

Level 4 NVQ Diploma in Advice and Guidance (3569-04)

October 2017 Version 1.1



Qualification at a glance

Subject area	Advice and Guidance Support
City & Guilds number	3569
Age group approved	18+
Entry requirements	No previous experience needed
Assessment	By means of learner portfolio
Fast track	Available
Support materials	Centre handbook Fast track approval forms
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 4 NVQ Diploma in Advice and Guidance	213	317	3569-04	600/1632/2

Version and date	Change detail	Section
1.1 October 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Throughout



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for those working in all advice and guidance settings. It is designed for full or part time workers, paid and voluntary, permanent or temporary, as well as day or night workers
What does the qualification cover?	This qualification covers communication and interactions to support clients in preparing and completing their chosen actions; the knowledge required to work with legislative and procedural frameworks; advocacy, mediation, representation and formal proceedings; working with other services through negotiation, liaison and referral ; reviewing own development; understanding and promoting careers education guidance within organisations and enabling clients learning through groupwork, demonstration and instruction
Is the qualification part of a framework or initiative?	This qualification replaces the previous NVQ's in Advice And Guidance and at the time of publication is not part of an apprenticeship framework.
Who did we develop the qualification with?	It was developed in association with The Learning and Skills Improvement Service (LSIS).
What opportunities for progression are there?	Learners achieving Level 4 in Advice and Guidance may progress into teaching or specialist areas such as counselling, mediation, careers guidance (City and Guilds 3072 Diploma in Careers Guidance), community development and financial advice.

Structure

To achieve the **Level 4 NVQ Diploma in Advice and Guidance**, learners must achieve **17** credits from the mandatory units and a minimum of **20** credits from the optional units available. A minimum of 19 credits must be from Level 4 units.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
F/602/5140	003	Develop interactions with advice and guidance clients	4
Y/602/5189	014	Manage personal case load	4
H/602/5194	016	Evaluate and develop own contribution to the service	3

Unit accreditation number	City & Guilds unit	Unit title	Credit value
F/602/5199	018	Operate within networks	3
R/602/5210	030	Understand importance of legislation and procedures	3
Optional			
L/602/5139	002	Support clients to make use of the advice and guidance service	3
R/602/5143	005	Assist advice and guidance clients to decide on a course of action	3
A/602/5153	006	Prepare clients through advice and guidance for the implementation of a course of action	3
J/602/5172	007	Assist clients through advice and guidance to review their achievement of a course of action	3
R/602/5174	008	Advocate on behalf of advice and guidance clients	6
H/602/5177	009	Prepare to represent advice and guidance clients in formal proceedings	6
M/602/5179	010	Present cases for advice and guidance clients in formal proceedings	6
M/602/5182	011	Negotiate on behalf of advice and guidance clients	5
T/602/5183	012	Liase with other services	3
F/602/5185	013	Enable advice and guidance clients to access referral opportunities	3
K/602/5200	019	Undertake research for the service and its clients	5
M/602/5201	020	Design information materials for use in the service	4
T/602/5202	021	Provide and maintain information materials for use in the service	3
A/602/5203	022	Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation	4
F/602/5204	024	Integrate Careers Education Guidance (CEG) within the curriculum	4
J/602/5205	025	Promote Careers Education Guidance (CEG)	3
L/602/5206	026	Negotiate and maintain service agreements	3
R/602/5207	027	Facilitate learning in groups	3
Y/602/5208	028	Prepare and set up mediation	4

Unit accreditation number	City & Guilds unit	Unit title	Credit value
D/602/5209	029	Stage and manage the mediation process	8
M/600/9726	033	Enable learning through demonstrations and instructions	3
A/602/5198	034	Provide support for other practitioners	5

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 4 NVQ Diploma in Advice and Guidance	213	317



2 Centre requirements

Approval

If your Centre is approved to offer the qualification 3069 NVQ in Advice and Guidance you can apply for the new Level 4 NVQ Diploma in Advice and Guidance (3569-04) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application

Resource requirements

Site agreements

The City and Guilds Code of Practice 2011, QCA Appendix 2, Approved Centre Criteria 1.1.3 make it explicit that centres must ensure that all assessment sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- Centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
- Commitment to centre policies and practices eg policy for learner appeals/complaints and access to fair assessment
- Access to the workplace and protocols for peripatetic assessors
- Responsibilities for establishing and communicating any issues concerning 'fit person' checks as required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body)

- Responsibilities for ensuring that learners are operating in a work place where the standards of practice fully support learners to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment from member assessment sites/satellites in order to avoid future problems.

Centre staffing

Assessor requirements

The Assessors of **competence based units** must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
 - D32//D33 or A1
 - The A1 replacements (eg City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
 - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifiers.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
 - Level 3 Award in Assessing Vocational Competence OR
 - Level 3 Award in Assessing Vocationally Related Achievement OR
 - Level 3 Certificate in Assessing Vocational Achievement OR
 - Another suitable qualification in the assessment of knowledge.

This must be agreed in advance with the External Verifier.

Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding . For further information visit **www.cityandguilds.com/qtls**

- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

Expert Witness

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR
- a professional work role which involves evaluating the everyday practice of staff.

Internal verifiers/Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34
- The V1 replacements (eg the City & Guilds 6317 such as the:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Quality Assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

Co-ordinating assessors

The usual expectation is that individual learners are supported by one assessor. Where more than one assessor is required, the lead assessor must take on the responsibility of co-ordinating the assessment process and ensuring that assessment takes place.

Co-ordinating assessor must meet the requirements of assessors as detailed above.

Continuous professional development requirement (CPD)

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills/knowledge. This may be achieved in a

variety of ways such as attendance at conferences; City & Guilds Customer Support events; centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal quality assurer basis, thereby providing evidence for the external quality assurer.

Learner entry requirements

There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

For funding purposes, centres are reminded that learners should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Age restrictions

This qualification is not approved for the use of those who are under 18 years of age.

Other legal considerations

Learners entering the advice and guidance workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

Confidentiality and privacy

At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into learners' portfolios of evidence. Further guidance on related issues can be found in the qualification FAQ available on the City and Guilds Website.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so the learner fully understands the requirements of the qualification[s], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Fast track approval forms/generic fast track approval form	www.cityandguilds.com

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* for new and existing centres to use as appropriate. **Recording forms** are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification

City & Guilds have developed the assessment strategy in line with the requirements of competency qualifications.

- Evidence of learner performance should be derived from assessor observation and / or testimony from an expert witness of the learner carrying out real work activities
- Knowledge evidence requirements can be met through inferred knowledge in performance evidence, work products or through Recognition of Prior Learning (RPL), assignment / workbook, reflective account, professional discussion and questioning

Assessment strategy

The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an Expert Witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. There will be a combination of assessment methods for this qualification which meet competence and knowledge units. Direct observation of candidate's performance by the assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source sources of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally quality assured. Independence of assessment is achieved via robust external and internal quality assurance processes, supported by City & Guilds reporting systems, which identify areas of risk for each centre.

Where 'client' is mentioned, this means the person actually using the Advice and Guidance services.

In order to complete this qualification learners must provide evidence of experience of providing Advice and Guidance services to more than one individual, except in circumstances where a learner is working for only one individual for the total period of their assessment. Advice must be sought from City & Guilds before a learner working with/for only one individual is registered for this qualification

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of the clients must be upheld

Performance evidence requirements

The prime source of evidence for competency based Learning Outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely expert witnesses may provide testimony for the occupationally specific units

Additional assessment methods or evidence sources:

Expert witnesses may observe learners practice and provide testimony for the occupationally specific units which will have parity with assessor observation for the optional units. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.

Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.

Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.

Learner/reflective accounts describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners can evaluate their knowledge and practice across the activities embedded in this qualification.

Questions asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

Witness testimonies These should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are clients/service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.

Projects/Assignments Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used

Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding. NB Confidential records must not to be included in learners' portfolios but must be referred to in the assessment records.

Knowledge evidence requirements

If the assessor cannot positively infer the knowledge and understanding from learners' work practice Knowledge Learning Outcomes and Assessment Criteria requirements can be met through Recognition of

Prior Learning, assignment/workbook, work products, reflective account, professional discussion and questioning.

Professional discussion, where used, must be conducted by the learners' assessor and be included in learners' assessment plans and thereby agreed in advance with learners. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio visual recording is used it must be of a good enough quality to be clearly heard/seen. Recordings must be referenced and marked to allow quality assurers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Independent assessment requirements

There is no independent assessment for this qualification.

Simulation

Simulation is not allowed for any of the Advice and Guidance units in this qualification.

Recognition of prior learning (RPL)

Some learners for this qualification may have undertaken training in the past and will be experienced in Advice and Guidance. Therefore all centres delivering the qualification should provide the opportunity for learners' prior experience and learning to be assessed and accredited. This should form part of learners' initial assessment.

Should any opportunities for RPL be identified it is important that a complete process of accreditation of prior experience and learning is undertaken by ensuring that:

- it covers relevant or appropriate experience from previous activities as well as accredited learning and qualifications
- it is incorporated into the assessment planning with details of how this will take place
- mapping of prior learning to the Learning Outcomes and Assessment Criteria to identify gaps is documented and auditable
- assessment methods or processes for RPL are documented and made available to the external quality assurer
- the audit trail covers the whole process and methodology of recognition of prior learning
- the authenticity of presented evidence is established to ensure it was generated by the learner as an individual
- Currency and how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification
- performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the recognition of Prior Learning can only cover the knowledge aspect.

Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment

- relevance of context – the degree to which the context of the learning gained and assessed relates to the current context of learners' work role. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into the current setting.

Evidence of learner performance will be derived from assessor observation of the learner carrying out real work activities in the workplace. Assessors must ensure that they undertake sufficient observation across the NVQ to allow them to make a safe judgement of learner competence.

Detailed additional guidance, is provided on a unit basis for the use of these or other acceptable performance assessment methods.

Where 'client' is mentioned, this means the person actually using the Advice and Guidance services.

In order to complete this qualification at either level, learners must provide evidence of experience of providing Advice and Guidance services to more than one individual, except in circumstances where a learner is working for only one individual for the total period of their assessment. Advice must be sought from City & Guilds before a learner working with/for only one individual is registered for the NVQ.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of the clients must be upheld.

Knowledge evidence requirements

Learners must be able to apply the specified knowledge and understanding to their work practice and therefore, most usually, knowledge and understanding will be apparent in learners' performance evidence. If the assessor cannot positively infer the knowledge and understanding from learners' work practice they should question learners or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by learners' assessors and is most appropriately used in the Advice and Guidance NVQs to elicit underpinning knowledge, explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in learners' assessment plans and thereby agreed in advance with learners. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio visual recording is used it must be of a good enough

quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Independent assessment requirements

There is no independent assessment for this qualification.

Simulation

Simulation is not allowed for any of the Advice and Guidance units in this qualification; however, some of the imported units may allow simulation. Detailed information on simulation, amongst other things, can be found in the unit evidence requirements.

Recognition of prior learning (RPL)

Some learners for this qualification may have undertaken training in the past and will be experienced in Advice and Guidance. Therefore all centres delivering the qualification should provide the opportunity for learners' prior experience and learning to be assessed and accredited. This should form part of learners' initial assessment.

Should any opportunities for RPL be identified it is important that a complete process of accreditation of prior experience and learning is undertaken by ensuring that:

- it covers relevant or appropriate experience from previous activities as well as accredited learning and qualifications.
- it is incorporated into the assessment planning with details of how this will take place.
- mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable
- assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier.
- the audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning.
- the authenticity and currency of presented evidence is established by the assessor.
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the 'non-tested' areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested, relates to that required by the Advice and Guidance NVQ.
- Performance and Knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning

will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.

- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of learners' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into the current setting.
- Currency – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the learner.



5 Units

Availability of units

The following units can also be obtained from the centre resources section of the City & Guilds website. They are also on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Below is a list of the learning outcomes for all the units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 002

Support clients to make use of the advice and guidance service

UAN:	L/602/5139
Level:	Level 2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to enable clients to decide whether to use the service, understand and provide information on other suitable services and agree with clients their use of the service.

Learning outcome	The learner will:
1	Be able to enable clients to decide whether to use the service
Assessment criteria	
The learner can: 1.1 Encourage clients to clarify their requirements and circumstances 1.2 Assist clients to decide whether the service can meet their requirements, including: <ul style="list-style-type: none">• identifying the appropriate information• providing clients with information on the advantages and disadvantages of using the service	

Learning outcome	The learner will:
2	Be able to identify and provide accurate information required by clients
Assessment criteria	
The learner can: 2.1 Explore with clients the reasons for their information needs and agree how it will be provided 2.2 Identify the most appropriate information sources and retrieve the relevant information 2.3 Check the clients understanding of the information and confirm that the information provided is sufficient for their requirements.	

2.4 Agree with the client any further activities necessary, including referral to **alternative sources** of information

Learning outcome	The learner will:
3	Understand the services provided by other suitable services
Assessment criteria	
The learner can:	
3.1 Explain what other suitable services are available	
3.2 Explain what is offered by these other services.	

Learning outcome	The learner will:
4	Be able to provide information on other suitable services
Assessment criteria	
The learner can:	
4.1 Provide information on other services that may be more suitable for meeting the clients requirements	
4.2 Advise the client on the approach to other services.	

Learning outcome	The learner will:
5	Be able to agree with clients their use of the service
Assessment criteria	
The learner can:	
5.1 Clarify and confirm the clients' requirements and how these will be met by the service	
5.2 Agree the way in which services can be provided	
5.3 Advise the client of the procedures for contacting and using the service.	

Unit 002 Support clients to make use of the advice and guidance service

Supporting information

Unit range

Alternative sources can include internet and telephone providers

Suitable services must be relevant to the individual clients needs

The **approach** could include formal mechanisms such as referrals or informal drop in services

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 003

Develop interactions with advice and guidance clients

UAN:	F/602/5140
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to establish interactions that explore client's issues, maintain and then close these interactions.

Learning outcome	The learner will:
1	Be able to enable clients to explore their issues
Assessment criteria	
The learner can: 1.1 Create a suitable environment for the client to be comfortable to express their issues and concerns 1.2 Encourage the client to explore their requirements, their ideas for achieving them and any potential barriers to achievement 1.3 Encourage clients to set priorities 1.4 Identify a range of communication skills that could be used to work effectively with clients.	

Learning outcome	The learner will:
2	Be able to sustain interactions with clients
Assessment criteria	
The learner can: 2.1 Recognise the nature and stage of the interaction and provide opportunities to sustain this 2.2 Encourage clients to provide additional information 2.3 Manage any inappropriate information given by clients.	

Learning outcome	The learner will:
3	Be able to bring interactions to a close
Assessment criteria	
<p>The learner can:</p> <p>3.1 Provide clear opportunities for clients to end the interaction</p> <p>3.2 Allow clients to decide on the next steps and agree with them any further activities or support that is needed</p> <p>3.3 Review the interaction and summarise the points made.</p>	

Unit 003 Develop interactions with advice and guidance clients

Supporting information

Unit range

Stage of interaction could consider the clients referral and the length of time with which the client has been known; or the stage within an advice and guidance session eg goal or objective setting, reviewing the actual situation, considering options, action planning for a way forward and closure.

Inappropriate information would include information which is outside the boundaries/contract of the relationship or which relates to unethical or unlawful activities or conduct.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 005

Assist advice and guidance clients to decide on a course of action

UAN:	R/602/5143
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to negotiate boundaries, assist clients to clarify their requirements, review and prioritise their decisions and select courses of action upholding the clients autonomy throughout.

Learning outcome	The learner will:
1	Be able to assist clients to clarify their requirements
Assessment criteria	
The learner can: 1.1 Use appropriate language and pace of communication to encourage clients to identify their requirements and ideas for achieving them 1.2 Identify and agree requirements that cannot be met 1.3 Explain to the client what other sources of support may be available.	

Learning outcome	The learner will:
2	Be able to negotiate boundaries with clients
Assessment criteria	
The learner can: 2.1 Negotiate with the client the boundaries of the interactions.	

Learning outcome	The learner will:
3	Be able to assist clients to review and prioritise their decisions
Assessment criteria	
The learner can:	
3.1 Encourage clients to explore their decision making process and review their priorities.	
3.2 Identify unrealistic requirements and identify possible alternatives	
3.3 Review with the clients the advantages and disadvantages of the selected options'	

Learning outcome	The learner will:
4	Be able to assist clients select a course of action
Assessment criteria	
The learner can:	
4.1 Assist clients to reach a decision on the most appropriate course of action	
4.2 Confirm the client's autonomy in the decision making process	
4.3 Identify any problems with the chosen course of action and encourage the client to take appropriate action to address them.	

Learning outcome	The learner will:
5	Understand the importance of autonomy for the client
Assessment criteria	
The learner can:	
5.1 Explain why it is important to confirm the autonomy of the client.	

Unit 005 **Assist advice and guidance clients to decide on a course of action**

Supporting information

Unit range

Sources of support could be formal and informal, within the organisation and beyond the organisation

Boundaries could include limitations imposed from organisational policies and procedures, client preferences, and the aim to remove ambiguity, misunderstanding or misconceptions. The agreement about boundaries may be recorded in a contract

Client autonomy is agency recognition and respect for the client's right to make their own decisions.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 006

Prepare clients through advice and guidance for the implementation of a course of action

UAN:	A/602/5153
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires learners to prepare, develop and implement action plans with clients.

Learning outcome	The learner will:
1	Be able to assist clients to prepare an action plan
Assessment criteria	
The learner can:	
1.1 Confirm the course of action with the client and the roles and responsibilities of those involved	
1.2 Explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications	
1.3 Identify any unrealistic expectations and explore possible modifications.	

Learning outcome	The learner will:
2	Be able to assist clients to develop the action plan
Assessment criteria	
The learner can:	
2.1 Incorporate relevant information into the action plan	
2.2 Ensure the plan specifies methods, timescales, and responsibilities	
2.3 Produce the plan in the agreed format and review it with the client	
2.4 Agree the process for future reviews.	

Learning outcome	The learner will:
3	Be able to assist clients to identify how the plan might be implemented
Assessment criteria	
The learner can:	
3.1 Identify potential methods for implementing the course of action and identify any potential difficulties	
3.2 Confirm with clients their understanding of the action plan	
3.3 Obtain agreement from the client for action plan to commence.	

Unit 006 **Prepare clients through advice and guidance for the implementation of a course of action**

Supporting information

Unit range

Course of action should include identifying who is responsible for specific actions

Agreed format should include the requirements of the agency and the client.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 007

Assist clients through advice and guidance to review their achievement of a course of action

UAN:	J/602/5172
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires learners to understand the methods used to review clients achievements, progress, key objectives and stages of action.

Learning outcome	The learner will:
1	Understand a range of methods to review achievements
Assessment criteria	
The learner can:	
1.1 Explain the relevant models of good practice for assisting clients to review progress	
1.2 Explain what types of review should take place and how often these should be carried out.	

Learning outcome	The learner will:
2	Be able to review progress with clients
Assessment criteria	
The learner can:	
2.1 Provide suitable opportunities for clients to review progress and achievements of the course of action.	
2.2 Provide suitable feedback to the clients.	

Learning outcome	The learner will:
3	Be able to review the key objectives and stages of the course of action
Assessment criteria	
The learner can:	
3.1 Identify and agree with the client the objectives that have been achieved and those that have not	
3.2 Identify the methods that were most effective	
3.3 Review the suitability of the methods used by the clients.	

Unit 007

Assist clients through advice and guidance to review their achievement of a course of action

Supporting information

Unit range

Relevant models could be drawn from initial assessment, process review, outcome review, self assessment

Methods could include social, psychological or behavioural

Review could include qualitative and quantitative measures.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 008

Advocate on behalf of advice and guidance clients

UAN:	R/602/5174
Level:	Level 5
Credit value:	6
GLH:	35
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to prepare and present a clients interests and advise the client throughout the advocacy process.

Learning outcome	The learner will:
1	Be able to prepare for advocacy
Assessment criteria	
The learner can: 1.1 Review relevant information on the requirements of the client 1.2 Clarify with the client any additional information that may be required 1.3 Confirm who should be contacted to pursue the interests of the client.	

Learning outcome	The learner will:
2	Be able to assess the potential results of the advocacy
Assessment criteria	
The learner can: 2.1 Identify the key aspects of client's requirements that will feature in the discussions and debates 2.2 Advise the client of how decisions are agreed between parties 2.3 Advise the client what the results of previous similar advocacy have been.	

Learning outcome	The learner will:
3	Understand the details and requirements of the other parties
Assessment criteria	
The learner can:	
3.1 Explain which services or people are usually contacted and who represents the service or people	
3.2 Explain what information should be included and how it should be presented.	

Learning outcome	The learner will:
4	Be able to prepare to present the clients interests
Assessment criteria	
The learner can:	
4.1 Ensure all relevant people, documentation and associated materials are available for the presentation	
4.2 Provide information to all the relevant people according to agreed timescales	
4.3 Ensure oral and written presentations are clear and effective.	

Learning outcome	The learner will:
5	Be able to present the clients' interests
Assessment criteria	
The learner can:	
5.1 Present clients' interests in a way that emphasises the key aspects	
5.2 Identify any errors or contradictions in the information relating to clients	
5.3 Identify any issues presented by others and offer constructive suggestions for their resolution.	

Unit 008 Advocate on behalf of advice and guidance clients

Supporting information

Unit range

Relevant information including personal information, legal rights and options

Key aspects should include the client's priorities and can have negative or positive aspects

Similar advocacy- advice should be given maintaining organisational and client confidentiality.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 009

Prepare to represent advice and guidance clients in formal proceedings

UAN:	H/602/5177
Level:	Level 5
Credit value:	6
GLH:	35
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to understand the preparation needed for formal proceedings including preparation of key information and the approach needed for the presentation of a case.

Learning outcome	The learner will:
1	Be able to prepare clients for formal proceedings
Assessment criteria	
The learner can:	
1.1 Explain to clients the roles and responsibilities of those involved in the proceedings	
1.2 Explain to the clients the potential advantages and disadvantages of the proceedings	
1.3 Explain to the clients the stages, timescales and cost implications of the proceedings	
1.4 Explain to clients both the types of information and the nature of the arguments that will be used during the proceedings	
1.5 Confirm the clients understanding and secure their formal agreement for representation to begin.	

Learning outcome	The learner will:
2	Be able to prepare information for the formal proceedings
Assessment criteria	
The learner can:	
2.1 Confirm the parties involved in the case	
2.2 Obtain information on the case, obtaining any additional information that may be required	
2.3 Ensure information is disclosed according to established procedures	

- 2.4 Identify any aspects of the case that may lead to a reconsideration of its outcomes
- 2.5 **Confirm where the case will be heard** and the parties involved.

Learning outcome	The learner will:
3	Be able to prepare the presentation of the case
Assessment criteria	
The learner can:	
3.1 Identify the key aspects of the case	
3.2 Prepare a strategy for arguing the case	
3.3 Identify the approach to advocacy that is likely to be successful	
3.4 Identify the line of questioning that will be put to the parties involved and the potential responses to the questions.	

Unit 009 Prepare to represent advice and guidance clients in formal proceedings

Supporting information

Unit range

Proceedings - could include Hearings, Appeals, Inquiries, and Tribunals.

Advantages and disadvantages – will vary according to context but should include outcomes and implications.

Formal - should be written or witnessed.

Confirm where case will be heard – should include venue, date and time.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 010

Present cases for advice and guidance clients in formal proceedings

UAN:	M/602/5179
Level:	Level 5
Credit value:	6
GLH:	35
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to anticipate the problems that may occur in formal proceedings, and be able to effectively present and review cases for clients.

Learning outcome	The learner will:
1	Understand the problems that could occur with formal proceedings
Assessment criteria	
The learner can:	
1.1 Explain the types of problems that could occur with formal proceedings	
1.2 Explain actions that can be taken to address the problems.	

Learning outcome	The learner will:
2	Be able to present cases for clients
Assessment criteria	
The learner can:	
2.1 Ensure all relevant people, documentation and associated materials are available for the case	
2.2 Present the case clearly and effectively	
2.3 Identify any errors or contradictions in the information relating to clients	
2.4 Effectively counter the arguments of opposing parties.	

Learning outcome	The learner will:
3	Be able to review the outcomes of formal proceedings
Assessment criteria	
The learner can:	
3.1 Review the outcomes of the proceedings with the clients	
3.2 Clarify to the client the responses of the other parties in relation to outcomes of the proceedings	
3.3 Specify the consequences of the outcomes to the clients and others	
3.4 Identify which objectives have been met and which have not	
3.5 Identify the potential for continuing the advocacy process and the requirements for any further action.	

Unit 010 Present cases for advice and guidance clients in formal proceedings

Supporting information

Unit range

Proceedings - could include Hearings, Appeals, Inquiries, Tribunals

Consequences of outcomes - should include required actions, by whom and related timescales.

Potential for continuing the advocacy process - through appeal etc.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 011

Negotiate on behalf of advice and guidance clients

UAN:	M/602/5182
Level:	Level 5
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to understand the main points of negotiation prepare offers to meet client's requirements, explain offers from other parties and establish agreements for clients.

Learning outcome	The learner will:
1	Understand the main points of negotiation
Assessment criteria	
The learner can:	
1.1 Explain the types of negotiation strategies suitable for different types of issue	
1.2 Explain what different formats of negotiation can be used	
1.3 Explain what supporting documentation might be required.	

Learning outcome	The learner will:
2	Be able to prepare offers that meet the clients requirements
Assessment criteria	
The learner can:	
2.1 Review the client's requirements	
2.2 Identify a negotiation strategy suitable for the client's requirements	
2.3 Prepare suitable offers for clients that meet their requirements.	

Learning outcome	The learner will:
3	Be able to explain offers received from other parties
Assessment criteria	
The learner can:	
3.1 Receive offers from other parties	
3.2 Consult with the clients to assess how far the offers meet requirements	
3.3 Recommend the next stage in the negotiations.	

Learning outcome	The learner will:
4	Be able to establish an agreement for clients
Assessment criteria	
The learner can:	
4.1 Produce agreements that effectively meet the client's requirements and that are in the required format	
4.2 Incorporate all necessary details into the agreement and ensure it is capable of being implemented	
4.3 Confirm agreements with clients at appropriate stages of the negotiations	
4.4 Advise the clients why any requirements cannot be met or if there are any significant changes to the agreement.	

Unit 011 Negotiate on behalf of advice and guidance clients

Supporting information

Unit range

Negotiation strategies could include formal/informal, internal to the organisation or external

Formats of negotiation may be written, electronic, verbal, one to one or group

Offers should be in line with the strategy

Required format as may be required by the parties in the negotiation

Implemented: leading to measurable action.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 012

Liase with other services

UAN:	T/602/5183
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to understand the process for liaising with other services, establish procedures to exchange information and provide and receive information from other services.

Learning outcome	The learner will:
1	Understand the process for liaising with other services
Assessment criteria	
The learner can:	
1.1 Explain which other services are likely to be dealt with	
1.2 Explain the types of information likely to be exchanged	
1.3 Explain why it is important to check the validity of any information received	
1.4 Explain who is involved in different types of information exchanges and who should receive copies of the information	
1.5 Explain the types of problems that may arise and what actions can be taken to resolve them.	

Learning outcome	The learner will:
2	Be able to establish procedures for exchanging information with other services
Assessment criteria	
The learner can:	
2.1 Consult with other services on the information requirements of each service	
2.2 Agree the purpose scope and procedures for exchanging information	
2.3 Ensure that documented procedures , that include identifying the roles and responsibilities of those involved in any exchange of information, are produced	
2.4 Disseminate procedures for the exchange of information with other services	

2.5 Agree a process to regularly review and update the procedures.

Learning outcome	The learner will:
3	Be able to provide information to other services
Assessment criteria	
The learner can: 3.1 Confirm the information required by other services 3.2 Select the appropriate information and disseminate using agreed procedures. 3.3 Assist other services to interpret the information forwarded 3.4 Confirm that the information is sufficient , forwarding additional information if required.	

Learning outcome	The learner will:
4	Be able to obtain information from other services
Assessment criteria	
The learner can: 4.1 Request required information from other services using the agreed procedures 4.2 Access the relevant information and confirm the validity of it 4.3 Identify any problems with obtaining information.	

Unit 012 Liaise with other services

Supporting information

Unit range

Other services include: statutory services, third sector, commercial organisations, Trusts

Documented procedures should comply with relevant legislation eg Data Protection Act, Freedom of Information Act

Dissemination: this could be done through different media eg written, verbal, electronic, pictorially

Sufficient: for the other service to engage appropriately without compromising privacy and confidentiality

Validity: ensuring information is current, sound and applicable.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 013

Enable advice and guidance clients to access referral opportunities

UAN:	F/602/5185
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to understand the process of referral, identify options for referral and enable clients to take up referral opportunities.

Learning outcome	The learner will:
1	Understand the process for referring clients to other organisations
Assessment criteria	
The learner can: 1.1 Explain which organisations clients are likely to be referred to. 1.2 Explain what types of information the client will need including the various formats this may need to be in.	

Learning outcome	The learner will:
2	Be able to identify options for referral
Assessment criteria	
The learner can: 2.1 Obtain information from clients on their requirements 2.2 Obtain relevant, and current information on other services that are potentially suitable 2.3 Assess the suitability of other services 2.4 Confirm the other service's acceptance criteria and procedures 2.5 Ensure the other services have the capacity and resources to deal with additional clients 2.6 Review the requirements of the clients and check them against the services provided by the other services.	

Learning outcome	The learner will:
3	Be able to enable clients to take up referral opportunities
Assessment criteria	
<p>The learner can:</p> <p>3.1 Provide information, including advantages and disadvantages of referral, to enable clients to make an informed decision</p> <p>3.2 Confirm the acceptability of the referral with the client</p> <p>3.3 Plan the implementation of the referral</p> <p>3.4 Facilitate the client's contact with the other services</p> <p>3.5 Review the boundaries of confidentiality with the client; informing them of the information that has to be passed between the services</p> <p>3.6 Agree any further information or support that is required by the client.</p>	

Unit 013 Enable advice and guidance clients to access referral opportunities

Supporting information

Unit range

Organisations: within the context of your own service

Other services could include statutory services, third sector services, commercial organisations, Trusts

Suitable services should be relevant to the individual clients needs

Implementation should identify tasks leading to measurable action

Boundaries of confidentiality as agreed in any contract, and in line with legislation requirements, service policy and procedures

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 014

Manage personal case load

UAN:	Y/602/5189
Level:	Level 4
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires learners to maintain case notes, review and prioritise personal caseloads and understand factors that affect caseloads.

Learning outcome	The learner will:
1	Be able to maintain case notes
Assessment criteria	
The learner can:	
1.1 Record key information about each case	
1.2 Record all actions being undertaken for clients	
1.3 Ensure case notes are accurate and contain appropriate detail	
1.4 Ensure case notes are structured in a way that gives a clear history.	

Learning outcome	The learner will:
2	Be able to review personal case load
Assessment criteria	
The learner can:	
2.1 Review all relevant information	
2.2 Monitor the progress of all cases	
2.3 Identify any obstacles in achieving the required outcomes for cases	
2.4 Exchange information on the cases according to the service's procedures	
2.5 Identify improvements that can be made to the management of cases.	

Learning outcome	The learner will:
3	Understand factors that affect case loads
Assessment criteria	
The learner can:	
3.1 Explain what types of obstacle may occur and how to overcome it	
3.2 Explain any factors that may affect the number of cases managed.	

Learning outcome	The learner will:
4	Be able to establish priorities for dealing with personal case load
Assessment criteria	
The learner can:	
4.1 Establish criteria for setting priorities	
4.2 Assess cases against the criteria to show which cases need high priority	
4.3 Identify any immediate actions that may be required to meet deadlines	
4.4 Inform relevant people of the need to prioritise specific cases	
4.5 Ensure appropriate resources are allocated to the cases	
4.6 Monitor the effect of the priority cases on the rest of the caseload	
4.7 Ensure all cases receive appropriate attention .	

Unit 014 Manage personal case load

Supporting information

Unit range

Key information as determined by legal and organisational requirements and the client

Appropriate detail in line with organisations policy and procedure

Progress movement towards agreed goals and outcomes

Improvements should be within your own remit

Obstacles could include referral bottlenecks, personal workload issues, complexity of cases

Factors could include complex cases, level of experience, available support, and referral opportunities

Criteria could be based on agency policy and procedure and the client

Relevant people could include line managers/supervisor, client, referrer

Appropriate resources could be set against the organisations performance indicators and service standards where they exist

Appropriate attention should be in line with organisations policy and procedure.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 016

Evaluate and develop own contribution to the service

UAN:	H/602/5194
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to understand how to evaluate practice, evaluate practice and identify own development objectives.

Learning outcome	The learner will:
1	Understand the process of evaluating practice
Assessment criteria	
The learner can:	
1.1 Identify criteria used to evaluate practice	
1.2 Evaluate practice including identifying areas for development	
1.3 Identify the information to be evaluated	
1.4 Agree the feedback to be accessed	
1.5 Identify the objectives of the service which will inform evaluation.	

Learning outcome	The learner will:
2	Be able to carry out evaluation of practice
Assessment criteria	
The learner can:	
2.1 Evaluate information using identified criteria	
2.2 Implement agreed criteria to evaluate practice	
2.3 Evaluate the effect of own values, beliefs, attitudes and behaviours on work role	
2.4 Identify aspects of knowledge required by the service and the profession	
2.5 Seek guidance and support when issues are beyond own knowledge and experience.	

Learning outcome	The learner will:
3	Be able to identify development objectives
Assessment criteria	
<p>The learner can:</p> <p>3.1 Use outcomes of evaluation to prioritise and agree development objectives</p> <p>3.2 Identify and access the necessary resources for development</p> <p>3.3 Record personal development plans</p> <p>3.4 Review and update personal development plans.</p>	

Unit 016 Evaluate and develop own contribution to the service

Supporting information

Unit range

Criteria can include internal and external criteria and both qualitative and quantitative measures

Development of own practice

Feedback about own performance can be from eg clients, colleagues, other agencies. Ensure permission to share the feedback is sought

Criteria to reflect agency standards, codes of practice etc.

Implement leading to measurable action

Effect could be both positive and negative.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

UAN:	F/602/5199
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to identify and access, maintain membership of and exchange information within networks which could benefit their service.

Learning outcome	The learner will:
1	Be able to identify and access networks which could benefit the service
Assessment criteria	
The learner can:	
1.1 Determine the role and purpose of existing networks	
1.2 Implement the service's criteria for network participation	
1.3 Agree with practitioners how much time should be given to networks	
1.4 Explain the types of conflicts which could occur.	

Learning outcome	The learner will:
2	Be able to maintain memberships of networks
Assessment criteria	
The learner can:	
2.1 Maintain personal contacts within networks	
2.2 Identify problems which may occur with network facilitation and participation	
2.3 Explain the actions to take to address problems identified within networks	
2.4 Explain what the implications could be if problems are not resolved.	

Learning outcome	The learner will:
3	Be able to exchange information within networks
Assessment criteria	
The learner can:	
3.1 Agree the information required by network members	
3.2 Work to realistic timescales for the exchange of information	
3.3 Analyse how feedback improves the use of networks	
3.4 Utilise systems for recording and exchanging information.	

Unit 018 Operate within networks

Supporting information

Unit range

Networks operating in your area or appropriate to your service and clients

Implement – should lead to measurable action

Practitioners could include supervisors/ managers, front line practitioners

Types of conflict could include political, philosophical, cultural, moral, ethical differences, resource issues, procedural and process linked.

Implications could be for clients, the service, wider networks, the community, funding

Systems could include electronic, written, verbal, language differences, specialist for sensory impairment, disability etc.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 019

Undertake research for the service and its clients

UAN:	K/602/5200
Level:	Level 4
Credit value:	5
GLH:	40
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to identify, evaluate and use sources of information to meet research objectives and carry out appropriate analysis.

Learning outcome	The learner will:
1	Be able to identify sources and availability of information
Assessment criteria	
The learner can:	
1.1 Identify the types of information required	
1.2 Evaluate potential sources of information	
1.3 Access information following the appropriate procedures	
1.4 Address any related risks or problems with the collection of information.	

Learning outcome	The learner will:
2	Be able to collect data to meet research objectives
Assessment criteria	
The learner can:	
2.1 Apply organisational collection principles correctly and consistently	
2.2 Address any problems which occur when collecting information	
2.3 Record the collected information using appropriate systems .	

Learning outcome	The learner will:
3	Be able to analyse and report on the data collected
Assessment criteria	
<p>The learner can:</p> <p>3.1 Identify the appropriate methods of analysis</p> <p>3.2 Use the appropriate methods of analysis</p> <p>3.3 Present a rationale for any unexpected results</p> <p>3.4 Access systems for recording analysis results using agreed procedures</p> <p>3.5 Present research results in a suitable format, using acknowledgements appropriately.</p>	

Unit 019 Undertake research for the service and its clients

Supporting information

Unit range

Appropriate procedures – complying with any external access requirements.

Appropriate systems taking into account organisations policy, procedures and legal requirements

Methods of analysis - such as content, narrative or phenomenological.

Using acknowledgements appropriately - ie Harvard referencing system or similar.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 020

Design information materials for use in the service

UAN:	M/602/5201
Level:	Level 4
Credit value:	4
GLH:	25
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to identify the requirements for information materials, obtain and format appropriate information and amend or edit the materials in line with client needs.

Learning outcome	The learner will:
1	Be able to identify the objectives of the required information materials
Assessment criteria	
The learner can:	
1.1 Agree the particular requirements of different clients	
1.2 Respond to different needs when clients' requirements differ from each other	
1.3 Identify how the information materials will be used throughout their life cycle	
1.4 Evaluate the success of the information materials.	

Learning outcome	The learner will:
2	Be able to obtain information for inclusion in the materials
Assessment criteria	
The learner can:	
2.1 Identify sources of required information	
2.2 Determine methods that can be used for obtaining and validating information	
2.3 Access information using agreed methods and procedures	
2.4 Address any problems identified with the collection of information	
2.5 Record the information accurately in the appropriate systems .	

Learning outcome	The learner will:
3	Be able to design the format of the information materials
Assessment criteria	
The learner can:	
3.1 Determine the style and structure of the information materials to effectively deliver the contents	
3.2 Agree and produce the text and graphics components of the information materials	
3.3 Exchange information on the design with relevant people	
3.4 Record and store information on the design in the appropriate system.	

Learning outcome	The learner will:
4	Be able to edit the information materials
Assessment criteria	
The learner can:	
4.1 Identify aspects of the information which require amending	
4.2 Correct any errors, inconsistencies or inaccuracies	
4.3 Record amendments made in the appropriate system .	

Unit 020 Design information materials for use in the service

Supporting information

Unit range

Different clients – differences could include language, culture, sensory / cognitive impairment, gender, age ethnicity.

Validating - ensuring information is current, sound and applicable

Appropriate systems taking into account organisations policy, procedures and legal requirements

Relevant people - could include clients, peers, line managers organisational stakeholders

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 021

Provide and maintain information materials for use in the service

UAN:	T/602/5202
Level:	Level 4
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires learners to review the information needs of the service and agree methodologies for the procurement and dissemination of information.

Learning outcome	The learner will:
1	Be able to review the information needs of the service
Assessment criteria	
The learner can: 1.1 Use service's criteria for evaluating the sources of information 1.2 Identify the information currently used by different areas and clients of the service 1.3 Evaluate the format the information materials are in 1.4 Agree the future needs of the organisation in relation to information provision.	

Learning outcome	The learner will:
2	Be able to agree methodologies for the procurement and dissemination of information.
Assessment criteria	
The learner can: 2.1 Evaluate the types of trends or developments which might occur when providing information 2.2 Assess the impact of information and communication technologies on the provision of information 2.3 Specify the information to be obtained and distributed 2.4 Store information according to the service's policies and procedures	

Unit 021 Provide and maintain information materials for use in the service

Supporting information

Unit range

Criteria could include equality, diversity and accessibility measures

Types of trends and developments could include population characteristics, gender, ethnicity, age, disability, location, media used

Information and communication technologies could include email, social networking, video link, Assistive Technology, telephone conferencing and support/care.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 022

Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation

UAN:	A/602/5203
Level:	Level 5
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to gain support for the role of Careers Education Guidance within the organisation, identify opportunities to promote Careers Education Guidance and implement and evaluate a strategy to promote Careers Education Guidance within the organisation.

Learning outcome	The learner will:
1	Be able to gain support for the role of CEG within the organisation
Assessment criteria	
The learner can:	
1.1 Identify the regional and national criteria against which CEG provision will be assessed	
1.2 Present a rationale for CEG in formal and informal settings	
1.3 Communicate, orally and in writing, the strategy to interested parties	
1.4 Conduct discussions in a way which maintains good working relationships with interested parties .	

Learning outcome	The learner will:
2	Be able to identify opportunities for promoting Careers Education Guidance (CEG) within the organisation
Assessment criteria	
The learner can:	
2.1 Establish the values, aims, policies and procedures of the organisation	

- 2.2 Explain the current role of CEG within the organisation
- 2.3 Assess the potential contribution of CEG to the organisation
- 2.4 Identify the roles and responsibilities of those who can provide information within the organisation.

Learning outcome	The learner will:
3	Be able to implement and evaluate a strategy to promote CEG within the organisation
Assessment criteria	
The learner can:	
3.1 Develop a strategy to determine the objectives, activities and resources required to achieve strategic aims	
3.2 Confirm the organisational roles, responsibilities and requirements for implementing the strategy	
3.3 Evaluate the advantages and drawbacks of: <ul style="list-style-type: none"> • Feedback forms • Surveys • Discussion groups • Ad hoc approaches to gathering information about CEG services 	
3.4 Access relevant sources of information and feedback on the effectiveness of the strategy	
3.5 Monitor and evaluate the profile of CEG within the organisation	
3.6 Present relevant evaluation and revisions in an appropriate format and at an appropriate time.	

Unit 022 Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation

Supporting information

Unit range

Rationale – linked to reasons for your service

Strategy for implementation in your service

Interested parties could include clients, Trustees, funders, managers, partner agencies, colleagues, community representatives

Effectiveness could include qualitative and quantitative measures

Profile can relate to how CEG is seen and utilised within the organisation

Present could be to line managers, colleagues, clients, community representatives, partner agencies.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 024

Integrate Careers Education Guidance (CEG) within the curriculum

UAN:	F/602/5204
Level:	Level 4
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to identify opportunities for CEG integration into curriculum, provide support to others developing teaching and learning and gather and review feedback on integration.

Learning outcome	The learner will:
1	Be able to identify opportunities to integrate Careers Education Guidance (CEG) within the curriculum
Assessment criteria	
The learner can:	
1.1 Establish the values, policies, aims and objectives of the organisation	
1.2 Confirm the roles and responsibilities of those who can assist in the integration of CEG	
1.3 Prioritise potential opportunities in consultation with relevant people	
1.4 Agree the nature and level of integration that could be achieved	

Learning outcome	The learner will:
2	Be able to plan and implement the integration of CEG within the curriculum
Assessment criteria	
The learner can:	
2.1 Communicate with relevant people in a way which promotes good working relationships	
2.2 Provide a clear specification of CEG goals in relation to curriculum planning	
2.3 Provide information, advice and guidance to others on the resources available for the integration of CEG	

2.4 Enable **others** to ensure that their teaching plans make effective use of opportunities to incorporate CEG objectives at course and lesson level.

Learning outcome	The learner will:
3	Be able to monitor and maintain the integration and success of CEG within the curriculum
Assessment criteria	
The learner can: 3.1 Establish and use procedures to monitor the integration of CEG 3.2 Gather feedback from relevant people on the integration of CEG 3.3 Review the information obtained to make valid judgements about the effectiveness of integration 3.4 Communicate with relevant people in a way which ensures their continuing support.	

Unit 024 Integrate Careers Education Guidance (CEG) within the curriculum

Supporting information

Unit range

Relevant people – could include peers, line managers, clients, organisational stakeholders.

Communicate - can include verbal, written, e-mail.

Others could include peers, line managers, clients, organisational stakeholders.

Information - can be qualitative or quantitative

Valid - ensuring judgement is current, sound and applicable.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 025

Promote Careers Education Guidance (CEG)

UAN:	J/602/5205
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to plan the promotion of, identify appropriate information for, and secure resources for Careers Education Guidance.

Learning outcome	The learner will:
1	Be able to plan the promotion of Careers Education Guidance (CEG)
Assessment criteria	
The learner can:	
1.1 Review the outcomes of previous promotional activities to inform current plans	
1.2 Evaluate the range of promotional activities that could be used, including the benefits and limitations of each for different target groups	
1.3 Plan the promotional activity for CEG including:	
<ul style="list-style-type: none">• consideration of effectiveness for target group• taking account of other events within the same time span.	

Learning outcome	The learner will:
2	Be able to identify the most appropriate information for dissemination to a target group
Assessment criteria	
The learner can:	
2.1 Establish the information needs of interested parties both within and external to the organisation	
2.2 Present information in an appropriate style and at an appropriate time.	

Learning outcome	The learner will:
3	Be able to secure the resources required for the planned promotion of Careers Education Guidance (CEG)
Assessment criteria	
The learner can:	
3.1 Identify the resources that will be required	
3.2 Present a case for securing the necessary resources	
3.3 Plan the efficient use of time and other resources.	

Unit 025 Promote Careers Education Guidance (CEG)

Supporting information

Unit range

Range of promotional activities could include producing leaflets/literature, presentations, exhibitions, workshops, networking, newsletters, ebuletin, posters

Interested parties could include Trustees, clients, funders, managers, partner agencies, colleagues, community representatives

Appropriate style could take into account needs for language, disability, sensory impairment, cognitive impairment, age, ethnicity

Presentation could be to Trustees, clients, funders, managers, partner agencies, colleagues, community representatives.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 026

Negotiate and maintain service agreements

UAN:	L/602/5206
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to negotiate service provision with other parties, conduct negotiations within agreed requirements and monitor and evaluate service agreements.

Learning outcome	The learner will:
1	Be able to negotiate service provision with other parties
Assessment criteria	
The learner can:	
1.1 Identify appropriate other parties with whom agreements have to be reached	
1.2 Establish the organisation's and other party's aims, policies, resources and procedures for service delivery to end users	
1.3 Introduce, promote and negotiate service agreements with other parties .	

Learning outcome	The learner will:
2	Be able to conduct negotiations within the agreed requirements of the provider and receiving organisation contract
Assessment criteria	
The learner can:	
2.1 Agree roles and responsibilities of each party in relation to the service agreement	
2.2 Negotiate service agreements with other parties	
2.3 Liaise effectively with other parties during negotiation of service agreements	
2.4 Agree, obtain and record necessary approvals and endorsements.	

Learning outcome	The learner will:
3	Be able to monitor and evaluate service agreements
Assessment criteria	
The learner can:	
3.1 Implement agreed criteria for monitoring, analysing and evaluating the effectiveness of service agreements	
3.2 Identify, agree and meet the support needs of other parties	
3.3 Facilitate the renegotiation of service agreements to maintain the effectiveness of the service.	

Unit 026 **Negotiate and maintain service agreements**

Supporting information

Unit range

Other parties could include clients, peers, line managers, organisational stakeholders, referring agencies

Agreed criteria reflecting agency standards, codes of practice etc

Effectiveness can include qualitative and quantitative measures

Support needs could be formal or informal and could include communication preferences, media and stakeholders' requirements.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 027

Facilitate learning in groups

UAN:	R/602/5207
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to manage group dynamics through effective communication, to facilitate learning and enable individuals to reflect on the group process.

Learning outcome	The learner will:
1	Be able to manage group dynamics
Assessment criteria	
The learner can: 1.1 Summarise the key theoretical models of group work 1.2 Use facilitation and intervening skills in group situations 1.3 Analyse how to balance the needs of tasks and group processes 1.4 Encourage group members to participate effectively and ensure that they feel comfortable.	

Learning outcome	The learner will:
2	Be able to establish and maintain effective communication with group members
Assessment criteria	
The learner can: 2.1 Use appropriate methods of communication 2.2 Put learners at ease 2.3 Establish what factors are likely to affect learning and behaviour in groups 2.4 Identify how to address individual needs in a group setting 2.5 Recognise and deal with issues of power, conflict and authority in groups.	

Learning outcome	The learner will:
3	Be able to facilitate collaborative learning
Assessment criteria	
The learner can:	
3.1 Agree with the group , the purpose, process and intended outcomes of group activity	
3.2 Summarise the different learning styles	
3.3 Evaluate the range of learning activities available	
3.4 Access relevant resources and support for learners	
3.5 Adapt group activities to the size and composition of the group.	

Learning outcome	The learner will:
4	Be able to enable individuals to reflect on the way in which they have been learning and participating in the group
Assessment criteria	
The learner can:	
4.1 Agree and implement appropriate methods of eliciting personal views on learning	
4.2 Monitor individual learner's progress in a group setting	
4.3 Feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner.	

Unit 027 Facilitate learning in groups

Supporting information

Unit range

Theoretical models could include Tuckman, Schutz

Intervention skills could include conflict management, feedback, active listening, motivating, questioning

Appropriate methods could include directive and non directive communication

Agree with the group could include boundary setting or contracting

Learning styles could include visualiser, verbaliser, auditory, tactile, experiential learner

Methods could include feedback, evaluation exercises, and reflection circles.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 028

Prepare and set up mediation

UAN:	Y/602/5208
Level:	Level 4
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to establish the appropriateness of the mediation process with each party, establish and maintain effective communication and agree and review the conditions and boundaries of the process.

Learning outcome	The learner will:
1	Be able to establish the appropriateness of the mediation process with each party
Assessment criteria	
The learner can:	
1.1 Summarise and apply the principles of mediation	
1.2 Explain to parties the potential and limitations of mediation, realistically and objectively	
1.3 Confirm each party's understanding and where necessary clarify information	
1.4 Explain alternative options in situations where mediation or the mediator are inappropriate.	

Learning outcome	The learner will:
2	Be able to establish and maintain effective communication
Assessment criteria	
The learner can:	
2.1 Clarify information, which may include rephrasing some of the information.	
2.2 Establish commitment from the parties and determine what this is likely to involve	
2.3 Encourage parties to make informed decisions and to exercise autonomy when reviewing other options	
2.4 Encourage parties to express their feelings and concerns about the mediation process.	

Learning outcome	The learner will:
3	Be able to agree and review the conditions and boundaries of mediation with parties
Assessment criteria	
<p>The learner can:</p> <p>3.1 Identify the likely conditions of the mediation process</p> <p>3.2 Consider and agree the appropriateness of the location and venue</p> <p>3.3 Explain and clarify roles and how impartiality will be maintained</p> <p>3.4 Explain how mediation relates to the legal position of each party</p> <p>3.5 Evaluate the outcomes of mediation.</p>	

Unit 028 Prepare and set up mediation

Supporting information

Unit range

Principles of mediation – Can include respect, equality, impartiality, confidentiality, empowerment.

Potential and limitations – identify the extent of positive outcomes and constraints.

Conditions – as determined by participants.

Evaluate – can use quantitative and qualitative methods.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 029

Stage and manage the mediation process

UAN:	D/602/5209
Level:	Level 5
Credit value:	8
GLH:	30
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to establish the issues and options for each party in the mediation process. Exploring each, and then assisting in the identification and evaluation of potential options. Finally helping to build and secure agreements between parties.

Learning outcome	The learner will:
1	Be able to establish the issues and options for each party in the mediation process
Assessment criteria	
The learner can:	
1.1 Summarise the interventions which may be used in facilitating parties to express concerns and issues	
1.2 Support each party to identify issues and agree an agenda for discussion	
1.3 Identify the alternative options which might be applicable including referral to other agencies or other mediators.	

Learning outcome	The learner will:
2	Be able to explore issues with parties
Assessment criteria	
The learner can:	
2.1 Evaluate the interventions which may need to be used in facilitating the gathering and exchange of information	
2.2 Facilitate the gathering and exchanging of information between parties	
2.3 Respect and manage differences of position	
2.4 Encourage parties to acknowledge each other's perspective	
2.5 Clarify and respect issues of confidentiality.	

Learning outcome	The learner will:
3	Be able to assist in the identification and evaluation of potential options
Assessment criteria	
The learner can:	
3.1 Describe the range of interventions which can be used in facilitating parties to explore and evaluate options	
3.2 Ensure that the timing for exploring options and proposals is appropriate to the progress made in the mediation process	
3.3 Reassure parties about confidentiality and the safety and security of discussing options	
3.4 Focus discussions primarily on future possibilities rather than on past events	
3.5 Facilitate parties in exploring and evaluating the implications, consequences and practicalities of the options	
3.6 Identify how further options can be accessed, where progress cannot be made.	

Learning outcome	The learner will:
4	Be able to build and secure agreements between parties
Assessment criteria	
The learner can:	
4.1 Summarise the interventions which may be used in building and securing agreements	
4.2 Ensure that any agreement is the result of a joint decision between parties	
4.3 Identify and agree alternative suggestions where necessary	
4.4 Identify moments when decisions or compromises on options can be made	
4.5 Identify the basis of an agreement with the parties in order to ensure ownership	
4.6 Record agreements in a suitable format .	

Unit 029 Stage and manage the mediation process

Supporting information

Unit range

Evaluate - may use internal or external criteria, qualitative or quantitative measures

Interventions – may be directive or non-directive

Suitable format could take into account needs for language and communication differences, sensory or cognitive impairment, be determined by legal or organisational requirements and as required by any party in the mediation.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 030

Understand importance of legislation and procedures

UAN:	R/602/5210
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to understand legislation and codes of practice that impact on their role, how to deal with urgent situations, the actual or potential effects of their own attitudes, beliefs, values and behaviours on work practice and why the effectiveness of methods may vary according to the situation and clients involved. Recording of contacts, interactions, agreements and provision of information will also be required.

Learning outcome	The learner will:
1 Understand legislation and codes of practice which impact on their role	
Assessment criteria	
The learner can:	
1.1 Explain the current, national , local, professional, and organisational requirements that relate to their role including;	
<ul style="list-style-type: none">• Equal opportunities• Discrimination• Health and safety• Security• Confidentiality	
1.2 Explain the importance of complying with national, local, professional and organisational requirements	
1.3 Explain the consequences of non-compliance.	

Learning outcome	The learner will:
2	Understand how to deal with urgent situations
Assessment criteria	
The learner can:	
2.1 Explain what types of situation may occur that require immediate action	
2.2 Explain what actions should be taken to deal with different situations	
2.3 Explain who can be referred to for assistance in situations where immediate action is required.	

Learning outcome	The learner will:
3	Be able to record contacts, interactions, agreements, and provision of information
Assessment criteria	
The learner can:	
3.1 Record contacts, interactions, agreements and information provided in the appropriate systems.	
3.2 Explain what systems are used for recording these interactions	
3.3 Explain why it is important to use these systems	
3.4 Describe any procedures relating to the use of these systems.	

Learning outcome	The learner will:
4	Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working
Assessment criteria	
The learner can:	
4.1 Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working.	

Learning outcome	The learner will:
5	Understand why the effectiveness of methods may vary depending upon the situation and clients involved
Assessment criteria	
The learner can:	
5.1 Explain how to assess the effectiveness of methods	
5.2 Explain why the effectiveness of methods may vary with different clients	
5.3 Explain the types of issue that might arise	
5.4 Explain the actions that may be taken to address these issues	
5.5 Explain the implications of not addressing these issues.	

Unit 030 Understand importance of legislation and procedures

Supporting information

Unit range

National can be country specific (eg Wales) or UK wide; local could relate to funding requirements; organisational could include policy and procedure

Situations for **immediate action** may include child or adult safeguarding and protection, whistle blowing, confidentiality

Effectiveness of methods can include quantitative and qualitative measures

Different clients would take into account sensory impairment, cognitive impairment, cultural, language, ethnicity, gender, age

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 033

Enable learning through demonstrations and instructions

UAN:	M/600/9726
Level:	Level 3
Credit value:	3
GLH:	13
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires the learner to plan, deliver and evaluate appropriate training for an individual.

Learning outcome	The learner will:
1	Be able to plan for an learner's training needs
Assessment criteria	
The learner can:	
1.1 Write a training needs analysis for an individual	
1.2 Plan for any barriers to learning	
1.3 Design a realistic training programme to meet the individual's needs and which ensures health and safety.	

Learning outcome	The learner will:
2	Be able to deliver the appropriate training
Assessment criteria	
The learner can:	
2.1 Instruct the learner, following the designed training programme	
2.2 Carry out training in an appropriate environment	
2.3 Respond to the needs of the individuals during learning	
2.4 Encourage the learner to ask questions during the demonstration.	

Learning outcome	The learner will:
3	Be able to review the training delivered, to ensure that it meets the learner's needs
Assessment criteria	
The learner can:	
3.1 Give constructive feedback to the learner on their progress	
3.2 Provide extra support if identified during feedback	
3.3 Analyse the effectiveness of the training.	

Unit 033 Enable learning through demonstrations and instructions

Supporting information

Unit range

Barriers to learning could include, sensory impairment, language, confidence, learning environment, self esteem

Appropriate environment could take into account privacy, physical comfort, temperature, distractions, assistive technologies if needed, translation, interpreters

Constructive feedback could include positive or negative feedback. It should be balanced, use positive evidence based encouragement, highlight areas for improvement, not based on criticism

Effectiveness could include reflection by the trainer/tutor, evaluation by the learner, formal or informal assessment and follow up application of the training.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.

Unit 034

Provide support for other practitioners

UAN:	A/602/5198
Level:	Level 4
Credit value:	5
GLH:	25
Relationship to NOS:	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	This unit requires learners to agree and provide the support needed by other practitioners and review the outcomes.

Learning outcome	The learner will:
1	Be able to agree the support required by other practitioners
Assessment criteria	
The learner can: 1.1 Identify which practitioners need support 1.2 Agree the purpose and objectives for the support required 1.3 Agree the procedures for the recording and exchange of information 1.4 Agree boundaries of confidentiality 1.5 Determine when and how to review the support agreement.	

Learning outcome	The learner will:
2	Be able to promote the effective practice of others
Assessment criteria	
The learner can: 2.1 Identify organisational expectations of practitioners 2.2 Support practitioners to identify the limits of their competence 2.3 Intervene in a timely way to maintain practitioner's effectiveness and resolve tensions which may exist 2.4 Provide constructive feedback on other's practice.	

Learning outcome	The learner will:
3	Be able to deliver support sessions to practitioners
Assessment criteria	
<p>The learner can:</p> <p>3.1 Agree the issues which should be covered in the sessions</p> <p>3.2 Enable practitioners to reflect on their practice</p> <p>3.3 Identify and agree options for practitioners' specific requirements</p> <p>3.4 Review support sessions and record the outcomes.</p>	

Unit 034 **Provide support for other practitioners**

Supporting information

Unit range

Recording and exchange of information can include email, telephone, verbal and written.

Confidentiality - in line with organisations policies and procedures.

Expectations of practitioners - in line with job descriptions, codes of practice adopted by the organisation.

Tensions could be internal to the organisation or outside and could include tensions with clients

Constructive feedback – could be delivered via email, telephone written or verbal.

Guidance

The performance component of this unit will require workplace observation. At all times individual client rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service being used by the client must only be undertaken with the informed consent from clients or their advocate. Equally, any client records, presented as learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymous or not, be put into the learners' portfolios of evidence.



Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that learners completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 3 Certificate in Advice and Guidance Support
- Level 4 Diploma in Careers Guidance

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw.



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessment.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

WW-02-3569