people they serve and allows everyone the opportunity to give their views about the services that affect them. That means it helps provide the kind of public functions and services all of us need, want and deserve as well as helping to further equality of opportunity and better race relations.

The duty to promote race equality is commonly referred to as the race equality duty. The EHRC use this as a generic term to refer to the general statutory duty under section 71(1) of the Race Relations Act 1976, as amended (the Act) and the various specific duties (including the employment duty) that were introduced by way of statutory instruments.

For further information visit the EHRC website: www.equalityhumanrights.com/en/forbusinessesandorganisation/publicauthorities/raceequalityduty/pages/whatistheraceequalityduty.aspx

Extract from the Race Relations Act 1976

Part VI

General exceptions from parts II to IV

- | | | |
|--|-----|--|
| Special needs of racial groups in regard to education, training or welfare. | 35. | Nothing in parts II to IV shall render unlawful any act done in affording persons of a particular racial group access to facilities or services to meet the special needs of persons of that group in regard to their education, training or welfare, or any ancillary benefits. |
| Provision of education or training for persons not ordinarily resident in Great Britain. | 36. | Nothing in parts II to IV shall render unlawful any act done by a person, on grounds other than race or ethnic or national origin, for the benefit of persons not ordinarily |

Discriminatory training by certain bodies.

resident in Great Britain in affording them access to facilities for education or training or any ancillary benefits, where it appears to him that the persons in question do not intend to remain in Great Britain after their period of education or training there.

- 37.-(1) Nothing in parts II to IV shall render unlawful any act done in relation to particular work by any person in or in connection with-
- (a) affording only persons of a particular racial group access to facilities for training which would help to fit them for that work; or
 - (b) encouraging only persons of a particular racial group to take advantage of opportunities for doing that work,

where it reasonably appears to that person that at any time within the 12 months immediately preceding the doing of the act-

- (i) there were no persons of that group among those doing that work in Great Britain; or
- (ii) the proportion of persons of that group among those doing that work in Great Britain was small in comparison with the proportion of persons of that group among the population of Great Britain.

- (2) Where in relation to particular work it reasonably appears to that person that although the condition for the operation of subsection (1) is not met for the whole of Great Britain it is met for an area within Great Britain, nothing in parts II to IV shall render unlawful any act done by that person in or in connection with-
- (a) affording persons who are of the racial group in question, and who appear likely to take up that work in that area, access to facilities for training which

would help to fit them for that work; or
(b) encouraging persons of that group
to take advantage of opportunities in
the area for doing that work.

(3) The preceding provisions of this section shall
not apply to any discrimination which is
rendered unlawful by section 4(1) or (2).

For a full copy of the act go to: www.opsi.gov.uk/RevisedStatutes/Acts/ukpga/1976/cukpga_19760074_en_9#pt6-l1g55

As described in chapter 1, section 37(1) sets the legal framework for
organisations to take positive action. In summary:

'If at any time within the previous 12 months there were no members of a particular racial group engaged in particular work in Great Britain, or that the proportion of persons of that racial group among those engaged in such work was small in comparison with the proportion of persons of that group in the population of Great Britain, it is lawful for any person to discriminate in or in connection with affording access to training for such work to that racial group, or to take steps to encourage members of that racial group to take advantage of opportunities for doing that work.'

Appendix 3 – Sample monitoring and evaluation forms

Host Form

This part of the form should be completed by the supervisor and traineeship champion

Trainee Name:	
Supervisor name:	
Host champion name:	
Start date: / /	Completion date: / /

Recruitment process

Timing:

Was the lead up time to recruitment and selection appropriate?

Yes No *(please tick as appropriate)*

If no, please comment below:

Application process and materials:

What worked well /what would you change? (Please comment on advertising material, where adverts were placed, timing of adverts, coordination of interviews, documentation and materials produced short-listing and interviews).

Do you have any recommendations for improving the selection and recruitment process?

Support

Please comment on the support you received from your organisation during this phase of the traineeship. Has there been enough support – what worked well / what didn't work?

Do you have any recommendations for improving the support given to supervisors?

Traineeship structure

Please comment on the overall traineeship structure – what works well / what doesn't work?
Consider how the formal learning element of the traineeship fits in with the placement in the organisation? Is there enough time for training?

Do you have any recommendations for improving the traineeship structure?

Development opportunities

Please comment on the development opportunities that your organisation has offered to the trainee (including mentoring, one-day events, development days, and meetings with senior sector figures for example). Have these been useful? What else could be offered?

This part of the form should be completed by the supervisor in conjunction with the trainee

Trainee Name:

Supervisor name:

Start date: / /

Completion date: / /

Background history of trainee

What was the trainee doing prior to this placement?

Induction

Please outline the induction programme the trainee undertook at the start of the traineeship.

On reflection are there any parts of the induction programme that you would do differently?

Yes No (*please tick as appropriate*)

If yes, please give details:

Training and development - using transferable skills

Please outline the findings from any training needs analysis undertaken at the beginning of the traineeship. This should be divided into two sections: skills the trainee has brought to the traineeship and skills identified as needing to be developed during the traineeship.

Section 1 - skills the trainee has brought to the traineeship:

Please give details of how these skills are being utilised specifically highlighting areas that have made an impact on the organisation.

Three empty horizontal lines for providing details of skill utilization.

If specific skills are not being utilised please give reasons why.

Three empty horizontal lines for providing reasons if skills are not utilized.

Section 2 - skills identified by the training needs analysis that the trainee needs to develop during the course of the traineeship:

Three empty horizontal lines for listing skills identified by the training needs analysis.

Please give details of how these skills are being developed (include details of specific projects, courses or training that will address these areas)

Two empty horizontal lines for providing details of skill development.

If specific skills are not being developed please give reason why

Three empty horizontal lines for providing reasons if skills are not being developed.

Training programme

Has a training and development plan been drawn up for the trainee?

Yes No (please tick as appropriate)

If yes, please attach a copy of the plan to this form.

If no, please comment.

Two empty horizontal lines for providing a comment if no plan was drawn up.

Supervision

How often has the supervisor been meeting with the trainee? Please comment if you think this level of supervision is appropriate and whether the trainee is happy with this frequency of meeting. Please give details (if any) of how this relationship could be improved.

Roles and responsibilities

Was the trainee's attendance and punctuality satisfactory?
(please tick as appropriate).

Yes No

If no, please comment.

Did the value of the trainee's work come up to the expectation you had at the outset?
(please tick as appropriate).

- Exceeded expectation
 Matched up to expectation
 Fell below expectation

Working relationships

How effective was the trainee in dealing with others in the organisation and working as part of a team? (please tick as appropriate).

- Excellent
 Above average
 Below average
 Unsatisfactory
 Taking the initiative

How resourceful was the trainee in accomplishing tasks with minimum supervision?
(please tick as appropriate).

- Excellent
- Above average
- Below average
- Unsatisfactory

Contribution made

Did the trainee make suggestions for improvements and have the ability to develop/improve ideas? *(please tick as appropriate).*

- Excellent
- Above average
- Below average
- Unsatisfactory

Motivation

Did the trainee appear motivated, enthusiastic, willing and determined?
(please tick as appropriate).

- Excellent
- Above average
- Below average
- Unsatisfactory

Overall placement performance rating

(please tick as appropriate)

- Excellent
- Above average
- Below average
- Unsatisfactory

Please comment on the trainee's overall progress during the placement.

Supervisor:

Title:

Name:

Signed:

Date: / /

Trainee's form

This part of the form should be completed by the trainee

Trainee Name:	
Supervisor name:	
Host champion name:	
Start date: / /	Completion date: / /

Traineeship structure

Please comment on the overall traineeship structure – what works well / what doesn't work?
We are interested in finding out how the formal learning element of the traineeship fits in with the placement in the organisation? Is there enough time for training?

Do you have any recommendations for improving the traineeship structure?

Development opportunities

Please comment on the development opportunities that your host has offered you. Have these been useful? What else could be offered?

Support from your host

Did the value of the support for you come up to the expectation you had at the outset?
(please tick as appropriate).

- Exceeded expectation
- Matched up to expectation
- Fell below expectation

Please make any specific comments you may have below. What could be done to improve the support offered to trainees?

Induction

Please outline the induction programme you undertook at the start of the traineeship.

On reflection are there any parts of the induction programme that you feel would benefit from being done differently?

- Yes No (please tick as appropriate)

If yes, please give details:

Training and development

Did you undertake a training needs analysis at the beginning of the traineeship?

- Yes No (please tick as appropriate)

Please comment:

Please outline the findings from any training needs analysis that has been undertaken. This should be divided into two sections: skills you brought to the traineeship and skills identified as needing to be developed during the traineeship.

Section 1 - skills you have brought to the traineeship:

Please give details of how these skills are being utilised specifically highlighting areas that have made an impact on the organisation.

If specific skills are not being utilised please give reasons why.

Section 2 - skills identified by the training needs analysis that you need to develop during the course of the traineeship:

Please give details of how these skills are being developed (include details of specific projects, courses or training that will address these areas)

If specific skills are not being developed please give reasons why

Training programme

Has a training and development plan been drawn up for you?

Yes No *(please tick as appropriate)*

If yes, please comment on how useful this has been for you:

If no, please comment:

Supervision

How often have you been meeting with your supervisor? Please comment if you think this level of supervision is appropriate. Please give details (if any) of how this relationship could be improved.

Working relationships

Have you been made to feel part of the team at your host?

Yes No *(please tick as appropriate)*

If no, please comment:

Contribution made

Has the host taken on board any suggestions or recommendations you've made?

Yes No *(please tick as appropriate)*

If no, please comment:

Overall placement performance rating

(please tick as appropriate)

- Excellent
- Above average
- Below average
- Unsatisfactory

Has your perception of work in the LIS sector changed since you started your placement?

- Yes
- No *(please highlight in bold as appropriate)*

If no, please comment:

Do you still wish to pursue a career in the LIS sector?

- Yes
- No *(please tick as appropriate)*

If no, please comment:

Would you recommend a positive-action traineeship to others?

- Yes
- No *(please tick as appropriate)*

If no, please comment:

How do you find your supervisor – approachable, dealt with your problems, etc?

The next question is optional, you do not have to answer it if you don't want to, but it would be useful to see where help may be given if such a problem arises again in the future.

At any time, did you feel discriminated against?

Is there anything else you would like to add that you feel has been left out?

Signed:

Date: / /

Appendix 4 – Sample trainee description and specification

Sample trainee specification for a positive action traineeship

Traineeship title	Library and Information Trainee
Background	<p>This 3 year traineeship is offered to Black and Minority Ethnic people only (Section 37 (1) of the Race Relations Act 1976 applies).</p> <p>People from ethnic minorities are under-represented in the library and information services workforce. As part of the it's Equal Opportunities programme XXX Library and Information Service is offering a 3 year positive-action traineeship.</p> <p>The successful applicant will have the opportunity to:</p> <ul style="list-style-type: none"> • Gain training and experience in the library over 3 years supported by a training bursary • Participate in the planning and/or delivery of at least one significant project as part of their training • Undertake a training programme tailored to their needs, which will include an introduction to the Library and Information sector and the development of appropriate library skills
Training allowance	£12,000 non-taxed bursary per annum
Hours per day	The traineeship is for 4 days per week plus a day a week allocated for study. The trainee will be based in the library and information service for 7 hours per day.
Location	XXX Library and Information Service

Description of training

Customer Care / Service Delivery

Undertake appropriate training in:

- The provision of an efficient library and information service in the library where you are based under the supervision of the Branch Administrator or Senior Library & Information Officer.
- Carrying out the duties required on the counters and enquiry desks, in direct public service using the GEAC (or similar) computer system, including the issue, discharge and renewal of all materials borrowed and returned by customers.
- Ensuring that customer services policies are implemented within the library.

- Regulations relating to health and safety of staff and public within the library.
- Answering enquiries from the public, referring to senior staff as appropriate.
- Accepting and processing applications for Library Membership, use of The People's Network and reservations as required.
- The use of photocopiers, PC's, OPAC's and other equipment by library users
- Income generation projects as required.
- Overdue procedures as required.
- The use of ICT applications as appropriate to deliver and promote the library service, assisting the public in using ICT as necessary.

Stock management / Service Promotion

Undertake appropriate training in:

- Shelving returned material and maintaining the shelves in good order, checking stock and taking off items to be considered for withdrawal.
- Carrying out the procedures necessary to process, repair, maintain and withdraw all forms of stock.
- Preparing items of stock for sale.
- Preparing newspapers and periodicals for use and maintaining files and records as required.
- The maintenance and revision of council information, local and community information files in all formats under the direction of senior staff.
- Carrying out internet searches and maintaining current knowledge of recommended sites.
- The promotion of the service, including storytimes, class visits and other events.

Financial And Asset Training

Undertake appropriate training in:

- Handling financial transactions, charging the appropriate fees for all material, including audio-visual loans, fines, reservations, purchase of merchandise, using cash tills and issuing receipts as necessary.

Training in the Promotion Of Corporate Values

Undertake appropriate training in:

- Ensuring that customer care is maintained to the agreed standards according to the council's values.
- Ensuring that a high level of confidentiality is maintained in all aspects of work.

- Encouraging and developing optimum performance from staff and underlining the corporate approach to customer needs as reflected in the council's structure and style.
- Complying with all Council policies and ensuring that they are carried through into all aspects of staff management and service delivery.

Other Areas

- Take part in training activities and attend courses, seminars and other events as appropriate.
- Support Lifelong Learning, Reader and Community Development at a local level.
- Take part in general induction, presentations and other events to promote the library service internally and externally

Flexibility

A degree of flexibility is needed and the trainee may be asked to undertake training roles not specifically referred to above. Such roles, however, will fall within the scope of the traineeship – for example project work.

Regular evening and Saturday availability is necessary, unless the traineeship requires other arrangements.

The Council's Commitment To Equality

To deliver the council's commitment to equality of opportunity both in the provision of services and as an employer. All staff, volunteers and trainees are expected to promote equality in the work place and in the services the council delivers.

TRAINEE SPECIFICATION

Service: Customer Service

Traineeship title: Library & Information trainee

Location: Libraries

Supervisor: Branch Administrator

Traineeship Requirements Essential/Desirable Criteria Assessed from:

Essential

Desirable

Experience of using ICT

Experience of serving the public

Ability to communicate effectively with colleagues and customers at all levels and respond to their needs

Experience of cash handling

Ability to handle all aspects of service to the public in a calm and effective manner	Experience of filing and routine clerical procedures
Ability to file correctly in numerical and alphabetical order	Knowledge of computer systems as applied to library operations
Commitment to council's Aims and Values	Demonstrate an understanding and commitment to the Council's Equal Opportunities Policy
Ability to work effectively as part of a team	Current awareness of Customer Care and Council themes and their implications for service delivery

Appendix 5 – Eligibility and selection criteria

Sample Equality and Diversity Monitoring Form

Equality and Diversity Monitoring

XXX Library and Information Service is committed to equality and diversity. In order to monitor the effectiveness of this policy we would be grateful if you could complete this form.

This information is confidential, and will not impact on your application*.

Ethnic background:

White British

White Irish

White other

If other please describe:

Black British

Black African

Black Caribbean

Black other

If other please specify:

Asian British

Asian Indian

Asian Pakistani

Asian Bangladeshi

Asian other

If other please specify:

Mixed or Dual Nationality –

White British & Black British

White British & Asian British

Other Dual or Mixed backgrounds

If other please specify:

Chinese background

Other Cultural backgrounds

If other please specify:

Gender: Female Male Other

**The monitoring form may be adapted to provide information on the ethnic background of candidates as an essential part of the recruitment process for positive action trainee posts. In this case the information will be important in assessing the eligibility of an applicant.*

Age:

18 – 25 years

25 – 65 years

56 – 70 years

Over 70 years

Do you consider yourself to be deaf or disabled?

Deaf

Disabled

Neither

Employment status:

Employed full-time

Employed part-time

In full-time education

In part-time education

Self employed

Unemployed

Retired

In receipt of Incapacity Benefit

Please state where you saw the advert for this traineeship

Guidance on selection criteria for a graduate positive action trainee scheme

The table below has been developed by CILIP for general guidance when short listing and interviewing candidates for positive-action traineeships. Consideration should also be given to the criteria outlined in the trainee specification / role description

Encompass traineeship selection criteria

Applicant's name	
Ethnic background	
First- or second-class honours degree or equivalent experience	
Eligibility for home fees (unless willing to contribute excess fees)	
	Score
1) Ability to balance study with training	
2) Ability to demonstrate enthusiasm/commitment for a career within library and information services	
3) Likelihood of gaining employment in libraries and information services	
4) Realism and flexibility regarding future job opportunities/salaries/etc	
5) Good interpersonal skills	
Total score	

Each criterion is scored out of 5 as outlined below:

- 5 very strong evidence of meeting the criteria
- 4 good evidence of meeting the criteria
- 3 some evidence of meeting the criteria
- 2 no evidence of meeting the criteria
- 1 negative evidence

When developing the essential and desirable elements of your selection criteria CILIP recommends that previous experience of working in the sector as a volunteer is seen as desirable and not a prerequisite for a candidate being short listed in order to encourage applicants from a wider field.

Appendix 6 - Sample interview format and questions

- | |
|--|
| 1) Welcome and introductions |
| 2) Explanation of the traineeship package – this will vary between different host venues |
| <p>3) Questions:</p> <ul style="list-style-type: none"> • Can you tell us which library and/or information services you have visited most recently? • Follow up with asking what candidate liked/disliked about it and why. • Why have you applied for this traineeship? • What appeals to you about working in library and information services? What job would you like to do in a library or information service? • What skills and qualities do you feel you can bring to the library and information services sector? Probe candidate to reflect on previous experiences. • Library and information services are very diverse institutions; you need to be able to work on your own under your own initiative as well as co-operating and working as part of a team. Are you able to adapt to different working environments and can you give any examples of how you have had to do this in your experience so far? • As you know, part of this traineeship package includes studying as a part-time/distance learning student for a masters in library studies. Postgraduate study is demanding and intensive and much more self-directed than undergraduate study. How would you organise yourself to cover the course material? • How do you think you would go about balancing your traineeship with your studies? • What do you feel are the current issues facing library and information services? |
| 4) Opportunity for candidate to ask the panel questions. |
| 5) Close interview, thank candidate and explain next steps in the process. Make it clear to the candidate that there will be no offer of employment at the end of the traineeship. |

Appendix 7 – Trainee contracts

CILIP recommends that trainee contracts / terms of agreement letters include reference that it is a training contract for a positive-action training scheme which is delivered under section 37 (1) of the Race Relations Act 1976 and that there is no automatic offer of employment at the end of the training. The training contract should make it very clear what the expectations of the trainee are.

Sample trainee contract

Dear X

Library and Information Service Assistant positive-action traineeship between X and XXX Library and Information Service – Letter of Agreement

This letter of agreement is to confirm the terms of the positive-action Traineeship between the XXX Library and Information Service (the host) and X (the trainee).

Background:

This positive action traineeship has been devised by XXX LIS as part of its wider Equal Opportunities programme and is delivered under section 37 of the Race Relations Act (1976). The trainee will gain structured training in order to enable them to compete on a level playing field for employment in the LIS sector on completion of their traineeship.

Recent research by the CILIP has demonstrated that there are a number of ethnic groups currently under-represented in the LIS sector including the following: Asian, Asian British descent (including people from Indian, Pakistani, Bangladeshi, Chinese and any other Asian background) and Black, Black British descent (including people from African-Caribbean, African and any other Black background). This traineeship forms part of a strategic initiative, delivered under Section 37 of the Race Relations Act 1976, aimed at reducing this under-representation through offering a training programme to members of these under-represented ethnic groups.

Duration:

The traineeship is for a period of X months starting on X and finishing on X.

Terms and conditions:

The traineeship will last for X with terms agreed between the trainee and the host. There will be a three-month trial period with a review meeting at the end of the first three months. Subsequent review meetings will be at six-monthly intervals. All review meetings will be conducted with the trainee and their supervisor. Dates for review meetings will be as follows:

For the avoidance of doubt, this arrangement is not intended to be, and shall not be construed, as a contract of employment or an apprenticeship.

The training programme will be agreed between the trainee and XXX Library and Information Service. Typically this will consist of thirty-seven hours per week with allowance for lunch consistent with the host's existing procedures. The trainee will be entitled to take one day a week as study leave. The trainee will be entitled to a holiday allowance of X days over the X-month duration of the traineeship, plus public holidays and statutory days during the placement subject to agreement with the host. The trainee will be expected to comply with hosts' existing procedures for absence reporting.

Any disputes, which arise, will be dealt with by XXX Library and Information Service following its grievance procedures.

In the case of the trainee's voluntary resignation, the traineeship may be terminated at any time by one month's notice in writing. XXX Library and Information Service may also terminate the traineeship by one month's notice in writing.

While the trainee is not an employee and therefore not entitled to SSP, they will be entitled to sickness pay as follows:

Period of training completed	Total entitlement (i.e. not cumulative)
X months	Up to X month's bursary pro-rata
Between X months – end of traineeship	Up to X month's bursary pro-rata

Where sickness absence occurs trainees must ensure that they adhere to the sickness absence procedure set out by XXX Library and Information Service.

Funding:

The trainee will receive a training bursary of £X for the duration of the X-month traineeship (tax-free). XXX Library and Information Service will pay the trainee on a monthly retrospective basis directly into their bank account. The first payment of £X will be on (or around) X date followed by X subsequent payments of £X on X day of each month. The last payment of the training bursary will be made on X date.

Tax Free Bursaries:

XXX Library and Information Service understand that awards such as these training bursaries are tax-exempt. If however, HM Revenue and Customs deem that the trainees have to declare the bursaries as self-employed income

derived from a Contract for Training that is liable for taxation, then the trainees should ensure that they have made provision to cover this from their training bursary.

Training Programme:

XXX Library and Information Service will offer an internal training programme, which is intended to offer an overview of the work of the institution and the sector and which is in line with the trainee specification and description. At the start of the traineeship XXX Library and Information Service will work with the trainee to identify their training needs in order to establish the programme of training most suited to the trainee. XXX Library and Information Service will devise a tailor-made training programme of external training opportunities. In addition, XXX Library and Information Service will make funding available for the trainee to undertake a part-time masters in library studies.

Supervisors:

The trainee's nominated supervisor is X. The supervisor will be the trainee's first point of contact and is responsible for briefing the trainee about what he/she will be expected to do on his/her placement. The supervisor will provide training and guidance throughout the traineeship. The supervisor will work closely with the trainee to ensure that role objectives and specific projects are achieved by the end of the programme. Regular one to one review meetings will be held between the trainee and the supervisor. The frequency of these meetings should be established and agreed at the beginning of the traineeship.

Mentors:

The trainee will have access to a mentor from outside the host who will provide individual advice and guidance. X has agreed to be the trainee's mentor for the duration of the traineeship.

Evaluation:

Four 'milestones' have been built into the traineeship at the review meetings. Key evaluation areas will be:

- Impact on the individual during and at the end of the traineeship, and two years after completion
- Impact on the host venue
- Assessment of the formal learning element

After the traineeship, XXX Library and Information Service will undertake further evaluation to gauge the success and impact of the traineeships before the model is launched into the sector as another model for positive-action training.

The trainee will co-operate fully, openly, honestly and frankly with this evaluation.

The trainee shall, by signing this agreement, accept these terms and conditions. One copy of the agreement signed by the trainee should be returned to XXX Library and Information Service within one month.

Yours sincerely

Library and Information Service Assistant positive action traineeship

Training Contract between X and XXX Library and Information Service
The trainee shall by signing this agreement accept these terms and conditions.

This agreement was signed by:

Date / /

(Name of representative signing on behalf of XXX Library and Information Service)

I hereby confirm that I will comply with these conditions and adhere to the policies of my host, XXX Library and Information Service.

Date / /

(Name of trainee)
