



Level 4 NVQ Diploma in Advice and Guidance (RQF)

AGD4

601/3504/9



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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 4 NVQ Diploma in Advice and Guidance (RQF). 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

1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications 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 Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

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 (GDPR). 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 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

email: customerservices@skillsfirst.co.uk

Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
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 4 NVQ Diploma in Advice and Guidance (RQF) 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 4 NVQ Diploma in Advice and Guidance (RQF) 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
- or**
- 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 is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. 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

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;

- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the the skills and knowledge requirements.

5.0 Qualification information

5.1 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.

At Level 4 the learner's role will involve providing specialist advice and guidance to clients, reporting to senior management and networking with associated services and managing, negotiating, training, evaluating and developing the service provision.

6.0 Qualification structure

6.1 Number of credits required for this qualification

Qual no.	Level	Qualification title	Number of credits
AGD4	4	Level 4 NVQ Diploma in Advice and Guidance (RQF)	Minimum of 37

A minimum total of 37 credits must be achieved to gain the qualification as follows:

All 17 credits must be achieved from the mandatory Group M.
A further 20 credits must be achieved from the optional Group O.
A minimum of 19 credits **must** be at Level 4.

6.2 Total Qualification Time (TQT)

TQT is formulated by looking at the total Notional Hours of Learning for the qualification.

The TQT for the Level 4 Diploma in Advice and Guidance (RQF) is **370**.
The minimum guided learning hours (GLH) are **214**

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

RQF unit no.	Skillsfirst unit no.	Level	Unit title	Credit value
F/602/5140	AG3	3	Develop interactions with advice	4

			and guidance clients	
Y/602/5189	AG14	4	Manage personal case load	4
H/602/5194	AG16	4	Evaluate and develop own contribution to the service	3
F/602/5199	AG18	4	Operate within networks	3
R/602/5210	AG30	3	Understand the importance of legislation and procedures	3

Group O - optional units

RQF unit no.	Skillsfirst unit no.	Level	Unit title	Credit value
L/602/5139	AG2	2	Support clients to make use of the advice and guidance service	3
R/602/5143	AG5	4	Assist advice and guidance clients to decide on a course of action	3
A/602/5153	AG6	4	Prepare clients through advice and guidance for the implementation of a course of action	3
J/602/5172	AG7	4	Assist clients through advice and guidance to review their achievement of a course of action	3
R/602/5174	AG8	5	Advocate on behalf of advice and guidance clients	6
H/602/5177	AG9	5	Prepare to represent advice and guidance clients in formal proceedings	6
M/602/5179	AG10	5	Present cases for advice and guidance clients in formal proceedings	6
M/602/5182	AG11	5	Negotiate on behalf of advice and guidance clients	5
T/602/5183	AG12	3	Liaise with other services	3
F/602/5185	AG13	3	Enable advice and guidance clients to access referral opportunities	3
A/602/5198	AG17	4	Provide support for other practitioners	5
K/602/5200	AG19	4	Undertake research for the service and its clients	5
M/602/5201	AG20	4	Design information materials for use in the service	4
T/602/5202	AG21	4	Provide and maintain information materials for use in the service	3
A/602/5203	AG22	5	Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation	4
F/602/5204	AG24	4	Integrate Careers Education Guidance (CEG) within the curriculum	4
J/602/5205	AG25	3	Promote Careers Education Guidance (CEG)	3

L/602/5206	AG26	4	Negotiate and maintain service agreements	3
R/602/5207	AG27	4	Facilitate learning in groups	3
Y/602/5208	AG28	4	Prepare and set up mediation	4
D/602/5209	AG29	5	Stage and manage the mediation process	8

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 4 NVQ Certificate in Advice and Guidance (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 4 NVQ Diploma in Business Administration (RQF)
- Level 5 NVQ Diploma in Principles of Management and Leadership (RQF)
- Level 5 Diploma in Operational and Departmental Management (RQF)

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



AG3

**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

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

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



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

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

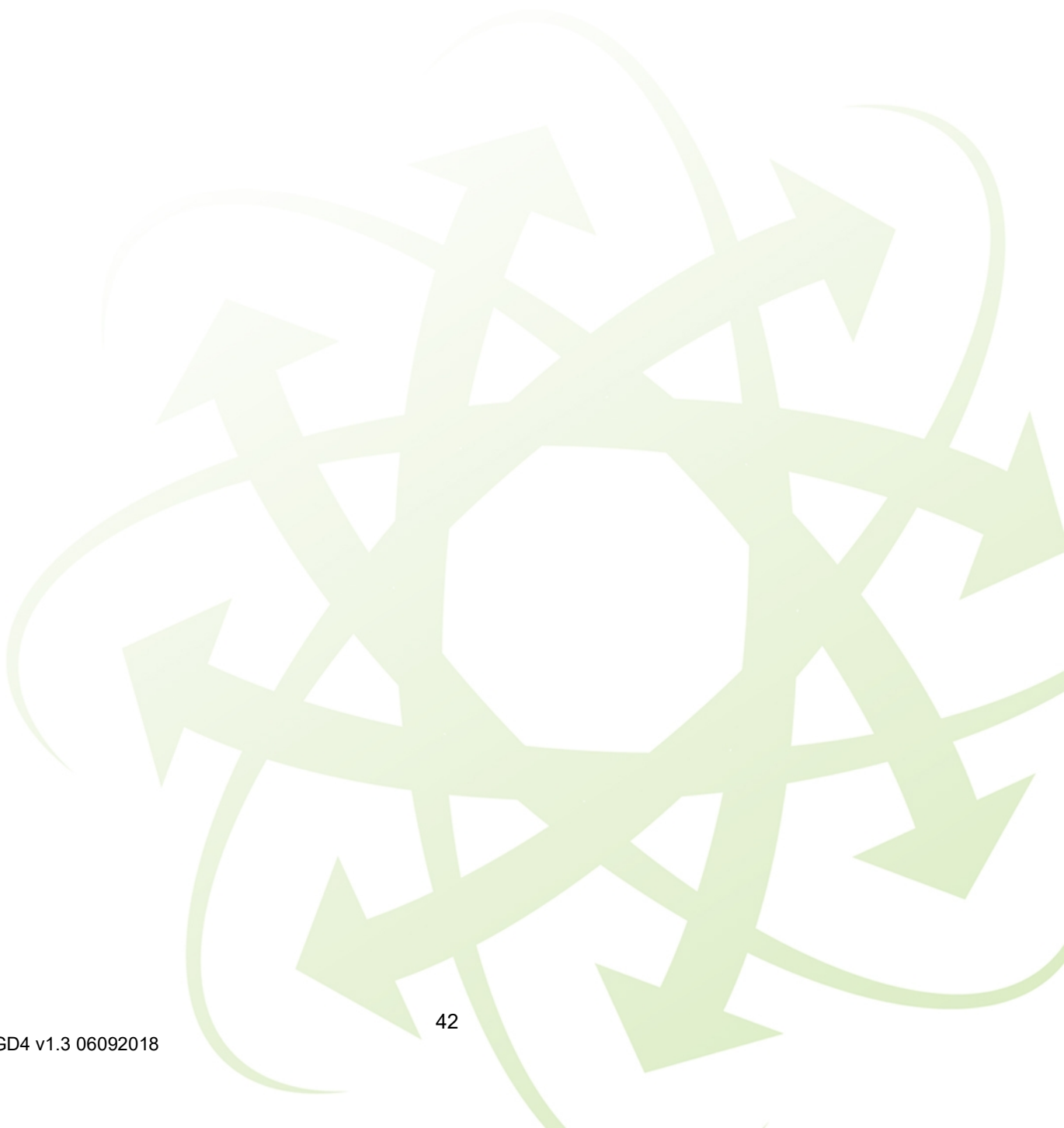
Outcome 3 Be able to review the key objectives and stages of the course of action

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

AG8

Advocate on behalf of advice and guidance clients



AG8 Advocate on behalf of advice and guidance clients

Level: 5

Credit value: 6

Unit aim

The aim of this unit is to provide the learner with an ability to prepare and present information correctly to agreed third parties on behalf of clients ensuring key points are addressed.

Learning outcomes

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

1. Be able to prepare for advocacy
2. Be able to assess the potential results of the advocacy
3. Understand the details and requirements of the other parties
4. Be able to prepare to present the client's interests
5. Be able to present the clients' interests

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.

AG8 Advocate on behalf of advice and guidance clients

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare for advocacy

The learner can:

- 1 review relevant information on the requirements of the client
- 2 clarify with the client any additional information that may be required
- 3 confirm who should be contacted to pursue the interests of the client

Outcome 2 Be able to assess the potential results of the advocacy

The learner can:

- 1 identify the key aspects of client's requirements that will feature in the discussions and debates
- 2 advise the client of how decisions are agreed between parties
- 3 advise the client what the results of previous similar advocacy have been

Outcome 3 Understand the details and requirements of the other parties

The learner can:

- 1 explain which services or people are usually contacted and who represents the service or people
- 2 explain what information should be included and how it should be presented

Outcome 4 Be able to prepare to present the client's interests

The learner can:

- 1 ensure all relevant people, documentation and associated materials are available for the presentation
- 2 provide information to all the relevant people according to agreed timescales
- 3 ensure oral and written presentations are clear and effective

Outcome 5 Be able to present the clients' interests

The learner can:

- 1 present clients' interests in a way that emphasises the key aspects
- 2 identify any errors or contradictions in the information relating to clients
- 3 identify any issues presented by others and offer constructive suggestions for their resolution

AG9

Prepare to represent advice and guidance clients in formal proceedings



AG9 Prepare to represent advice and guidance clients in formal proceedings

Level: 5

Credit value: 6

Unit aim

The aim of this unit is to provide the learner with an ability to work with clients to prepare and present information on their behalf to agreed third parties in formal proceedings, whilst ensuring that the client is aware of the costs, strategy and timescales involved.

Learning outcomes

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

1. Be able to prepare clients for formal proceedings
2. Be able to prepare information for the formal proceedings
3. Be able to prepare the presentation of the case

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.

AG9 Prepare to represent advice and guidance clients in formal proceedings

Learning outcomes and assessment criteria

Outcome 1 Be able to prepare clients for formal proceedings

The learner can:

- 1 explain to clients the roles and responsibilities of those involved in the proceedings
- 2 explain to the clients the potential advantages and disadvantages of the proceedings
- 3 explain to the clients the stages, timescales and cost implications of the proceedings
- 4 explain to clients both the types of information and the nature of the arguments that will be used during the proceedings
- 5 confirm the clients understanding and secure their formal agreement for representation to begin

Outcome 2 Be able to prepare information for the formal proceedings

The learner can:

- 1 confirm the parties involved in the case
- 2 obtain information on the case, obtaining any additional information that may be required
- 3 ensure information is disclosed according to established procedures
- 4 identify any aspects of the case that may lead to a reconsideration of its outcomes
- 5 confirm where the case will be heard and the parties involved

Outcome 3 Be able to prepare the presentation of the case

The learner can:

- 1 identify the key aspects of the case
- 2 prepare a strategy for arguing the case
- 3 identify the approach to advocacy that is likely to be successful
- 4 identify the line of questioning that will be put to the parties involved and the potential responses to the questions

AG10

Present cases for advice and guidance
clients in formal proceedings



AG10 Present cases for advice and guidance clients in formal proceedings

Level: 5

Credit value: 6

Unit aim

The aim of this unit is to provide the learner with an ability to work with clients to present information on their behalf to agreed third parties in formal proceedings, whilst ensuring that the client is aware of the possible problems, outcomes of procedures and ongoing support.

Learning outcomes

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

1. Understand the problems that could occur with formal proceedings
2. Be able to present cases for clients
3. Be able to review the outcomes of formal proceedings

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.

AG10 Present cases for advice and guidance clients in formal proceedings

Learning outcomes and assessment criteria

Outcome 1 Understand the problems that could occur with formal proceedings

The learner can:

- 1 explain the types of problems that could occur with formal proceedings
- 2 explain actions that can be taken to address the problems

Outcome 2 Be able to present cases for clients

The learner can:

- 1 ensure all relevant people, documentation and associated materials are available for the case
- 2 present the case clearly and effectively
- 3 identify any errors or contradictions in the information relating to clients
- 4 effectively counter the arguments of opposing parties

Outcome 3 Be able to review the outcomes of formal proceedings

The learner can:

- 1 review the outcomes of the proceedings with the clients
- 2 clarify to the client the responses of the other parties in relation to outcomes of the proceedings
- 3 specify the consequences of the outcomes to the clients and others
- 4 identify which objectives have been met and which have not
- 5 identify the potential for continuing the advocacy process and the requirements for any further action

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

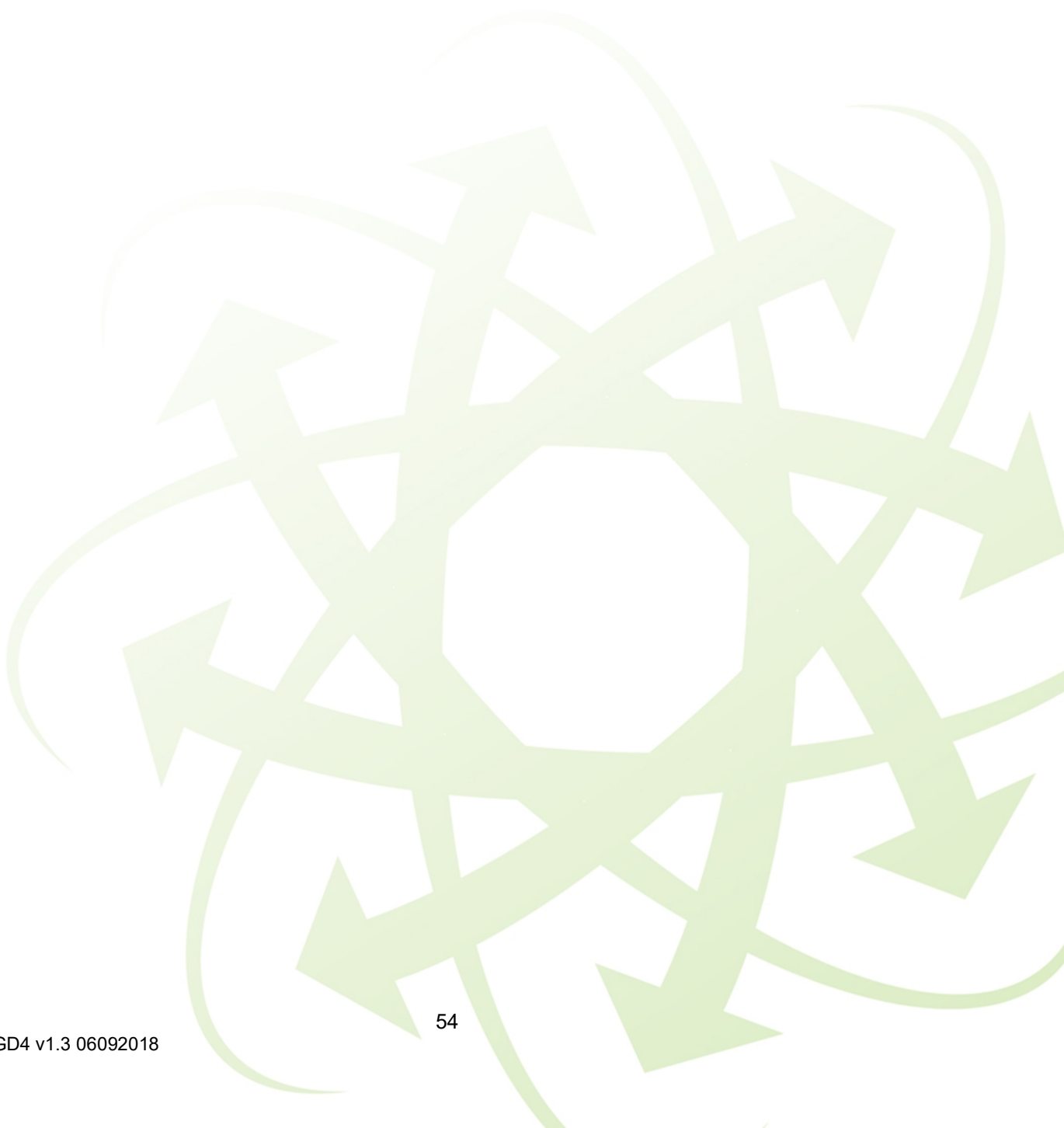
Outcome 4 Be able to establish an agreement for clients

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

AG17

Provide support for other practitioners



AG17 Provide support for other practitioners

Level: 4

Credit value: 5

Unit aim

The aim of this unit is to provide the learner with an ability to identify and support the development of others appropriately, through agreed supervision sessions which enable practitioners to review their own practice.

Learning outcomes

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

1. Be able to agree the support required by other practitioners
2. Be able to promote the effective practice of others
3. Be able to deliver support sessions to practitioners

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.

AG17 Provide support for other practitioners

Learning outcomes and assessment criteria

Outcome 1 Be able to agree the support required by other practitioners

The learner can:

- 1 identify which practitioners need support
- 2 agree the purpose and objectives for the support required
- 3 agree the procedures for the recording and exchange of information
- 4 agree boundaries of confidentiality
- 5 determine when and how to review the support agreement

Outcome 2 Be able to promote the effective practice of others

The learner can:

- 1 identify organisational expectations of practitioners
- 2 support practitioners to identify the limits of their competence
- 3 intervene in a timely way to maintain practitioner's effectiveness and resolve tensions which may exist
- 4 provide constructive feedback on other's practice

Outcome 3 Be able to deliver support sessions to practitioners

The learner can:

- 1 agree the issues which should be covered in the sessions
- 2 enable practitioners to reflect on their practice
- 3 identify and agree options for practitioners' specific requirements
- 4 review support sessions and record the outcomes

AG19

**Undertake research for the service
and its clients**



AG19 Undertake research for the service and its clients

Level: 4

Credit value: 5

Unit aim

The aim of this unit is to provide the learner with an ability to undertake research for an organisation and having a clear understanding of available research methods. It also provides the learner with an ability to apply those practice and processes involved in accessing, testing validity and recording the information gathered appropriately.

Learning outcomes

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

1. Be able to identify sources and availability of information
2. Be able to collect data to meet research objectives
3. Be able to analyse and report on the data collected

Guided learning hours

It is recommended that **40** 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.

AG19 Undertake research for the service and its clients

Learning outcomes and assessment criteria

Outcome 1 Be able to identify sources and availability of information

The learner can:

- 1 identify the types of information required
- 2 evaluate potential sources of information
- 3 access information following the appropriate procedures
- 4 address any related risks or problems with the collection of information

Outcome 2 Be able to collect data to meet research objectives

The learner can:

- 1 apply organisational collection principles correctly and consistently
- 2 address any problems which occur when collecting information
- 3 record the collected information using appropriate systems

Outcome 3 Be able to analyse and report on the data collected

The learner can:

- 1 identify the appropriate methods of analysis
- 2 use the appropriate methods of analysis
- 3 present a rationale for any unexpected results
- 4 access systems for recording analysis results using agreed procedures
- 5 present research results in a suitable format, using acknowledgements appropriately

AG20

Design information materials for use in the service



AG20 Design information materials for use in the service

Level: 4

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with an ability to identify appropriate materials which can be used to design a service that provides suitable and relevant information for clients and other practitioners. It also provides the learner with an ability to obtain the information needed to format the design, to create texts and graphics and to edit to meet requirements.

Learning outcomes

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

1. Be able to identify the objectives of the required information materials
2. Be able to obtain information for inclusion in the materials
3. Be able to design the format of the information materials
4. Be able to edit the information materials

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.

AG20 Design information materials for use in the service

Learning outcomes and assessment criteria

Outcome 1 Be able to identify the objectives of the required information materials

The learner can:

- 1 agree the particular requirements of different clients
- 2 respond to different needs when clients' requirements differ from each other
- 3 identify how the information materials will be used throughout their life cycle
- 4 evaluate the success of the information materials

Outcome 2 Be able to obtain information for inclusion in the materials

The learner can:

- 1 identify sources of required information
- 2 determine methods that can be used for obtaining and validating information
- 3 access information using agreed methods and procedures
- 4 address any problems identified with the collection of information
- 5 record the information accurately in the appropriate systems

Outcome 3 Be able to design the format of the information materials

The learner can:

- 1 determine the style and structure of the information materials to effectively deliver the contents
- 2 agree and produce the text and graphics components of the information materials
- 3 exchange information on the design with relevant people
- 4 record and store information on the design in the appropriate system

Outcome 4 Be able to edit the information materials

The learner can:

- 1 identify aspects of the information which require amending
- 2 correct any errors, inconsistencies or inaccuracies
- 3 record amendments made in the appropriate system

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 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

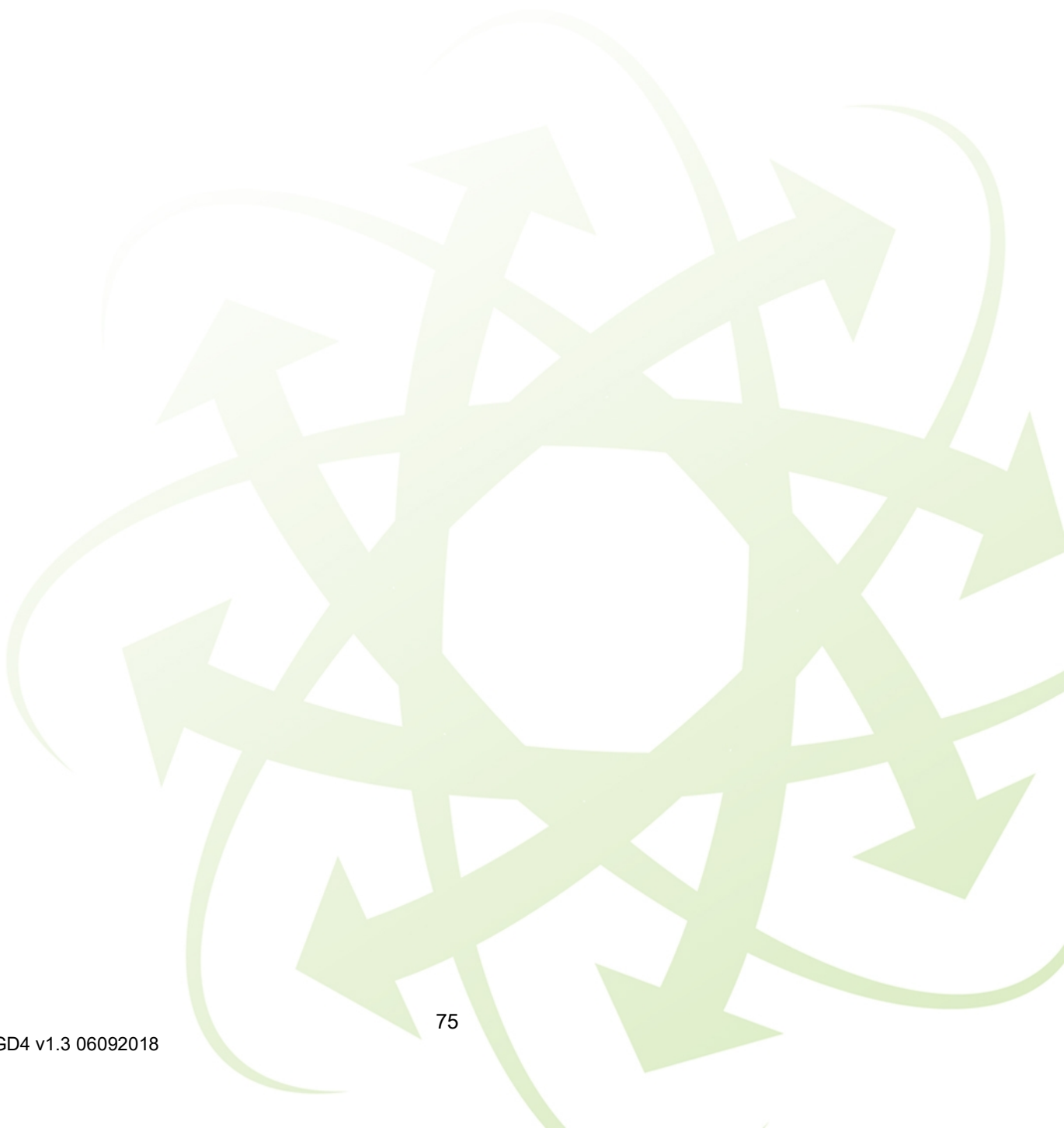
Outcome 3 Be able to implement and evaluate a strategy to promote CEG within the organisation

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

AG24

Integrate Careers Education Guidance (CEG) within the curriculum



AG24 Integrate Careers Education Guidance (CEG) within the curriculum

Level: 4

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with an ability to gain and provide support within their organisation to implement a Careers Education Guidance programme integrated across the curriculum.

Learning outcomes

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

1. Be able to identify opportunities to integrate Careers Education Guidance (CEG) within the curriculum
2. Be able to plan and implement the integration of CEG within the curriculum
3. Be able to monitor and maintain the integration and success of CEG within the curriculum

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.

AG24 Integrate Careers Education Guidance (CEG) within the curriculum

Learning outcomes and assessment criteria

Outcome 1 Be able to identify opportunities to integrate Careers Education Guidance (CEG) within the curriculum

The learner can:

- 1 establish the values, policies, aims and objectives of the organisation
- 2 confirm the roles and responsibilities of those who can assist in the integration of CEG
- 3 prioritise potential opportunities in consultation with relevant people
- 4 agree the nature and level of integration that could be achieved

Outcome 2 Be able to plan and implement the integration of CEG within the curriculum

The learner can:

- 1 communicate with relevant people in a way which promotes good working relationships
- 2 provide a clear specification of CEG goals in relation to curriculum planning
- 3 provide information, advice and guidance to others on the resources available for the integration of CEG
- 4 enable others to ensure that their teaching plans make effective use of opportunities to incorporate CEG objectives at course and lesson level

Outcome 3 Be able to monitor and maintain the integration and success of CEG within the curriculum

The learner can:

- 1 establish and use procedures to monitor the integration of CEG
- 2 gather feedback from relevant people on the integration of CEG
- 3 review the information obtained to make valid judgements about the effectiveness of integration
- 4 communicate with relevant people in a way which ensures their continuing support

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

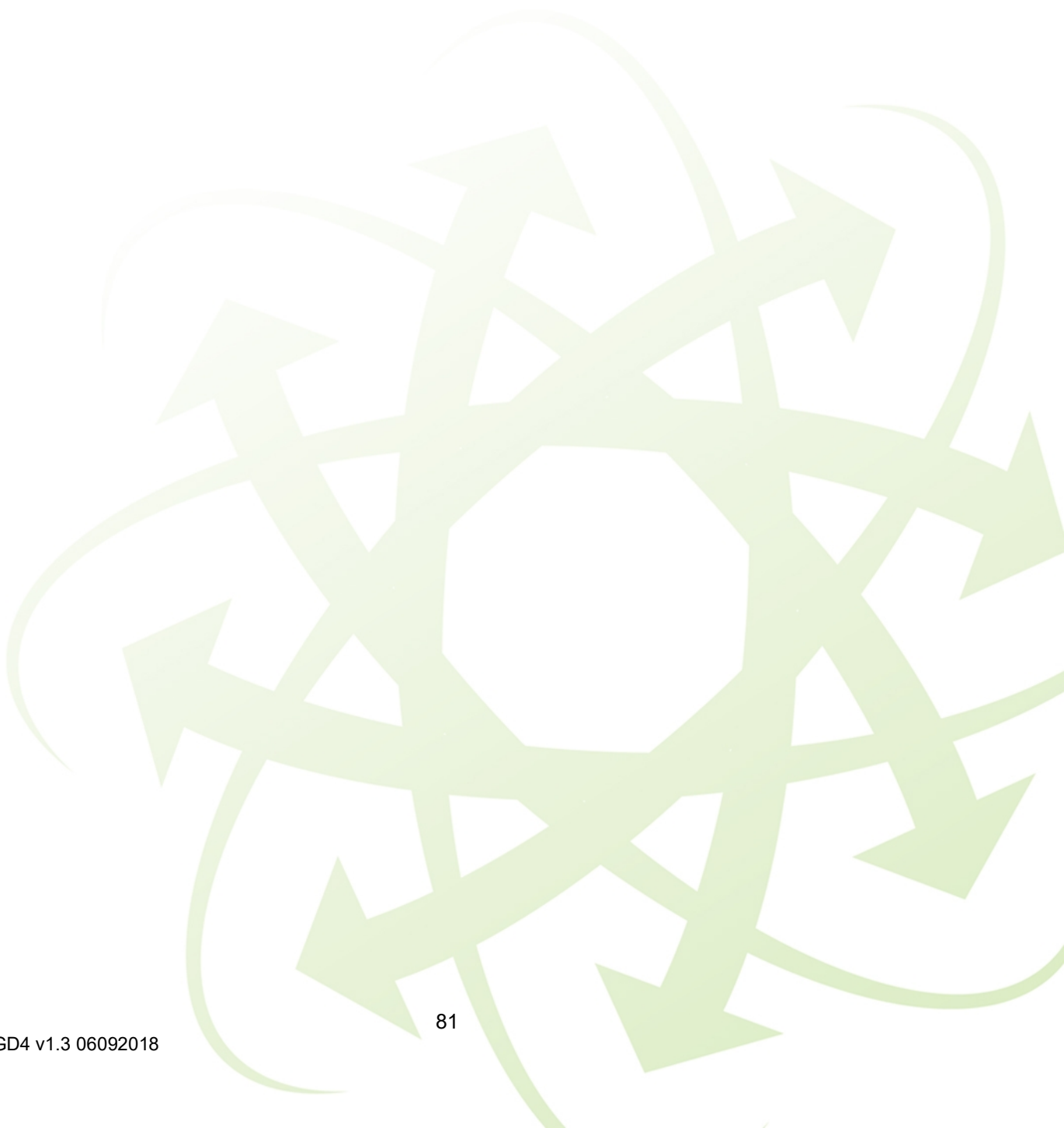
Outcome 3 Be able to secure the resources required for the planned promotion of CEG

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

AG26

Negotiate and maintain service agreements



AG26 Negotiate and maintain service agreements

Level: 4

Credit value: 3

Unit aim

The aim of this unit is to provide the learner with an ability to negotiate with another party for service provision and, once appointed, to ensure that the service is maintained through monitoring and evaluation.

Learning outcomes

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

1. Be able to negotiate service provision with other parties
2. Be able to conduct negotiations within the agreed requirements of the provider and receiving organisation contract
3. Be able to monitor and evaluate service agreements

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.

AG26 Negotiate and maintain service agreements

Learning outcomes and assessment criteria

Outcome 1 Be able to negotiate service provision with other parties

The learner can:

- 1 identify appropriate other parties with whom agreements have to be reached
- 2 establish the organisation's and other party's aims, policies, resources and procedures for service delivery to end users
- 3 introduce, promote and negotiate service agreements with other parties

Outcome 2 Be able to conduct negotiations within the agreed requirements of the provider and receiving organisation contract

The learner can:

- 1 agree roles and responsibilities of each party in relation to the service agreement
- 2 negotiate service agreements with other parties
- 3 liaise effectively with other parties during negotiation of service agreements
- 4 agree, obtain and record necessary approvals and endorsements

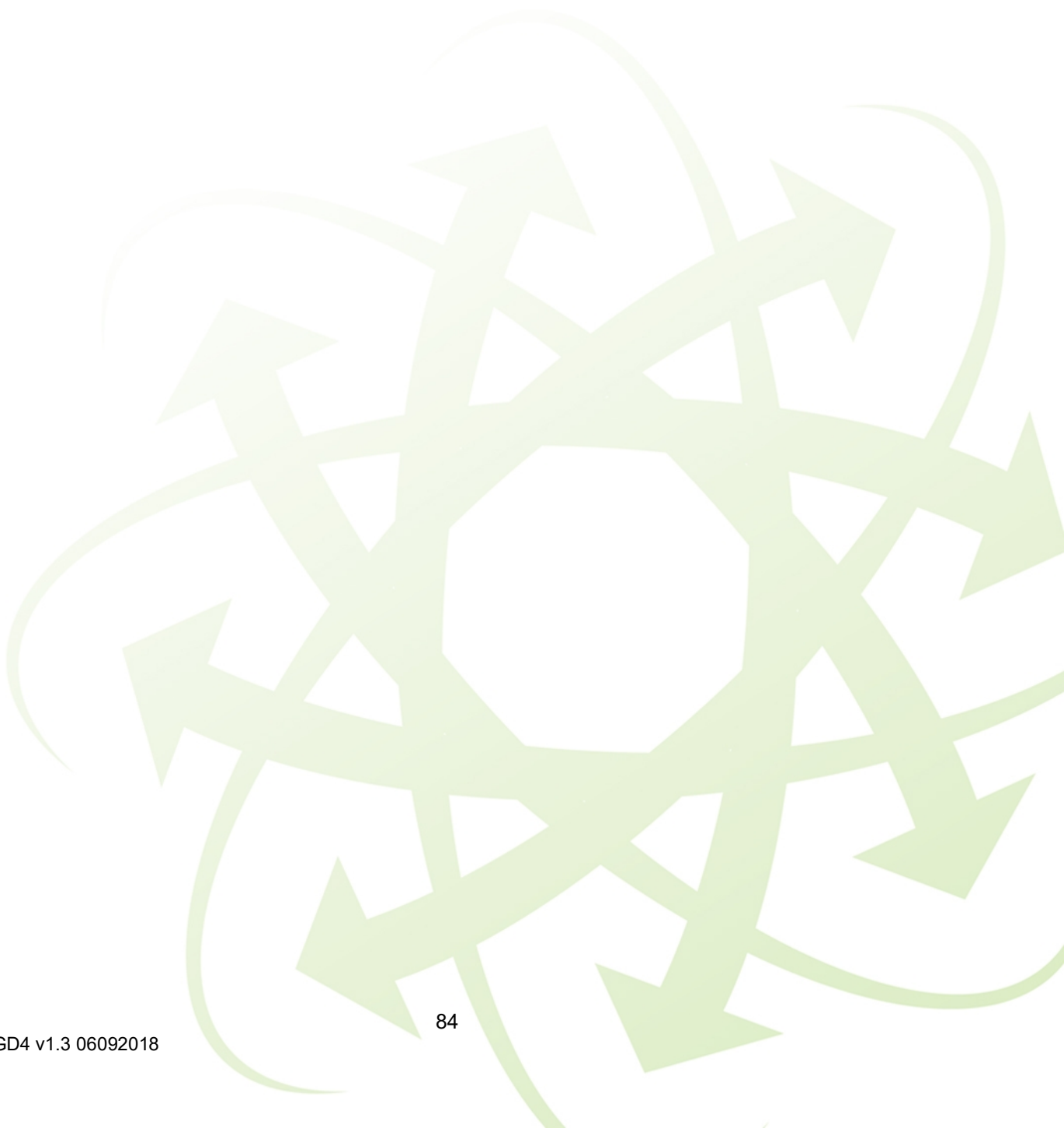
Outcome 3 Be able to monitor and evaluate service agreements

The learner can:

- 1 implement agreed criteria for monitoring, analysing and evaluating the effectiveness of service agreements
- 2 identify, agree and meet the support needs of other parties
- 3 facilitate the renegotiation of service agreements to maintain the effectiveness of the service

AG27

Facilitate learning in groups



AG27 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

AG28

Prepare and set up mediation



AG28 Prepare and set up mediation

Level: 4

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with an ability to establish the purpose and process of mediation sessions, to maintain effective communication between the parties and to agree and review the conditions and boundaries of the mediation.

Learning outcomes

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

1. Be able to establish the appropriateness of the mediation process with each party
2. Be able to establish and maintain effective communication
3. Be able to agree and review the conditions and boundaries of mediation with parties

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.

AG28 Prepare and set up mediation

Learning outcomes and assessment criteria

Outcome 1 Be able to establish the appropriateness of the mediation process with each party

The learner can:

- 1 summarise and apply the principles of mediation
- 2 explain to parties the potential and limitations of mediation, realistically and objectively
- 3 confirm each party's understanding and where necessary clarify information
- 4 explain alternative options in situations where mediation or the mediator are inappropriate

Outcome 2 Be able to establish and maintain effective communication

The learner can:

- 1 clarify information, which may include rephrasing some of the information.
- 2 establish commitment from the parties and determine what this is likely to involve
- 3 encourage parties to make informed decisions and to exercise autonomy when reviewing other options
- 4 encourage parties to express their feelings and concerns about the mediation process

Outcome 3 Be able to agree and review the conditions and boundaries of mediation with parties

The learner can:

- 1 identify the likely conditions of the mediation process
- 2 consider and agree the appropriateness of the location and venue
- 3 explain and clarify roles and how impartiality will be maintained
- 4 explain how mediation relates to the legal position of each party
- 5 evaluate the outcomes of mediation

AG29

Stage and manage the mediation process



AG29 Stage and manage the mediation process

Level: 5

Credit value: 8

Unit aim

The aim of this unit is to provide the learner with an ability to explore, establish and assist parties to identify the issues from each other's perspective and to identify and evaluate the options available at each stage of the mediation process to secure and build agreements between parties.

Learning outcomes

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

1. Be able to establish the issues and options for each party in the mediation process
2. Be able to explore issues with parties
3. Be able to assist in the identification and evaluation of potential options
4. Be able to build and secure agreements between parties

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.

AG29 Stage and manage the mediation process

Learning outcomes and assessment criteria

Outcome 1 Be able to establish the issues and options for each party in the mediation process

The learner can:

- 1 summarise the interventions which may be used in facilitating parties to express concerns and issues
- 2 support each party to identify issues and agree an agenda for discussion
- 3 identify the alternative options which might be applicable including referral to other agencies or other mediators

Outcome 2 Be able to explore issues with parties

The learner can:

- 1 evaluate the interventions which may need to be used in facilitating the gathering and exchange of information
- 2 facilitate the gathering and exchanging of information between parties
- 3 respect and manage differences of position
- 4 encourage parties to acknowledge each other's perspective
- 5 clarify and respect issues of confidentiality

Outcome 3 Be able to assist in the identification and evaluation of potential options

The learner can:

- 1 describe the range of interventions which can be used in facilitating parties to explore and evaluate options
- 2 ensure that the timing for exploring options and proposals is appropriate to the progress made in the mediation process
- 3 reassure parties about confidentiality and the safety and security of discussing options
- 4 focus discussions primarily on future possibilities rather than on past events
- 5 facilitate parties in exploring and evaluating the implications, consequences and practicalities of the options
- 6 identify how further options can be accessed, where progress cannot be made

Outcome 4 Be able to build and secure agreements between parties

The learner can:

- 1 summarise the interventions which may be used in building and securing agreements
- 2 ensure that any agreement is the result of a joint decision between parties
- 3 identify and agree alternative suggestions where necessary
- 4 identify moments when decisions or compromises on options can be made
- 5 identify the basis of an agreement with the parties in order to ensure ownership
- 6 record agreements in a suitable format



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