Skillsfirst Awards

Handbook

Level 3 NVQ Certificate in Advice and Guidance (QCF)

AGC3
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1.0 Introduction

1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.

1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 3 NVQ Certificate in Advice and Guidance (QCF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at www.skillsfirst.co.uk

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.
Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

email: customerservices@skillsfirst.co.uk

Tel: 0121 270 5100
Fax: 0121 747 4102

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 215
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.
Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 The sector skills council for Advice and Guidance

3.1 Lifelong Learning UK (LLUK)

The Level 3 NVQ Certificate in Advice and Guidance (QCF) is based on the units developed by LLUK who were the sector skills council for this qualification, but ceased in August 2011. Many of their functions were taken over by Learning and Skills Improvement Service (LSIS) who were themselves closed down in August 2013.

This handbook provides details from the LSIS assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 NVQ Certificate in Advice and Guidance (QCF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

3.2 Occupational expertise of those who assess and quality assure assessments

Assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
have up-to-date working knowledge and experience of best practice in assessment and quality assurance
hold one of the following qualifications or their recognised equivalent:
- the Level 3 Award in Assessing Competence in the Work Environment or
- the Level 3 Certificate in Assessing Vocational Achievement, or
- A1 Assess learner performance using a range of methods, or
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
show current evidence of continuing professional development in assessment and quality assurance.

**Internal Verifiers/QAs**

All those who quality assure these qualifications internally must:

have up-to-date working knowledge and experience of best practice in assessment and quality assurance
hold one of the following assessor qualifications or their recognised equivalent:
- the Level 3 Award in Assessing Competence in the Work Environment, or
- the Level 3 Certificate in Assessing Vocational Achievement, or
- A1 Assess learner performance using a range of methods, or
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
hold one of the following internal quality assurance qualifications or their recognised equivalent:
- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- V1 Conduct internal quality assurance of the assessment process, or
- D34 Internally verify the assessment process.
show current evidence of continuing professional development in assessment and quality assurance.

**3.3 Employer direct model**

Where employers opt for an ‘employer direct’ model, the qualification requirements for assessors and internal verifiers may be waived.

The employer direct’ model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- demonstrating that their (the employer’s) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.
Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

3.4 Continuous professional development

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.0 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

4.1 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in sales activities these can be assessed against both sales and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

4.2 Characteristics of assessment guidance

The learner may produce evidence from a range of examples which should be recorded in some form. These could include:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- professional discussion
- authentic statements/witness testimony
- expert witness testimony
A record of evidence will confirm to the assessor their confidence in the learner’s breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

**Professional discussion**

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner’s competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

**4.3 Simulation and witness testimony**

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

**Simulation**

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur. Agreement must be gained from Skillsfirst for the use of any simulation. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

**Witness testimony**

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate’s performance. Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner’s line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner’s workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

**4.4 Recognition of prior learning (RPL)**

RPL recognises how the contribution of a learner’s previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for 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 recognising prior experience and learning, are documented and made available to the external verifier
• the audit trail covers the whole process and methodology of RPL
• 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.
• **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 RPL will only recognise the meeting of knowledge requirements. 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 learner’s work roles. If the context was different, assessors will need to satisfy themselves of learners’ ability to transfer the learning gained into their 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 changes since the previous learning programmes were undertaken.
• **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

**5.0 Qualification information**

**5.1 What is the qualification and credit framework?**

The qualification and credit framework (QCF) is a way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications and enable qualifications to be achieved in smaller steps. Units within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

• allow providers to design more flexible programmes, suited to the needs of a wider range of learners
• describe achievements (credits) to employers, providers and learners in a way that is easy to understand
• allow learners to accumulate credit, by recognising smaller steps of learning at their own pace
• allow learners to transfer credits into an electronic learner achievement record, which they will keep for life
5.2 QCF units

Each unit has a credit value based on the total number of hours of learning required to achieve it, (notional learning). Each 10 hours of learning equals 1 credit, for example, if a unit takes 30 hours of learning, it will receive a credit value of 3. The units vary in credit value. In addition all units have a level which may be different from the qualification in which they can be used.

5.3 QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same, the QCF units use different terminology to the NVQ units. The assessment criteria for NVQ units are listed under ‘what you must do’ and ‘what you must know’ whereas the QCF units are all listed under ‘the learner can’.

5.4 Availability of qualifications

This handbook covers the Level 3 NVQ Certificate in Advice and Guidance (QCF). To complete a qualification, the minimum credit value must be achieved and progressive qualifications at a higher level require more credit to be achieved. The number of units to achieve this is not fixed, as it is the total credit value that is required. Rules of combination apply to each qualification. Learners can accumulate credit which will allow them to claim award, certificate or diploma certification, as the qualification credit values are achieved.

5.5 Qualification aim and design

These qualifications are suitable for those working directly with clients in organisations providing advice and guidance services. These services may include careers guidance, government agencies such as Connexions, youth work and youth justice, schools, colleges, training providers, universities, prison services, trade unions, charitable and voluntary services, housing, IAG partnerships and human resource departments as well as health and social care environments.

Learners may work as a receptionist or administrator within advice and guidance services but may not be directly involved in advising clients; however learners may work closely with clients when they first contact the service.

At Level 3 the learner's role will involve providing advice and guidance directly to clients, reporting to line management as well as associated services. Learners may also supervise and support other staff members.

6.0 Qualification structure

6.1 Number of credits required for this qualification

<table>
<thead>
<tr>
<th>Qual no.</th>
<th>Level</th>
<th>Qualification title</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC3</td>
<td>3</td>
<td>Level 3 NVQ Certificate in Advice and Guidance (QCF)</td>
<td>Minimum of 21</td>
</tr>
</tbody>
</table>

6.2 Rules of Combination

A minimum total of 21 credits must be achieved to gain the qualification as follows:
All 12 credits must be achieved from the mandatory Group M.
A further 9 credits must be achieved from the optional Group O.
A minimum of 12 credits must be at Level 3.

Minimum Guided Learning Hours (GLH) are 139
Maximum Guided Learning Hours (GLH) are 144

6.3 List of available units and their credit value

The list below gives the unit titles, their level and the credit value of each unit.

**Group M - mandatory units**

<table>
<thead>
<tr>
<th>QCF unit no.</th>
<th>Skillsfirst unit no.</th>
<th>Level</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>J/602/5138</td>
<td>AG1</td>
<td>3</td>
<td>Establish communication with clients for advice and guidance</td>
<td>3</td>
</tr>
<tr>
<td>L/602/5139</td>
<td>AG2</td>
<td>2</td>
<td>Support clients to make use of the advice and guidance service</td>
<td>3</td>
</tr>
<tr>
<td>Y/602/5192</td>
<td>AG15</td>
<td>3</td>
<td>Review own contribution to the service</td>
<td>3</td>
</tr>
<tr>
<td>R/602/5210</td>
<td>AG30</td>
<td>3</td>
<td>Understand the importance of legislation and procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group O - optional units**

<table>
<thead>
<tr>
<th>QCF unit no.</th>
<th>Skillsfirst unit no.</th>
<th>Level</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/602/5140</td>
<td>AG3</td>
<td>3</td>
<td>Develop interactions with advice and guidance clients</td>
<td>4</td>
</tr>
<tr>
<td>J/602/5141</td>
<td>AG4</td>
<td>2</td>
<td>Interact with clients using a range of media</td>
<td>3</td>
</tr>
<tr>
<td>R/602/5143</td>
<td>AG5</td>
<td>4</td>
<td>Assist advice and guidance clients to decide on a course of action</td>
<td>3</td>
</tr>
<tr>
<td>A/602/5153</td>
<td>AG6</td>
<td>4</td>
<td>Prepare advice and guidance for the implementation of a course of action</td>
<td>3</td>
</tr>
<tr>
<td>J/602/5172</td>
<td>AG7</td>
<td>4</td>
<td>Assist advice and guidance to review their achievement of a course of action</td>
<td>3</td>
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<tr>
<td>M/602/5182</td>
<td>AG11</td>
<td>5</td>
<td>Negotiate on behalf of advice and guidance clients</td>
<td>5</td>
</tr>
<tr>
<td>T/602/5183</td>
<td>AG12</td>
<td>3</td>
<td>Liaise with other services</td>
<td>3</td>
</tr>
<tr>
<td>F/602/5185</td>
<td>AG13</td>
<td>3</td>
<td>Enable advice and guidance clients to access referral opportunities</td>
<td>3</td>
</tr>
<tr>
<td>Y/602/5189</td>
<td>AG14</td>
<td>4</td>
<td>Manage personal case load</td>
<td>4</td>
</tr>
<tr>
<td>H/602/5194</td>
<td>AG16</td>
<td>4</td>
<td>Evaluate and develop own contribution to the service</td>
<td>3</td>
</tr>
<tr>
<td>F/602/5199</td>
<td>AG18</td>
<td>4</td>
<td>Operate within networks</td>
<td>3</td>
</tr>
<tr>
<td>T/602/5202</td>
<td>AG21</td>
<td>4</td>
<td>Provide and maintain information materials for use in the service</td>
<td>3</td>
</tr>
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6.4 Learner entry requirements

**Formal 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.

**Age restrictions**

There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment.

6.5 Progression opportunities

On completion of the Level 3 NVQ Certificate in Advice and Guidance (QCF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 3 Certificate in Principles of Management (QCF)
- Level 3 NVQ Certificate in Management (QCF)
- Level 4 NVQ Diploma in Advice and Guidance (QCF)

or similar higher level qualifications.
7.0 The Units of Learning

7.1 Structure of the units

The units which make up these qualifications are written in a standard format and comprise of:

- Skillsfirst reference number
- unit title
- level and credit value
- unit aim
- learning outcomes
- guided learning hours
- relationship to NOS/other qualifications
- endorsement of the unit
- information on assessment
- learning outcomes and assessment criteria
7.2 Group M - mandatory units
AG1

Establish communication with clients for advice and guidance
AG1 Establish communication with clients for advice and guidance

Level: 3

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an understanding of effective communication and the ability to establish effective communications with clients.

Learning outcomes
There are four outcomes to this unit. The learner will:

1. Understand the factors that contribute to effective communication with clients
2. Be able to establish effective communication with clients
3. Understand how to minimise difficulties when communicating with clients
4. Be able to minimise difficulties in communication

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG1 Establish communication with clients for advice and guidance
Learning outcomes and assessment criteria

Outcome 1 Understand the factors that contribute to effective communication with clients

The learner can:
1. explain how to create a safe and suitable environment for practitioners and clients
2. explain the effects of different types of verbal and non-verbal communication

Outcome 2 Be able to establish effective communication with clients

The learner can:
1. introduce the service to clients in a way that matches their needs
2. provide clients with the appropriate time to express their requirements
3. make the client aware of limits of confidentiality

Outcome 3 Understand how to minimise difficulties when communicating with clients

The learner can:
1. explain what difficulties with, and barriers to, communication may occur
2. explain immediate actions to minimise any difficulties with, and barriers to, communication
3. explain how to access support for minimising difficulties with, and barriers to, communication

Outcome 4 Be able to minimise difficulties in communication

The learner can:
1. identify communication difficulties in relation to individual clients
2. adapt own approach to minimise the effect of any communication difficulties
3. select resources to meet the needs of individual clients
AG2

Support clients to make use of the advice and guidance service
AG2 Support clients to make use of the advice and guidance service

Level: 2

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with the ability to work with clients to map their needs to the most appropriate service and to outline the advantages and disadvantages for the possible solution within their own or other service.

Learning outcomes
There are five outcomes to this unit. The learner will:

1. Be able to enable clients to decide whether to use the service
2. Be able to identify and provide accurate information required by clients
3. Understand the services provided by other suitable services
4. Be able to provide information on other suitable services
5. Be able to agree with clients their use of the service

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG2 Support clients to make use of the advice and guidance service

Learning outcomes and assessment criteria

**Outcome 1** Be able to enable clients to decide whether to use the service

The learner can:
1. encourage clients to clarify their requirements and circumstances
2. assist clients to decide whether the service can meet their requirements, including:
   - identifying the appropriate information
   - providing clients with information on the advantages and disadvantages of using the service

**Outcome 2** Be able to identify and provide accurate information required by clients

The learner can:
1. explore with clients the reasons for their information needs and agree how it will be provided
2. identify the most appropriate information sources and retrieve the relevant information
3. check the clients' understanding of the information and confirm that the information provided is sufficient for their requirements
4. agree with the client any further activities necessary, including referral to alternative sources of information

**Outcome 3** Understand the services provided by other suitable services

The learner can:
1. explain what other suitable services are available
2. explain what is offered by these other services

**Outcome 4** Be able to provide information on other suitable services

The learner can:
1. provide information on other services that may be more suitable for meeting the clients' requirements
2. advise the client on the approach to other services

**Outcome 5** Be able to agree with clients their use of the service

The learner can:
1. clarify and confirm the clients' requirements and how these will be met by the service
2. agree the way in which services can be provided
3. advise the client of the procedures for contacting and using the service
AG15

Review own contribution to the service
AG15    Review own contribution to the service

Level: 3

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with the ability to take a proactive role in reviewing contributions to the services offered by an organisation. Learners are also required to look at their own performance against the objectives set and to encourage and receive feedback from others.

Learning outcomes
There are two outcomes to this unit. The learner will:

1. Be able to assess own contribution to the work of the service
2. Be able to develop to achieve work objectives

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
Review own contribution to the service

Learning outcomes and assessment criteria

Outcome 1 Be able to assess own contribution to the work of the service

The learner can:
1. assess own work against specified objectives
2. review feedback on own work
3. review the priorities assigned to work objectives

Outcome 2 Be able to develop to achieve work objectives

The learner can:
1. identify realistic development objectives
2. agree a personal development plan with the appropriate people
3. identify and make use of suitable development opportunities
4. review and update personal development plans regularly, taking account of any changes in work requirements
5. explain why the items in the plan will aid development and maintain and update relevant knowledge
AG30

Understand the importance of legislation and procedures
AG30 Understand the importance of legislation and procedures

Level: 3

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an understanding of, and how to comply with, legislation, codes of practice and procedures within their organisation.

Learning outcomes
There are five outcomes to this unit. The learner will:

1. Understand legislation and codes of practice which impact on their role
2. Understand how to deal with urgent situations
3. Be able to record contacts, interactions, agreements, and provision of information
4. Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working
5. Understand why the effectiveness of methods may vary depending upon the situation and clients involved

Guided learning hours
It is recommended that 24 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.
AG30 Understand the importance of legislation and procedures

Learning outcomes and assessment criteria

Outcome 1 Understand legislation and codes of practice which impact on their role

The learner can:
1 explain the current, national, local, professional, and organisational requirements that relate to their role including:
   - equal opportunities
   - discrimination
   - health and safety
   - security
   - confidentiality
2 explain the importance of complying with national, local, professional and organisational requirements
3 explain the consequences of non-compliance

Outcome 2 Understand how to deal with urgent situations

The learner can:
1 explain what types of situation may occur that require immediate action
2 explain what actions should be taken to deal with different situations
3 explain who can be referred to for assistance in situations where immediate action is required

Outcome 3 Be able to record contacts, interactions, agreements, and provision of information

The learner can:
1 record contacts, interactions, agreements and information provided in the appropriate systems
2 explain what systems are used for recording these interactions
3 explain why it is important to use these systems
4 describe any procedures relating to the use of these systems

Outcome 4 Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working

The learner can:
1 explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working

Outcome 5 Understand why the effectiveness of methods may vary depending upon the situation and clients involved

The learner can:
1 explain how to assess the effectiveness of methods
2 explain why the effectiveness of methods may vary with different clients
3 explain the types of issue that might arise
4 explain the actions that may be taken to address these issues
5 explain the implications of not addressing these issues
7.3 Group O – optional units
Develop interactions with advice and guidance clients
AG3 Develop interactions with advice and guidance clients

Level: 3

Credit value: 4

Unit aim
The aim of this unit is to provide the learner with an ability to initiate, maintain and conclude interactions with clients within an organisation.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Be able to enable clients to explore their issues
2. Be able to sustain interactions with clients
3. Be able to bring interactions to a close

Guided learning hours
It is recommended that 25 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG3 Develop interactions with advice and guidance clients
Learning outcomes and assessment criteria

Outcome 1 Be able to enable clients to explore their issues

The learner can:
1. create a suitable environment for the client to be comfortable to express their issues and concerns
2. encourage the client to explore their requirements, their ideas for achieving them and any potential barriers to achievement
3. encourage clients to set priorities
4. identify a range of communication skills that could be used to work effectively with clients

Outcome 2 Be able to sustain interactions with clients

The learner can:
1. recognise the nature and stage of the interaction and provide opportunities to sustain this
2. encourage clients to provide additional information
3. manage any inappropriate information given by clients

Outcome 3 Be able to bring interactions to a close

The learner can:
1. provide clear opportunities for clients to end the interaction
2. allow clients to decide on the next steps and agree with them any further activities or support that is needed
3. review the interaction and summarise the points made
AG4

Interact with clients using a range of media
AG4 Interact with clients using a range of media

Level: 2

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to choose the most suitable method of communication to initiate and maintain interactions with clients.

Learning outcomes
There are five outcomes to this unit. The learner will:

1. Be able to establish interaction with clients using a range of media
2. Be able to deal with problems maintaining interactions
3. Be able to provide information and focus on the clients' requirements
4. Understand how to communicate using a range of media
5. Be able to identify risks to the client

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG4 Interact with clients using a range of media
Learning outcomes and assessment criteria

Outcome 1 Be able to establish interaction with clients using a range of media

The learner can:
1. respond to clients promptly according to organisational procedures and in a way that encourages them to stay connected to the service
2. identify any constraints on clients and the circumstances in which the interaction is being carried out

Outcome 2 Be able to deal with problems maintaining interactions

The learner can:
1. identify any problems in an interaction
2. take appropriate action to ensure that the interaction is maintained
3. describe the types of problems that can occur across different types of media

Outcome 3 Be able to provide information and focus on the clients’ requirements

The learner can:
1. provide information about the service and confirm if it is appropriate to the client
2. encourage clients to share their concerns

Outcome 4 Understand how to communicate using a range of media

The learner can:
1. explain the range of media most often used by the service
2. explain the information that can be provided and who can be helped by the service
3. explain how to encourage communication without face to face contact

Outcome 5 Be able to identify risks to the client

The learner can:
1. assess whether there is any risk or danger facing the client and take appropriate action
AG5

Assist advice and guidance clients to decide on a course of action
AG5 Assist advice and guidance clients to decide on a course of action

Level: 4

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to help clients decide on a course of action. This will include the support provided during this process including suggested options and routes that will enable the client to reach a decision.

Learning outcomes
There are five outcomes to this unit. The learner will:

1. Be able to assist clients to clarify their requirements
2. Be able to negotiate boundaries with clients
3. Be able to assist clients to review and prioritise their decisions
4. Be able to assist clients select a course of action
5. Understand the importance of autonomy for the client

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG5 Assist advice and guidance clients to decide on a course of action
Learning outcomes and assessment criteria

Outcome 1 Be able to assist clients to clarify their requirements

The learner can:
1 use appropriate language and pace of communication to encourage clients to identify their requirements and ideas for achieving them
2 identify and agree requirements that cannot be met
3 explain to the client what other sources of support may be available

Outcome 2 Be able to negotiate boundaries with clients

The learner can:
1 negotiate with the client the boundaries of the interactions

Outcome 3 Be able to assist clients to review and prioritise their decisions

The learner can:
1 encourage clients to explore their decision making process and review their priorities
2 identify unrealistic requirements and identify possible alternatives
3 review with the clients the advantages and disadvantages of the selected options

Outcome 4 Be able to assist clients select a course of action

The learner can:
1 assist clients to reach a decision on the most appropriate course of action
2 confirm the client’s autonomy in the decision making process
3 identify any problems with the chosen course of action and encourage the client to take appropriate action to address them

Outcome 5 Understand the importance of autonomy for the client

The learner can:
1 explain why it is important to confirm the autonomy of the client
AG6

Prepare clients through advice and guidance for the implementation of a course of action
AG6 Prepare clients through advice and guidance for the implementation of a course of action

Level: 4

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to create suitable actions plans with clients including the preparation, development, implementation and the review process.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Be able to assist clients to prepare an action plan
2. Be able to assist clients to develop the action plan
3. Be able to assist clients to identify how the plan might be implemented

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG6  Prepare clients through advice and guidance for the implementation of a course of action

Learning outcomes and assessment criteria

Outcome 1  Be able to assist clients to prepare an action plan

The learner can:
1. confirm the course of action with the client and the roles and responsibilities of those involved
2. explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications
3. identify any unrealistic expectations and explore possible modifications

Outcome 2  Be able to assist clients to develop the action plan

The learner can:
1. incorporate relevant information into the action plan
2. ensure the plan specifies methods, timescales, and responsibilities
3. produce the plan in the agreed format and review it with the client
4. agree the process for future reviews

Outcome 3  Be able to assist clients to identify how the plan might be implemented

The learner can:
1. identify potential methods for implementing the course of action and identify any potential difficulties
2. confirm with clients their understanding of the action plan
3. obtain agreement from the client for action plan to commence
AG7

Assist clients through advice and guidance to review their achievement of a course of action
AG7 Assist clients through advice and guidance to review their achievement of a course of action

Level: 4

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an understanding and an ability to constructively review action plans with clients from the viewpoint of both the client and the service.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Understand a range of methods to review achievements
2. Be able to review progress with clients
3. Be able to review the key objectives and stages of the course of action

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG7 Assist clients through advice and guidance to review their achievement of a course of action

Learning outcomes and assessment criteria

Outcome 1 Understand a range of methods to review achievements

The learner can:
1. explain the relevant models of good practice for assisting clients to review progress
2. explain what types of review should take place and how often these should be carried out

Outcome 2 Be able to review progress with clients

The learner can:
1. provide suitable opportunities for clients to review progress and achievements of the course of action
2. provide suitable feedback to the clients

Outcome 3 Be able to review the key objectives and stages of the course of action

The learner can:
1. identify and agree with the client the objectives that have been achieved and those that have not
2. identify the methods that were most effective
3. review the suitability of the methods used by the clients
AG11

Negotiate on behalf of advice and guidance clients
AG11 Negotiate on behalf of advice and guidance clients

Level: 5

Credit value: 5

Unit aim
The aim of this unit is to provide the learner with an ability to negotiate with third parties on behalf of clients, to receive offers from other parties and to carry out the consultation required with clients to facilitate an agreement.

Learning outcomes
There are four outcomes to this unit. The learner will:

1. Understand the main points of negotiation
2. Be able to prepare offers that meet the clients requirements
3. Be able to explain offers received from other parties
4. Be able to establish an agreement for clients

Guided learning hours
It is recommended that 35 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG11  Negotiate on behalf of advice and guidance clients
Learning outcomes and assessment criteria

Outcome 1  Understand the main points of negotiation

The learner can:
1. explain the types of negotiation strategies suitable for different types of issue
2. explain what different formats of negotiation can be used
3. explain what supporting documentation might be required

Outcome 2  Be able to prepare offers that meet the clients requirements

The learner can:
1. review the client’s requirements
2. identify a negotiation strategy suitable for the client’s requirements
3. prepare suitable offers for clients that meet their requirements

Outcome 3  Be able to explain offers received from other parties

The learner can:
1. receive offers from other parties
2. consult with the clients to assess how far the offers meet requirements
3. recommend the next stage in the negotiations

Outcome 4  Be able to establish an agreement for clients

The learner can:
1. produce agreements that effectively meet the client’s requirements and that are in the required format
2. incorporate all necessary details into the agreement and ensure it is capable of being implemented
3. confirm agreements with clients at appropriate stages of the negotiations
4. advise the clients why any requirements cannot be met or if there are any significant changes to the agreement
AG12

Liaise with other services
AG12 Liaise with other services

Level: 3

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an understanding and an ability to share and exchange information with other services on behalf of clients. It also includes the information provided and received and the correct procedures to follow when working with other services.

Learning outcomes
There are four outcomes to this unit. The learner will:

1. Understand the process for liaising with other services
2. Be able to establish procedures for exchanging information with other services
3. Be able to provide information to other services
4. Be able to obtain information from other services

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG12 Liaise with other services
Learning outcomes and assessment criteria

Outcome 1 Understand the process for liaising with other services

The learner can:
1. explain which other services are likely to be dealt with
2. explain the types of information likely to be exchanged
3. explain why it is important to check the validity of any information received
4. explain who is involved in different types of information exchanges and who should receive copies of the information
5. explain the types of problems that may arise and what actions can be taken to resolve them

Outcome 2 Be able to establish procedures for exchanging information with other services

The learner can:
1. consult with other services on the information requirements of each service
2. agree the purpose scope and procedures for exchanging information
3. ensure that documented procedures, that include identifying the roles and responsibilities of those involved in any exchange of information, are produced
4. disseminate procedures for the exchange of information with other services
5. agree a process to regularly review and update the procedures

Outcome 3 Be able to provide information to other services

The learner can:
1. confirm the information required by other services
2. select the appropriate information and disseminate using agreed procedures
3. assist other services to interpret the information forwarded
4. confirm that the information is sufficient, forwarding additional information if required

Outcome 4 Be able to obtain information from other services

The learner can:
1. request required information from other services using the agreed procedures
2. access the relevant information and confirm the validity of it
3. identify any problems with obtaining information
AG13

Enable advice and guidance clients to access referral opportunities
AG13 Enable advice and guidance clients to access referral opportunities

Level: 3

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an understanding of the process to follow when a service does not meet the requirements of a client. It will also provide the learner with an ability to identify the referral options available with other organisations that will meet client’s needs and the procedures to follow to take up those options.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Understand the process for referring clients to other organisations
2. Be able to identify options for referral
3. Be able to enable clients to take up referral opportunities

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG13 Enable advice and guidance clients to access referral opportunities

Learning outcomes and assessment criteria

Outcome 1 Understand the process for referring clients to other organisations

The learner can:
1. explain which organisations clients are likely to be referred to
2. explain what types of information the client will need including the various formats this may need to be in

Outcome 2 Be able to identify options for referral

The learner can:
1. obtain information from clients on their requirements
2. obtain relevant and current information on other services that are potentially suitable
3. assess the suitability of other services
4. confirm the other service’s acceptance criteria and procedures
5. ensure the other services have the capacity and resources to deal with additional clients
6. review the requirements of the clients and check them against the services provided by the other services

Outcome 3 Be able to enable clients to take up referral opportunities

The learner can:
1. provide information, including advantages and disadvantages of referral, to enable clients to make an informed decision
2. confirm the acceptability of the referral with the client
3. plan the implementation of the referral
4. facilitate the client’s contact with the other services
5. review the boundaries of confidentiality with the client; informing them of the information that has to be passed between the services
6. agree any further information or support that is required by the client
AG14

Manage personal case load
AG14    Manage personal case load

Level: 4

Credit value: 4

Unit aim
The aim of this unit is to provide the learner with an ability to prioritise cases, maintain case notes, review personal case files, allocate appropriate resources and keep suitable records to enable this process.

Learning outcomes
There are four outcomes to this unit. The learner will:

1. Be able to maintain case notes
2. Be able to review personal case load
3. Understand factors that affect case loads
4. Be able to establish priorities for dealing with personal case load

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG14 Manage personal case load
Learning outcomes and assessment criteria

Outcome 1 Be able to maintain case notes

The learner can:
1 record key information about each case
2 record all actions being undertaken for clients
3 ensure case notes are accurate and contain appropriate detail
4 ensure case notes are structured in a way that gives a clear history

Outcome 2 Be able to review personal case load

The learner can:
1 review all relevant information
2 monitor the progress of all cases
3 identify any obstacles in achieving the required outcomes for cases
4 exchange information on the cases according to the service’s procedures
5 identify improvements that can be made to the management of cases

Outcome 3 Understand factors that affect case loads

The learner can:
1 explain what types of obstacle may occur and how to overcome it
2 explain any factors that may affect the number of cases managed

Outcome 4 Be able to establish priorities for dealing with personal case load

The learner can:
1 establish criteria for setting priorities
2 assess cases against the criteria to show which cases need high priority
3 identify any immediate actions that may be required to meet deadlines
4 inform relevant people of the need to prioritise specific cases
5 ensure appropriate resources are allocated to the cases
6 monitor the effect of the priority cases on the rest of the caseload
7 ensure all cases receive appropriate attention
AG16

Evaluate and develop own contribution to the service
AG16 Evaluate and develop own contribution to the service

Level: 4

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to analyse how performance contributes to the service, to understand the evaluation methods used and how to plan and apply continuous self-development activities.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Understand the process of evaluating practice
2. Be able to carry out evaluation of practice
3. Be able to identify development objectives

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG16 Evaluate and develop own contribution to the service
Learning outcomes and assessment criteria

Outcome 1 Understand the process of evaluating practice

The learner can:
1 identify criteria used to evaluate practice
2 evaluate practice including identifying areas for development
3 identify the information to be evaluated
4 agree the feedback to be accessed
5 identify the objectives of the service which will inform evaluation

Outcome 2 Be able to carry out evaluation of practice

The learner can:
1 evaluate information using identified criteria
2 implement agreed criteria to evaluate practice
3 evaluate the effect of own values, beliefs, attitudes and behaviours on work role
4 identify aspects of knowledge required by the service and the profession
5 seek guidance and support when issues are beyond own knowledge and experience

Outcome 3 Be able to identify development objectives

The learner can:
1 use outcomes of evaluation to prioritise and agree development objectives
2 identify and access the necessary resources for development
3 record personal development plans
4 review and update personal development plans
AG18

Operate within networks
AG18 Operate within networks

Level: 4

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to identify and operate ethically and efficiently and to contribute to the exchange of information within appropriate networks.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Be able to identify and access networks which could benefit the service
2. Be able to maintain memberships of networks
3. Be able to exchange information within networks

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG18 Operate within networks
Learning outcomes and assessment criteria

Outcome 1 Be able to identify and access networks which could benefit the service

The learner can:
1. determine the role and purpose of existing networks
2. implement the service’s criteria for network participation
3. agree with practitioners how much time should be given to networks
4. explain the types of conflicts which could occur

Outcome 2 Be able to maintain memberships of networks

The learner can:
1. maintain personal contacts within networks
2. identify problems which may occur with network facilitation and participation
3. explain the actions to take to address problems identified within networks
4. explain what the implications could be if problems are not resolved

Outcome 3 Be able to exchange information within networks

The learner can:
1. agree the information required by network members
2. work to realistic timescales for the exchange of information
3. analyse how feedback improves the use of networks
4. utilise systems for recording and exchanging information
AG21

Provide and maintain information materials for use in the service
AG21  Provide and maintain information materials for use in the service

Level: 4

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to review the information materials provided to clients and to ensure that the processes and practices used to assess the materials are valid and up to date.

Learning outcomes
There are two outcomes to this unit. The learner will:

1. Be able to review the information needs of the service
2. Be able to agree methodologies for the procurement and dissemination of information

Guided learning hours
It is recommended that 15 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG21 Provide and maintain information materials for use in the service
Learning outcomes and assessment criteria

Outcome 1 Be able to review the information needs of the service

The learner can:
1. use service’s criteria for evaluating the sources of information
2. identify the information currently used by different areas and clients of the service
3. evaluate the format the information materials are in
4. agree the future needs of the organisation in relation to information provision

Outcome 2 Be able to agree methodologies for the procurement and dissemination of information

The learner can:
1. evaluate the types of trends or developments which might occur when providing information
2. assess the impact of information and communication technologies on the provision of information
3. specify the information to be obtained and distributed
4. store information according to the service’s policies and procedures
AG22

Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation
AG22 Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation

Level: 5

Credit value: 4

Unit aim
The aim of this unit is to provide the learner with an ability to implement and evaluate a strategy which promotes the potential value that the implementation of Careers Education Guidance will have within an organisation.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Be able to gain support for the role of CEG within the organisation
2. Be able to identify opportunities for promoting Careers Education Guidance (CEG) within the organisation
3. Be able to implement and evaluate a strategy to promote CEG within the organisation

Guided learning hours
It is recommended that 30 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG22 Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation

Learning outcomes and assessment criteria

Outcome 1  Be able to gain support for the role of CEG within the organisation

The learner can:
1  identify the regional and national criteria against which CEG provision will be assessed
2  present a rationale for CEG in formal and informal settings
3  communicate, orally and in writing, the strategy to interested parties
4  conduct discussions in a way which maintains good working relationships with interested parties

Outcome 2  Be able to identify opportunities for promoting CEG within the organisation

The learner can:
1  establish the values, aims, policies and procedures of the organisation
2  explain the current role of CEG within the organisation
3  assess the potential contribution of CEG to the organisation
4  identify the roles and responsibilities of those who can provide information within the organisation

Outcome 3  Be able to implement and evaluate a strategy to promote CEG within the organisation

The learner can:
1  develop a strategy to determine the objectives, activities and resources required to achieve strategic aims
2  confirm the organisational roles, responsibilities and requirements for implementing the strategy
3  evaluate the advantages and drawbacks of:
   •  feedback forms
   •  surveys
   •  discussion groups
   •  ad hoc approaches to gathering information about CEG services
4  access relevant sources of information and feedback on the effectiveness of the strategy
5  monitor and evaluate the profile of CEG within the organisation
6  present relevant evaluation and revisions in an appropriate format and at an appropriate time
AG25

Promote Careers Education Guidance (CEG)
AG25 Promote Careers Education Guidance (CEG)

Level: 3

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to promote, deliver and to carry out a review of an effective Careers Education Guidance event that has met the needs of the target group.

Learning outcomes
There are three outcomes to this unit. The learner will:

1. Be able to plan the promotion of Careers Education Guidance (CEG)
2. Be able to identify the most appropriate information for dissemination to a target group
3. Be able to secure the resources required for the planned promotion of CEG

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG25 Promote Careers Education Guidance (CEG)
Learning outcomes and assessment criteria

Outcome 1 Be able to plan the promotion of Careers Education Guidance (CEG)

The learner can:
1 review the outcomes of previous promotional activities to inform current plans
2 evaluate the range of promotional activities that could be used, including the benefits and limitations of each for different target groups
3 plan the promotional activity for CEG including:
  • consideration of effectiveness for target group
  • taking account of other events within the same time span

Outcome 2 Be able to identify the most appropriate information for dissemination to a target group

The learner can:
1 establish the information needs of interested parties both within and external to the organisation
2 present information in an appropriate style and at an appropriate time

Outcome 3 Be able to secure the resources required for the planned promotion of Careers Education Guidance (CEG)

The learner can:
1 identify the resources that will be required
2 present a case for securing the necessary resources
3 plan the efficient use of time and other resources
AG27

Facilitate learning in groups
Facilitate learning in groups

Level: 4

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an ability to facilitate collaborative learning within group situations and to apply their understanding of the process and practice of managing the behaviours which can occur in group dynamics for the benefit of the group and individual learning experiences.

Learning outcomes
There are four outcomes to this unit. The learner will:

1. Be able to manage group dynamics
2. Be able to establish and maintain effective communication with group members
3. Be able to facilitate collaborative learning
4. Be able to enable individuals to reflect on the way in which they have been learning and participating in the group

Guided learning hours
It is recommended that 20 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements
Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.
AG27 Facilitate learning in groups
Learning outcomes and assessment criteria

Outcome 1 Be able to manage group dynamics

The learner can:
1 summarise the key theoretical models of group work
2 use facilitation and intervening skills in group situations
3 analyse how to balance the needs of tasks and group processes
4 encourage group members to participate effectively and ensure that they feel comfortable

Outcome 2 Be able to establish and maintain effective communication with group members

The learner can:
1 use appropriate methods of communication
2 put learners at ease
3 establish what factors are likely to affect learning and behaviour in groups
4 identify how to address individual needs in a group setting
5 recognise and deal with issues of power, conflict and authority in groups

Outcome 3 Be able to facilitate collaborative learning

The learner can:
1 agree with the group, the purpose, process and intended outcomes of group activity
2 summarise the different learning styles
3 evaluate the range of learning activities available
4 access relevant resources and support for learners
5 adapt group activities to the size and composition of the group

Outcome 4 Be able to enable individuals to reflect on the way in which they have been learning and participating in the group

The learner can:
1 agree and implement appropriate methods of eliciting personal views on learning
2 monitor individual learner’s progress in a group setting
3 feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner