

**Pearson**  
**Edexcel Level 3 NVQ Certificate**  
**in Advice and Guidance**

**Pearson**  
**Edexcel Level 4 NVQ Diploma in**  
**Advice and Guidance**

**Specification**

NVQ/competence-based qualifications

For first registration January 2011

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel Level 3 NVQ Certificate in Advice and Guidance (QCF)

Edexcel Level 4 NVQ certificate in Advice and Guidance (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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## Summary of Pearson Edexcel Level 3 and Level 4 NVQ Diploma in Advice and Guidance specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).





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## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Certificate in Advice and Guidance and the Pearson Edexcel Level 4 NVQ Diploma in Advice and Guidance:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 3 NVQ Certificate in Advice and Guidance	600/0684/5	01/02/2011
Pearson Edexcel Level 4 NVQ Diploma in Advice and Guidance	600/0685/7	01/02/2011

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key features of the Pearson Edexcel NVQs in Advice and Guidance

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These qualifications:

- are nationally recognised
- are based on the advice and guidance National Occupational Standards (NOS). The NOS, Assessment Requirements/Strategy and qualification structures are owned by Lifelong Learning UK.

## What is the purpose of these qualifications?

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. There are two units at Level 2 within this suite of qualifications; these units are a good stepping stone into the qualification of advice and guidance and learners will receive unit accreditation enabling progression onto Level 3 as their role develops.

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.

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.

## Who are these qualifications for?

These qualifications are for all learners aged 16+ for Level 3 and 18+ for Level 4 who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

## **What are the benefits of these qualifications to the learner and employer?**

For learners these qualifications provide an opportunity:

- to review strengths and weaknesses
- to develop knowledge and understanding
- for continual professional development.

For employers the benefits include:

- qualified workforce
- more favourable for professional indemnity insurance
- raised level of perceived professionalism in the marketplace.

## **What are the potential job roles for those working towards these qualifications?**

Connexions adviser

Business Link adviser

Citizens Advice Bureau staff

Advice providers within educational institutions

Counselling providers

Training and human resource personnel

Receptionists and administrators

Assessors and verifiers

Awarding body associates

## **What progression opportunities are available to learners who achieve these qualifications?**

On completing the Pearson Edexcel Level 3 NVQ Certificate in Advice and Guidance learners will be able to progress within employment or onto other qualifications such as:

- Pearson Edexcel Level 4 Diploma in Advice and Guidance
- Pearson Edexcel qualifications in Learning, Development and Support Services
- Pearson Edexcel Level 3 Diploma in Customer Services
- Pearson Edexcel Level 3 Award or Certificate in Management
- Pearson Edexcel Level 3 Children's Care, Learning and Development.

On completing the Edexcel Level 4 NVQ Diploma in Advice and Guidance learners will be able to progress within employment or onto other qualifications such as:

- Pearson Edexcel qualifications in Learning, Development and Support Services
- Pearson Edexcel Level 5 Award, Certificate or Diploma in Management and Leadership.

# What is the qualification structure for the Pearson Edexcel Level 3 NVQ Certificate in Advice and Guidance?

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Individual units can be found in the Units section.

To achieve the Pearson Edexcel Level 3 NVQ Certificate in Advice and Guidance learners must achieve a total of 21 credits, TQT 210, GLH 132.

Learners must achieve:

- four mandatory units totalling 12 credits, with 9 credits at Level 3
- optional units totalling 9 credits, with 3 credits at Level 3.

## Mandatory units

Unit reference	Unit title	Credit	Level
1	J/602/5138 Establish communication with clients for advice and guidance	3	3
2	L/602/5139 Support clients to make use of the advice and guidance service	3	2
3	Y/602/5192 Review own contribution to the service	3	3
4	R/602/5210 Understand the importance of legislation and procedures	3	3

## Optional units

Unit reference	Unit title	Credit	Level
5	F/602/5140 Develop interactions with advice and guidance clients	4	3
6	J/602/5141 Interact with clients using a range of media	3	2
7	R/602/5143 Assist advice and guidance clients to decide on a course of action	3	4
8	A/602/5153 Prepare clients through advice and guidance for the implementation of a course of action	3	4
9	J/602/5172 Assist clients through advice and guidance to review their achievement of a course of action	3	4

<b>Unit reference</b>	<b>Unit title</b>	<b>Credit</b>	<b>Level</b>
10	M/602/5182 Negotiate on behalf of advice and guidance clients	5	5
11	T/602/5183 Liaise with other services	3	3
12	F/602/5185 Enable advice and guidance clients to access referral opportunities	3	3
13	Y/602/5189 Manage personal case load	4	4
14	H/602/5194 Evaluate and develop own contribution to the service	3	4
15	F/602/5199 Operate within networks	3	4
16	T/602/5202 Provide and maintain information materials for use in the service	3	4
17	A/602/5203 Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation	4	5
18	J/602/5205 Promote Careers Education Guidance (CEG)	3	3
19	R/602/5207 Facilitate learning in groups	3	4

# What is the qualification structure for Pearson Edexcel Level 4 NVQ Diploma in Advice and Guidance?

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Individual units can be found in the *Units* section.

To achieve the Pearson Edexcel Level 4 NVQ Diploma in Advice and Guidance learners must achieve a total of 37 credits, TQT 370, GLH 213.

Learners must achieve:

- five mandatory units totalling 17 credits, with 10 credits at Level 4
- optional units totalling 20 credits, with 9 credits at Level 4.

## Mandatory units

Unit reference	Unit title	Credit	Level
4	R/602/5210 Understand the importance of legislation and procedures	3	3
5	F/602/5140 Develop interactions with advice and guidance clients	4	3
13	Y/602/5189 Manage personal case load	4	4
14	H/602/5194 Evaluate and develop own contribution to the service	3	4
15	F/602/5199 Operate within networks	3	4

## Optional units

Unit reference	Unit title	Credit	Level
2	L/602/5139 Support clients to make use of the advice and guidance service	3	2
7	R/602/5143 Assist advice and guidance clients to decide on a course of action	3	4
8	A/602/5153 Prepare clients through advice and guidance for the implementation of a course of action	3	4

<b>Unit reference</b>	<b>Unit title</b>	<b>Credit</b>	<b>Level</b>
9	J/602/5172 Assist clients through advice and guidance to review their achievement of a course of action	3	4
10	M/602/5182 Negotiate on behalf of advice and guidance clients	5	5
11	T/602/5183 Liaise with other services	3	3
12	F/602/5185 Enable advice and guidance clients to access referral opportunities	3	3
16	T/602/5202 Provide and maintain information materials for use in the service	3	4
17	A/602/5203 Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation	4	5
18	J/602/5205 Promote Careers Education Guidance (CEG)	3	3
19	R/602/5207 Facilitate learning in groups	3	4
20	R/602/5174 Advocate on behalf of advice and guidance clients	6	5
21	H/602/5177 Prepare to represent advice and guidance clients in formal proceedings	6	5
22	M/602/5179 Present cases for advice and guidance clients in formal proceedings	6	5
23	A/602/5198 Provide support for other practitioners	5	4
24	K/602/5200 Undertake research for the service and its clients	5	4
25	M/602/5201 Design information materials for use in the service	4	4
26	F/602/5204 Integrate Careers Education Guidance (CEG) within the curriculum	4	4
27	L/602/5206 Negotiate and maintain service agreements	3	4
28	Y/602/5208 Prepare and set up mediation	4	4
29	D/602/5209 Stage and manage the mediation process	8	5

## How are the qualifications graded and assessed?

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The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Assessment Requirements/Strategy for the sector, or
- as part of a training programme.

### Assessment Requirements/Strategy

The Assessment Requirements/Strategy for these qualifications have been included in *Annexe E*. They have been developed by Lifelong Learning UK in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

### **Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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Each qualification is designed to support learners working in the advice and guidance sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment Requirements/Strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate
<b>Unit reference number:</b>					This is the unit owner's reference number for the specified unit.
<b>level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units

# Learners introduction to completing an Advice and Guidance qualification

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Having entered into this qualification you will be required to build a portfolio made up of your work practice and knowledge to demonstrate your competence against each unit.

All evidence of your performance must be generated in your workplace, in accordance with organisational procedures and national, local and professional guidelines.

Prior to commencing this qualification you will agree and complete an assessment plan with your assessor which details the assessment methods to be used, tasks you will be undertaking and the timescales in which you will be required to complete them. The assessment plan will be reviewed throughout the qualification.

You must provide your assessor with evidence to meet all of the learning outcomes and assessment criteria by demonstrating your practice and describing your understanding relevant to the tasks undertaken.

Your assessor must be satisfied that you are able to undertake your work activities consistently, in a variety of situations and over a period of time.

It is up to your assessor, working with the guidance provided, to determine a suitable mix of assessment methods, and to decide on the amount and type of evidence that is required to judge your competence.

There may be instances where you will not be required to submit a hard copy document in your portfolio. Your assessor will view documents, manuals, logs and other electronically stored information in your place of work and will document their authenticity, location and your understanding of their purpose within your organisation.

## **Unit 1: Establish communication with clients for advice and guidance**

**Unit reference number:** J/602/5138

**level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about how to communicate with clients, other staff, the types of communication used and the difficulties that can arise using these different methods.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the factors that contribute to effective communication with clients	1.1 explain how to create a safe and suitable environment for practitioners and clients 1.2 explain the effects of different types of verbal and non-verbal communication			
2	Be able to establish effective communication with clients	2.1 introduce the service to clients in a way that matches their needs 2.2 provide clients with the appropriate time to express their requirements 2.3 make the client aware of limits of confidentiality			
3	Understand how to minimise difficulties when communicating with clients	3.1 explain what difficulties with, and barriers to, communication may occur 3.2 explain immediate actions to minimise any difficulties with, and barriers to, communication 3.3 explain how to access support for minimising difficulties with, and barriers to, communication			
4	Be able to minimise difficulties in communication	4.1 identify communication difficulties in relation to individual clients 4.2 adapt own approach to minimise the effect of any communication difficulties 4.3 select resources to meet the needs of individual clients			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 2: Support clients to make use of the advice and guidance service**

**Unit reference number:** L/602/5139

**level:** 2

**Credit value:** 3

**Guided learning hours:** 20

---

### **Unit summary**

This unit is about working with clients to map their needs to the most appropriate service, outlining the advantages and disadvantages for the possible solution within own or other service.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to enable clients to decide whether to use the service	1.1 encourage clients to clarify their requirements and circumstances 1.2 assist clients to decide whether the service can meet their requirements, including: <ul style="list-style-type: none"> <li>- identifying the appropriate information</li> <li>- providing clients with information on the advantages and disadvantages of using the service</li> </ul>			
2 Be able to identify and provide accurate information required by clients	2.1 explore with clients the reasons for their information needs and agree how it will be provided 2.2 identify the most appropriate information sources and retrieve the relevant information 2.3 check the client's understanding of the information and confirm that the information provided is sufficient for their requirements 2.4 agree with the client any further activities necessary, including referral to alternative sources of information			
3 Understand the services provided by other suitable services	3.1 explain what other suitable services are available. 3.2 explain what is offered by these other services			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to provide information on other suitable services	4.1	provide information on other services that may be more suitable for meeting the client's requirements		
		4.2	advise the client on the approach to other services		
5	Be able to agree with clients their use of the service	5.1	clarify and confirm the client's requirements and how these will be met by the service		
		5.2	agree the way in which services can be provided		
		5.3	advise the client of the procedures for contacting and using the service		

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 3: Review own contribution to the service**

**Unit reference number:** Y/602/5192

**level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about taking a proactive role in reviewing contributions to the services offered by an organisation. Learners are required to look at their performance against the objectives set, encourage and receive feedback from others.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess own contribution to the work of the service	1.1 assess own work against specified objectives 1.2 review feedback on own work 1.3 review the priorities assigned to work objectives			
2	Be able to develop to achieve work objectives	2.1 identify realistic development objectives 2.2 agree a personal development plan with the appropriate people 2.3 identify and make use of suitable development opportunities 2.4 review and update personal development plans regularly, taking account of any changes in work requirements 2.5 explain why the items in the plan will aid development and maintain and update relevant knowledge			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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*(if sampled)*

## **Unit 4: Understand the importance of legislation and procedures**

**Unit reference number:** R/602/5210

**level:** 3

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit summary**

This unit is about demonstrating an understanding of, and how to comply with, legislation, codes of practice and procedures within your organisation.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand legislation and codes of practice which impact on their role	1.1 explain the current, national, local, professional; and organisational requirements that relate to their role including: <ul style="list-style-type: none"> <li>- equal opportunities</li> <li>- discrimination</li> <li>- health and safety</li> <li>- security</li> <li>- confidentiality</li> </ul> 1.2 explain the importance of complying with national, local, professional and organisational requirements 1.3 explain the consequences of non-compliance			
2	Understand how to deal with urgent situations	2.5 explain what types of situation may occur that require immediate action 2.6 explain what actions should be taken to deal with different situations 2.7 explain who can be referred to for assistance in situations where immediate action is required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to record contacts, interactions, agreements, and provision of information	3.1 record contacts, interactions, agreements and information provided in the appropriate systems. 3.2 explain what systems are used for recording these interactions 3.3 explain why it is important to use these systems 3.4 describe any procedures relating to the use of these systems			
4 Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working	4.1 explain 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	5.1 explain how to assess the effectiveness of methods 5.2 explain why the effectiveness of methods may vary with different clients 5.3 explain the types of issue that might arise 5.4 explain the actions that may be taken to address these issues 5.5 explain the implications of not addressing these issues			

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## **Unit 5: Develop interactions with advice and guidance clients**

**Unit reference number:** F/602/5140

**level:** 3

**Credit value:** 4

**Guided learning hours:** 25

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### **Unit summary**

This unit is about how to initiate, maintain and conclude interactions with clients in an organisation.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to enable clients to explore their issues	1.1 create a suitable environment for the client to be comfortable to express their issues and concerns 1.2 encourage the client to explore their requirements, their ideas for achieving them and any potential barriers to achievement 1.3 encourage clients to set priorities 1.4 identify a range of communication skills that could be used to work effectively with clients			
2 Be able to sustain interactions with clients	2.1 recognise the nature and stage of the interaction and provide opportunities to sustain this 2.2 encourage clients to provide additional information 2.3 manage any inappropriate information given by clients			
3 Be able to bring interactions to a close	3.1 provide clear opportunities for clients to end the interaction 3.2 allow clients to decide on the next steps and agree with them any further activities or support that is needed 3.3 review the interaction and summarise the points made			

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## **Unit 6: Interact with clients using a range of media**

**Unit reference number:** J/602/5141

**level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about how to choose the most suitable method of communication to initiate and maintain interactions with clients.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to establish interaction with clients using a range of media	1.1 respond to clients promptly according to organisational procedures and in a way that encourages them to stay connected to the service 1.2 identify any constraints on clients and the circumstances in which the interaction is being carried out			
2	Be able to deal with problems maintaining interactions	2.1 identify any problems in an interaction 2.2 take appropriate action to ensure that the interaction is maintained 2.3 describe the types of problems that can occur across different types of media			
3	Be able to provide information and focus on the client's requirements	3.1 provide information about the service and confirm if it is appropriate to the client. 3.2 encourage clients to share their concerns			
4	Understand how to communicate using a range of media	4.1 explain the range of media most often used by the service 4.2 explain the information that can be provided and who can be helped by the service 4.3 explain how to encourage communication without face-to-face contact			
5	Be able to identify risks to the client	5.1 Assess whether there is any risk or danger facing the client and take appropriate action			

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## **Unit 7: Assist advice and guidance clients to decide on a course of action**

**Unit reference number:** R/602/5143

**level:** 4

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about how to help clients decide on a course of action and the support provided during this process, including suggested options and routes that enable the client to reach a decision.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assist clients to clarify their requirements	1.1 use appropriate language and pace of communication to encourage clients to identify their requirements and ideas for achieving them 1.2 identify and agree requirements that cannot be met 1.3 explain to the client what other sources of support may be available			
2	Be able to negotiate boundaries with clients	2.1 negotiate with the client the boundaries of the interactions.			
3	Be able to assist clients to review and prioritise their decisions	3.1 encourage clients to explore their decision making process and review their priorities 3.2 identify unrealistic requirements and identify possible alternatives 3.3 review with the clients the advantages and disadvantages of the selected options			
4	Be able to assist clients to select a course of action	4.1 assist clients to reach a decision on the most appropriate course of action 4.2 confirm the client's autonomy in the decision making process 4.3 identify any problems with the chosen course of action and encourage the client to take appropriate action to address them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the importance of autonomy for the client	5.1 explain why it is important to confirm the autonomy of the client			

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## **Unit 8: Prepare clients through advice and guidance for the implementation of a course of action**

**Unit reference number:** A/602/5153

**level:** 4

**Credit value:** 3

**Guided learning hours:** 20

### **Unit summary**

This unit is about how to create suitable actions plans with clients including preparation, development, implementation and the review process.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assist clients to prepare an action plan	<p>1.1 confirm the course of action with the client and the roles and responsibilities of those involved</p> <p>1.2 explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications</p> <p>1.3 identify any unrealistic expectations and explore possible modifications</p>			
2	Be able to assist clients to develop the action plan	<p>2.1 incorporate relevant information into the action plan</p> <p>2.2 ensure the plan specifies methods, timescales, and responsibilities</p> <p>2.3 produce the plan in the agreed format and review it with the client</p> <p>2.4 agree the process for future reviews</p>			
3	Be able to assist clients to identify how the plan might be implemented	<p>3.1 identify potential methods for implementing the course of action and identify any potential difficulties</p> <p>3.2 confirm with clients their understanding of the action plan</p> <p>3.3 obtain agreement from the client for action plan to commence</p>			

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## **Unit 9: Assist clients through advice and guidance to review their achievement of a course of action**

**Unit reference number:** J/602/5172

**level:** 4

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about how to constructively review action plans with clients from both the client and service perspective.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand a range of methods to review achievements	1.1 explain the relevant models of good practice for assisting clients to review progress 1.2 explain what types of review should take place and how often these should be carried out			
2	Be able to review progress with clients	2.1 provide suitable opportunities for clients to review progress and achievements of the course of action 2.2 Provide suitable feedback to the clients			
3	Be able to review the key objectives and stages of the course of action	3.1 identify and agree with the client the objectives that have been achieved and those that have not 3.2 identify the methods that were most effective 3.3 review the suitability of the methods use by the clients			

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## **Unit 10: Negotiate on behalf of advice and guidance clients**

**Unit reference number:** M/602/5182

**level:** 5

**Credit value:** 5

**Guided learning hours:** 35

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### **Unit summary**

This unit is about negotiating with third parties on behalf of clients, receiving offers from other parties and the consultation required with clients to facilitate an agreement.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the main points of negotiation	1.1 explain the types of negotiation strategies suitable for different types of issue 1.2 explain what different formats of negotiation that can be used 1.3 explain what supporting documentation might be required			
2	Be able to prepare offers that meet the client's requirements	2.1 review the client's requirements 2.2 identify a negotiation strategy suitable for the client's requirements 2.3 prepare suitable offers for clients that meet all their requirements			
3	Be able to explain offers received from other parties	3.1 receive offers from other parties 3.2 consult with the clients to assess how far the offers meet requirements 3.3 recommend the next stage in the negotiations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to establish an agreement for clients	4.1 produce agreements that effectively meet the client's requirements and that are in the required format. 4.2 incorporate all necessary details into the agreement and ensure it is capable of being implemented 4.3 confirm agreements with clients at appropriate stages of the negotiations 4.4 advise the clients why any requirements cannot be met or if there are any significant changes to the agreement			

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## **Unit 11: Liaise with other services**

**Unit reference number:** T/602/5183

**level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about sharing and exchanging information with other services on behalf of clients, the information provided and received and the correct procedures to follow when working with other services.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the process for liaising with other services	1.1 explain which other services are likely to be dealt with 1.2 explain the types of information likely to be exchanged 1.3 explain why it is important to check the validity of any information received 1.4 explain who is involved in different types of information exchanges and who should receive copies of the information 1.5 explain the types of problems that may arise and what actions can be taken to resolve them			
2	Be able to establish procedures for exchanging information with other services	2.1 consult with other services on the information requirements of each service 2.2 agree the purpose scope and procedures for exchanging information 2.3 ensure that documented procedures, that include identifying the roles and responsibilities of those involved in any exchange of information, are produced 2.4 disseminate procedures for the exchange of information with other services 2.5 agree a process to regularly review and update the procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to provide information to other services	3.1 confirm the information required by other services 3.2 select the appropriate information and disseminate using agreed procedures 3.3 assist other services to interpret the information forwarded 3.4 confirm that the information is sufficient, forwarding additional information if required			
4	Be able to obtain information from other services	4.1 request required information from other services using the agreed procedures 4.2 access the relevant information and confirm the validity of it 4.3 identify any problems with obtaining information			

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## **Unit 12: Enable advice and guidance clients to access referral opportunities**

**Unit reference number:** F/602/5185

**level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about the process to follow when a service does not meet the requirements of a client. Learners will need an understanding of the referral options available with other organisations that will meet client's needs and the procedures to follow.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the process for referring clients to other organisations	1.1 explain which organisations clients are likely to be referred to 1.2 explain what types of information the client will need including the various formats this may need to be in			
2	Be able to identify options for referral	2.1 obtain information from clients on their requirements 2.2 obtain relevant, and current information on other services that are potentially suitable 2.3 assess the suitability of other services 2.4 confirm the other service's acceptance criteria and procedures 2.5 ensure the other services have the capacity and resources to deal with additional clients 2.6 review the requirements of the clients and check them against the services provided by the other services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to enable clients to take up referral opportunities	3.1 provide information, including advantages and disadvantages of referral, to enable clients to make an informed decision 3.2 confirm the acceptability of the referral with the client 3.3 plan the implementation of the referral 3.4 facilitate the client's contact with the other services 3.5 review the boundaries of confidentiality with the client informing them of the information that has to be passed between the services 3.6 agree any further information or support that is required by the client			

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## **Unit 13: Manage personal case load**

**Unit reference number:** Y/602/5189

**level:** 4

**Credit value:** 4

**Guided learning hours:** 20

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### **Unit summary**

This unit is about understanding the importance of prioritising cases, allocating resources and keeping suitable records to enable this process.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning .

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to maintain case notes	1.1 record key information about each case 1.2 record all actions being undertaken for clients 1.3 ensure case notes are accurate and contain appropriate detail 1.4 ensure case notes are structured in a way that gives a clear history			
2	Be able to review personal case load	2.1 review all relevant information 2.2 monitor the progress of all cases 2.3 identify any obstacles in achieving the required outcomes for cases 2.4 exchange information on the cases according to the service's procedures 2.5 identify improvements that can be made to the management of cases			
3	Understand factors that affect case loads	3.1 explain what types of obstacle may occur and how to overcome it 3.2 explain any factors that may affect the number of cases managed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to establish priorities for dealing with personal case load	4.1 establish criteria for setting priorities 4.2 assess cases against the criteria to show which cases need high priority 4.3 identify any immediate actions that may be required to meet deadlines 4.4 inform relevant people of the need to prioritise specific cases 4.5 ensure appropriate resources are allocated to the cases 4.6 monitor the effect of the priority cases on the rest of the caseload 4.7 ensure all cases receive appropriate attention			

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## **Unit 14: Evaluate and develop own contribution to the service**

**Unit reference number:** H/602/5194

**level:** 4

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about how to analyse how performance contributes to the service, the evaluation methods used and how to plan and apply continuous self-development activities.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the process of evaluating practice	1.1 identify criteria used to evaluate practice 1.2 evaluate practice including identifying areas for development 1.3 identify the information to be evaluated 1.4 agree the feedback to be accessed 1.5 identify the objectives of the service which will inform evaluation			
2 Be able to carry out evaluation of practice	2.1 evaluate information using identified criteria 2.2 implement agreed criteria to evaluate practice 2.3 evaluate the effect of own values, beliefs, attitudes and behaviours on work role 2.4 identify aspects of knowledge required by the service and the profession 2.5 seek guidance and support when issues are beyond own knowledge and experience			
3 Be able to identify development objectives	3.1 use outcomes of evaluation to prioritise and agree development objectives 3.2 identify and access the necessary resources for development 3.3 record personal development plans 3.4 review and update personal development plans			

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## **Unit 15: Operate within networks**

**Unit reference number:** F/602/5199

**level:** 4

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about how to identify and operate ethically and efficiently, contributing to the exchange of information within appropriate networks.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify and access networks which could benefit the service	1.1 determine the role and purpose of existing networks 1.2 implement the service's criteria for network participation 1.3 agree with practitioners how much time should be given to networks 1.4 explain the types of conflicts which could occur			
2	Be able to maintain memberships of networks	2.1 maintain personal contacts within networks 2.2 identify problems which may occur with network facilitation and participation 2.3 explain the actions to take to address problems identified within networks 2.4 explain what the implications could be if problems are not resolved			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to exchange information within networks	3.1 agree the information required by network members 3.2 work to realistic timescales for the exchange of information 3.3 analyse how feedback improves the use of networks 3.4 utilise systems for recording and exchanging information			

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## **Unit 16: Provide and maintain information materials for use in the service**

**Unit reference number:** T/602/5202

**level:** 4

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about the information materials provided to clients and the processes and practices used to assess the materials are valid and up to date.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to review the information needs of the service	1.1 use service's criteria for evaluating the sources of information 1.2 identify the information currently used by different areas and clients of the service 1.3 evaluate the format the information materials are in 1.4 agree the future needs of the organisation in relation to information provision			
2 Be able to agree methodologies for the procurement and dissemination of information	2.1 evaluate the types of trends or developments which might occur when providing information 2.2 assess the impact of information and communication technologies on the provision of information 2.3 specify the information to be obtained and distributed 2.4 store information according to the service's policies and procedures			

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*(if sampled)*



**Unit 17: Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation**

**Unit reference number:** A/602/5203

**level:** 5

**Credit value:** 4

**Guided learning hours:** 30

### **Unit summary**

This unit is about understanding and promoting a strategy about the potential value that the implementation of Careers Education Guidance will have within an organisation.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to gain support for the role of CEG within the organisation	1.1 identify the regional and national criteria against which CEG provision will be assessed 1.2 present a rationale for CEG in formal and informal settings 1.3 communicate, orally and in writing, the strategy to interested parties 1.4 conduct discussions in a way which maintains good working relationships with interested parties			
2 Be able to identify opportunities for promoting Careers Education Guidance (CEG) within the organisation	2.1 establish the values, aims, policies and procedures of the organisation 2.2 explain the current role of CEG within the organisation 2.3 assess the potential contribution of CEG to the organisation 2.4 identify the roles and responsibilities of those who can provide information within the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to implement and evaluate a strategy to promote CEG within the organisation	3.1 develop a strategy to determine the objectives, activities and resources required to achieve strategic aims 3.2 confirm the organisational roles, responsibilities and requirements for implementing the strategy 3.3 evaluate the advantages and drawbacks of: <ul style="list-style-type: none"> <li>- feedback forms</li> <li>- surveys</li> <li>- discussion groups</li> <li>- ad hoc approaches to gathering information about CEG services</li> </ul> 3.4 access relevant sources of information and feedback on the effectiveness of the strategy 3.5 monitor and evaluate the profile of CEG within the organisation 3.6 present relevant evaluation and revisions in an appropriate format and at an appropriate time			

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## **Unit 18: Promote Careers Education Guidance (CEG)**

**Unit reference number:** J/602/5205

**level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about identifying the target audience and looking at learner involvement in the promotion, delivery and review of an effective Careers Education Guidance event.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan the promotion of Careers Education Guidance (CEG)	1.1 review the outcomes of previous promotional activities to inform current plans 1.2 evaluate the range of promotional activities that could be used, including the benefits and limitations of each for different target groups 1.3 plan the promotional activity for CEG including: <ul style="list-style-type: none"> <li>- consideration of effectiveness for target group</li> <li>- taking account of other events within the same time span</li> </ul>			
2 Be able to identify the most appropriate information for dissemination to a target group	2.1 establish the information needs of interested parties both within and external to the organisation 2.2 present information in an appropriate style and at an appropriate time			
3 Be able to secure the resources required for the planned promotion of Careers Education Guidance (CEG)	3.1 identify the resources that will be required 3.2 present a case for securing the necessary resources 3.3 plan the efficient use of time and other resources			

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## **Unit 19: Facilitate learning in groups**

**Unit reference number:** R/602/5207

**level:** 4

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about facilitating collaborative learning within group situations, understanding the process and practice of managing the behaviours which can occur in group dynamics for the benefit of the group and individual learning experiences.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to manage group dynamics	1.1 summarise the key theoretical models of group work 1.2 use facilitation and intervening skills in group situations 1.3 analyse how to balance the needs of tasks and group processes 1.4 encourage group members to participate effectively and ensure that they feel comfortable			
2 Be able to establish and maintain effective communication with group members	2.1 use appropriate methods of communication 2.2 put learners at ease 2.3 establish what factors are likely to affect learning and behaviour in groups 2.4 identify how to address individual needs in a group setting 2.5 recognise and deal with issues of power, conflict and authority in groups			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to facilitate collaborative learning	3.1 agree with the group, the purpose, process and intended outcomes of group activity 3.2 summarise the different learning styles 3.3 evaluate the range of learning activities available 3.4 access relevant resources and support for learners 3.5 adapt group activities to the size and composition of the group			
4	Be able to enable individuals to reflect on the way in which they have been learning and participating in the group	4.1 agree and implement appropriate methods of eliciting personal views on learning 4.2 monitor individual learner's progress in a group setting 4.3 feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner			

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*(if sampled)*



## **Unit 20: Advocate on behalf of advice and guidance clients**

**Unit reference number:** R/602/5174

**level:** 5

**Credit value:** 6

**Guided learning hours:** 35

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### **Unit summary**

This unit is about how to prepare and present information correctly to agreed third parties on behalf of clients ensuring key points are addressed.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare for advocacy	1.1 review relevant information on the requirements of the client 1.2 clarify with the clients any additional information that may be required 1.3 confirm who should be contacted to pursue the interests of the client			
2	Be able to assess the potential results of the advocacy	2.1 identify the key aspects of client's requirements that will feature in the discussions and debates 2.2 advise the client of how decisions are agreed between parties 2.3 advise the client what the results of previous similar advocacy have been			
3	Understand the details and requirements of the other parties	3.1 explain which services or people are usually contacted and who represents the service or people 3.2 explain what information should be included and how it should be presented			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to prepare to present the clients interests	4.1 ensure all relevant people, documentation and associated materials are available for the presentation 4.2 provide information to all the relevant people according to agreed timescales 4.3 ensure oral and written presentations are clear and effective			
5 Be able to present the client's interests	5.1 present client's interests in a way that emphasises the key aspects 5.2 identify any errors or contradictions in the information relating to clients 5.3 identify any issues presented by others and offer constructive suggestions for their resolution			

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*(if sampled)*



## **Unit 21: Prepare to represent advice and guidance clients in formal proceedings**

**Unit reference number:** H/602/5177

**level:** 5

**Credit value:** 6

**Guided learning hours:** 35

### **Unit summary**

This unit is about working with clients to prepare and present information on their behalf to agreed third parties in formal proceedings, ensuring client awareness of the costs, strategy and timescales involved.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare clients for formal proceedings	1.1 explain to clients the roles and responsibilities of those involved in the proceedings 1.2 explain to the clients the potential advantages and disadvantages of the proceedings 1.3 explain to the clients the stages, timescales and cost implications of the proceedings 1.4 explain to clients both the types of information and the nature of the arguments that will be used during the proceedings 1.5 confirm the client's understanding and secure their formal agreement for representation to begin			
2 Be able to prepare information for the formal proceedings	2.1 confirm the parties involved in the case 2.2 obtain information on the case, obtaining any additional information that may be required. 2.3 ensure information is disclosed according to established procedures 2.4 identify any aspects of the case that may lead to a reconsideration of its outcomes 2.5 confirm where the case will be heard and the parties involved			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare the presentation of the case	3.1 identify the key aspects of the case 3.2 prepare a strategy for arguing the case 3.3 identify the approach to advocacy that is likely to be successful 3.4 identify the line of questioning that will be put to the parties involved and the potential responses to the questions			

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## **Unit 22: Present cases for advice and guidance clients in formal proceedings**

**Unit reference number:** M/602/5179

**level:** 5

**Credit value:** 6

**Guided learning hours:** 35

### **Unit summary**

This unit is about working with clients to present information on their behalf to agreed third parties in formal proceedings, ensuring client awareness of the possible problems, outcomes of procedures and ongoing support.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the problems that could occur with formal proceedings	1.1 explain the types of problems that could occur with formal proceedings 1.2 explain actions that can be taken to address the problems			
2	Be able to present cases for clients	2.1 ensure all relevant people, documentation and associated materials are available for the case 2.2 present the case clearly and effectively 2.3 identify any errors or contradictions in the information relating to clients 2.4 effectively counter the arguments of opposing parties			
3	Be able to review the outcomes of formal proceedings	3.1 review the outcomes of the proceedings with the clients 3.2 clarify to the client the responses of the other parties in relation to outcomes of the proceedings 3.3 specify the consequences of the outcomes to the clients and others 3.4 identify which objectives have been met and which have not 3.5 identify the potential for continuing the advocacy process and the requirements for any further action			

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## **Unit 23: Provide support for other practitioners**

**Unit reference number:** A/602/5198

**level:** 4

**Credit value:** 5

**Guided learning hours:** 25

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### **Unit summary**

This unit is about identifying and supporting the development of others appropriately, through agreed supervision sessions which enable practitioners to review their own practice.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to agree the support required by other practitioners	1.1 identify which practitioners need support 1.2 agree the purpose and objectives for the support required 1.3 agree the procedures for the recording and exchange of information 1.4 agree boundaries of confidentiality 1.5 determine when and how to review the support agreement			
2 Be able to promote the effective practice of others	2.1 identify organisational expectations of practitioners 2.2 support practitioners to identify the limits of their competence 2.3 intervene in a timely way to maintain practitioner's effectiveness and resolve tensions which may exist 2.4 provide constructive feedback on other's practice			
3 Be able to deliver support sessions to practitioners	3.1 agree the issues which should be covered in the sessions 3.2 enable practitioners to reflect on their practice 3.3 identify and agree options for practitioners' specific requirements 3.4 review support sessions and record the outcomes			

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## **Unit 24: Undertake research for the service and its clients**

**Unit reference number:** K/602/5200

**level:** 4

**Credit value:** 5

**Guided learning hours:** 40

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### **Unit summary**

This unit is about undertaking research for an organisation and having a clear understanding of available research methods and the practice and processes involved in accessing, testing validity and recording the information gathered appropriately.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify sources and availability of information	1.1 identify the types of information required 1.2 evaluate potential sources of information 1.3 access information following the appropriate procedures 1.4 address any related risks or problems with the collection of information			
2	Be able to collect data to meet research objectives	2.1 apply organisational collection principles correctly and consistently 2.2 address any problems which occur when collecting information 2.3 record the collected information using appropriate systems			
3	Be able to analyse and report on the data collected	3.1 identify the appropriate methods of analysis 3.2 use the appropriate methods of analysis 3.3 present a rationale for any unexpected results 3.4 access systems for recording analysis results using agreed procedures 3.5 present research results in a suitable format, using acknowledgements appropriately			

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## **Unit 25: Design information materials for use in the service**

**Unit reference number:** M/602/5201

**level:** 4

**Credit value:** 4

**Guided learning hours:** 25

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### **Unit summary**

This unit is about identifying materials to design for the service that provide suitable and relevant information for clients and other practitioners and obtaining the information needed to format the design, create texts and graphics and edit to meet requirements.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify the objectives of the required information materials	1.1 agree the particular requirements of different clients 1.2 respond to different needs when clients' requirements differ from each other 1.3 identify how the information materials will be used throughout their life cycle 1.4 evaluate the success of the information materials			
2 Be able to obtain information for inclusion in the materials	2.1 identify sources of required information 2.2 determine methods that can be used for obtaining and validating information 2.3 access information using agreed methods and procedures 2.4 address any problems identified with the collection of information 2.5 record the information accurately in the appropriate systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to design the format of the information materials	3.1 determine the style and structure of the information materials to effectively deliver the contents 3.2 agree and produce the text and graphics components of the information materials 3.3 exchange information on the design with relevant people 3.4 record and store information on the design in the appropriate system			
4 Be able to edit the information materials	4.1 identify aspects of the information which require amending 4.2 correct any errors, inconsistency or inaccuracies 4.3 record amendments made in the appropriate system			

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## **Unit 26: Integrate Careers Education Guidance (CEG) within the curriculum**

**Unit reference number:** F/602/5204

**level:** 4

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit is about how to gain and provide support within the learner's organisation to implement a Careers Education Guidance programme integrated across the curriculum.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to identify opportunities to integrate Careers Education Guidance (CEG) within the curriculum</p>	<p>1.1 establish the values, policies, aims and objectives of the organisation</p> <p>1.2 confirm the roles and responsibilities of those who can assist in the integration of CEG</p> <p>1.3 prioritise potential opportunities in consultation with relevant people</p> <p>1.4 agree the nature and level of integration that could be achieved</p>			
<p>2 Be able to plan and implement the integration of CEG within the curriculum</p>	<p>2.1 communicate with relevant people in a way which promotes good working relationships</p> <p>2.2 provide a clear specification of CEG goals in relation to curriculum planning</p> <p>2.3 provide information, advice and guidance to others on the resources available for the integration of CEG</p> <p>2.4 enable others to ensure that their teaching plans make effective use of opportunities to incorporate CEG objectives at course and lesson level</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor and maintain the integration and success of CEG within the curriculum	3.1 establish and use procedures to monitor the integration of CEG 3.2 gather feedback from relevant people on the integration of CEG 3.3 review the information obtained to make valid judgements about the effectiveness of integration 3.4 communicate with relevant people in a way which ensures their continuing support			

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*(if sampled)*



## **Unit 27: Negotiate and maintain service agreements**

**Unit reference number:** L/602/5206

**level:** 4

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit is about negotiating with another party for service provision and, once appointed, ensuring the service is maintained through monitoring and evaluation.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to negotiate service provision with other parties	1.1 identify appropriate other parties with whom agreements have to be reached 1.2 establish the organisation's and other party's aims, policies, resources and procedures for service delivery to end users 1.3 introduce, promote and negotiate service agreements with other parties			
2	Be able to conduct negotiations within the agreed requirements of the provider and receiving organisation contract	2.1 agree roles and responsibilities of each party in relation to the service agreement 2.2 negotiate service agreements with other parties 2.3 liaise effectively with other parties during negotiation of service agreements 2.4 agree, obtain and record necessary approvals and endorsements			
3	Be able to monitor and evaluate service agreements	3.1 implement agreed criteria for monitoring, analysing and evaluating the effectiveness of service agreements 3.2 identify, agree and meet the support needs of other parties 3.3 facilitate the renegotiation of service agreements to maintain the effectiveness of the service			

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## **Unit 28: Prepare and set up mediation**

**Unit reference number:** Y/602/5208

**level:** 4

**Credit value:** 4

**Guided learning hours:** 20

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### **Unit summary**

This unit is about establishing the purpose and process of mediation sessions.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to establish the appropriateness of the mediation process with each party	1.1 summarise and apply the principles of mediation 1.2 explain to parties the potential and limitations of mediation, realistically and objectively 1.3 confirm each party's understanding and where necessary clarify information 1.4 explain alternative options in situations where mediation or the mediator are inappropriate			
2 Be able to establish and maintain effective communication	2.1 clarify information, which may include rephrasing some of the information 2.2 establish commitment from the parties and determine what this is likely to involve 2.3 encourage parties to make informed decisions and to exercise autonomy when reviewing other options 2.4 encourage parties to express their feelings and concerns about the mediation process			
3 Be able to agree and review the conditions and boundaries of mediation with parties	3.1 identify the likely conditions of the mediation process 3.2 consider and agree the appropriateness of the location and venue 3.3 explain and clarify roles and how impartiality will be maintained 3.4 explain how mediation relates to the legal position of each party 3.5 evaluate the outcomes of mediation			

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*(if sampled)*



## **Unit 29: Stage and manage the mediation process**

**Unit reference number:** D/602/5209

**level:** 5

**Credit value:** 8

**Guided learning hours:** 30

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### **Unit summary**

This unit is about how to explore, establish and assist parties to identify the issues from each other's perspective, identifying and evaluating options available at each stage of the mediation process to secure and build agreements between parties.

### **Assessment requirements/evidence requirements**

A combination of the following evidence types may be used to meet learning outcomes and assessment criteria:

- 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
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Simulation is not allowed for any part of this unit.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to establish the issues and options for each party in the mediation process	1.1 summarise the interventions which may be used in facilitating parties to express concerns and issues 1.2 support each party to identify issues and agree an agenda for discussion 1.3 identify the alternative options which might be applicable including referral to other agencies or other mediators			
2	Be able to explore issues with parties	2.1 evaluate the interventions which may need to be used in facilitating the gathering and exchange of information 2.2 facilitate the gathering and exchanging of information between parties 2.3 respect and manage differences of position 2.4 encourage parties to acknowledge each other's perspective 2.5 clarify and respect issues of confidentiality			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to assist in the identification and evaluation of potential options	3.1 describe the range of interventions which can be used in facilitating parties to explore and evaluate options 3.2 ensure that the timing for exploring options and proposals is appropriate to the progress made in the mediation process 3.3 reassure parties about confidentiality and the safety and security of discussing options 3.4 focus discussions primarily on future possibilities rather than on past events 3.5 facilitate parties in exploring and evaluating the implications, consequences and practicalities of the options 3.6 identify how further options can be accessed, where progress cannot be made			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to build and secure agreements between parties	4.1 summarise the interventions which may be used in building and securing agreements 4.2 ensure that any agreement is the result of a joint decision between parties 4.3 identify and agree alternative suggestions where necessary 4.4 identify moments when decisions or compromises on options can be made 4.5 identify the basis of an agreement with the parties in order to ensure ownership 4.6 record agreements in a suitable format			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

### How to obtain National Occupational Standards

To obtain the National Occupational Standards go to: [www.ukstandards.org.uk](http://www.ukstandards.org.uk)

# Professional development and training

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Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

## **Training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Regional support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

**Online support:** find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

## 14 Contact us

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We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be Pearson-recognised centre and must have approval its for qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details ([qualifications.pearson.com](http://qualifications.pearson.com)).



# Annexe C: Assessment Requirements/Strategy

## NVQ Certificate and Diploma in Advice and Guidance

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### Introduction

Lifelong Learning UK, as the Sector Skills Council for the Lifelong Learning Sector, is responsible for developing an assessment strategy for all its qualifications in England, Wales and Northern Ireland based on National Occupational Standards.

The strategy provides overarching principles for Awarding Organisations to use and covers:

- how external quality control of assessment will be achieved
- a definition of those aspects of the standards which must always be assessed through performance in the workplace
- the extent to which simulated working conditions can be used to assess competence, including a definition of what would constitute a realistic working environment (RWE)
- how knowledge based units or units combining knowledge, understanding and skills may be assessed
- occupational expertise requirements for assessors and verifiers, in consultation with the lifelong learning sector and by agreement with awarding organisations.

The strategy complements the generic criteria that Awarding Organisations must meet for the delivery of qualifications on the, as required by Ofqual (*'Regulatory Arrangements for the Qualifications and Credit Framework'*).

Lifelong Learning UK works in partnership with the Awarding Organisations in order to deliver quality assessment and is happy to provide appropriate further guidance and support in implementing requirements.

### Competency based units of assessment

The Assessment Strategy requires the Awarding Organisation to provide detail on each of the following listed below:

#### External quality assurance

External Quality Assurers should verify assessments at approved centres. The exact frequency of the external verification visits will be determined by the risk assessment of the Awarding Organisation. Quality assurance should include inspection of records of evidence and assessment.

#### Risk assessment

Awarding Organisations should take an approach to their centres based on an assessment of risk with respect to the quality and consistency of assessment. Awarding Organisations should ensure that a risk assessment has been carried out of each approved centre and that appropriate mechanisms are in place to ensure the reliability of the assessment.

## **Workplace assessment**

The Assessment Strategy is based on the principles that for assessment of competency:

- the workplace is the primary assessment location
- the primary source of evidence will come from naturally occurring workplace activities and products, producing under normal working conditions.

### **1 Use of simulation**

Simulation should not be used for these qualifications. However, in exceptional circumstances an Awarding Organisation may give consideration to the reliability and validity of the likely evidence and agree to simulation.

The Awarding Organisation must specify precisely under what circumstances simulation may be permitted and how a centre gains approval for simulation before implementation.

### **2 Occupational expertise of assessors and verifiers**

Lifelong Learning UK acknowledges the vital role that assessors and verifiers have in maintaining the integrity of vocational qualifications. Awarding Organisations and other stakeholders have to have confidence in the actions and decisions of assessors and verifiers.

**Assessors** must:

- have relevant current industry experience and competence in the occupational working area at, or above, the level being assessed. This may be evidenced through CV and references, possession of a relevant Advice and Guidance qualification, appropriate membership of a relevant professional body or Continuing Professional Development (CPD)
- have a sound understanding of the National Occupational Standards for Advice and Guidance
- hold, or be working towards an appropriate assessor/quality assurance qualification
- have direct or related relevant experience in assessment
- be committed to further training and development.

**Internal Quality Assurers** must:

- have relevant current industry experience and competence in the occupational working area at, or above, the level being assessed. This may be evidenced through CV and references, possession of a relevant Advice and Guidance qualification, appropriate membership of a relevant professional body or Continuing Professional Development (CPD)
- have a sound understanding of the National Occupational Standards for Advice and Guidance
- hold, or be working towards an appropriate assessor/quality assurance qualification

- have direct or related relevant experience in assessment and internal quality assurance
- be committed to further training and development.

**External Quality Assurers** must:

- have relevant current industry experience and competence in the occupational working area at, or above, the level being assessed. This may be evidenced through CV and references, possession of a relevant Advice and Guidance qualification, appropriate membership of a relevant professional body or Continuing Professional Development (CPD)
- have a sound understanding of the National Occupational Standards for Advice and Guidance
- hold, or be working towards an appropriate assessor/quality assurance qualification
- have direct or related relevant experience in assessment and external quality assurance
- be committed to further training and development.

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