

Level 3 NVQ in Advice and Guidance (3069)

Standards and assessment requirements

QCA Number 500/1032/3



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1 Introduction

About this document

This document provides details that centres and candidates will need in order to assess, verify and collect evidence for this NVQ qualification and includes:

- the requirements for occupational competence for all those involved in the assessment process
- the assessment methods and requirements
- the national occupational standards and unit evidence requirements
- progression routes.

Other sources of essential information

This document has been designed to be used with the City & Guilds NVQ Guide which is made up of:

- *Centre guide* – containing information specifically for centres (EN-12-0001)
- *Candidate guide* – containing information specifically for candidates (TS-12-0001)
- *Recording forms* – containing a set of recording forms that centres and candidates to use for recording assessments and evidence. (TS-33-0001)

Visit the City & Guilds website (www.cityandguilds.com) for the latest versions of these documents.

There are also other City & Guilds documents which contain the latest information regarding the assessment of NVQs:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval*
- *Ensuring quality* - containing updates on assessment and policy issues
- *City & Guilds centre toolkit* – additional information on running City & Guilds qualifications is given in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.
- *The guidance update to City & Guilds Community and Society centres - N/SVQ and VRQ Standards Assessment and Process Issues*

Details of general regulations, registration and certification procedures, including fees, are included in the City & Guilds *Directory of qualifications*. This information appears on the online qualification administration service for City & Guilds approved centres, the Walled Garden, at www.walled-garden.com.

If there are any differences between the *N/SVQ Centre Guide* or the *N/SVQ Candidate Guide* and this *Standards and Assessment Requirements* document, this document has the more up-to-date information.

2 The Standards Setting Body and the National Occupational Standards

Background to the National Occupational Standards (NOS) development

The review and updating of the National Occupational Standards (NOS) and N/SVQs in Advice and Guidance was undertaken by ENTO.

The review has resulted in new qualification structures that provide smaller, more accessible qualifications which allow greater transferability. The Advice and Guidance NVQs therefore reflect the needs of those who work in Advice and Guidance to demonstrate their competence to practise safely the acquisition of specialist skills and continuous professional development (CPD).

Contacting the Sector Skills Council (SSC)

The Sector Skills Council (SSC) responsible for the professional development of all those engaged in work-based learning is Lifelong Learning UK (LLUK).

Name of SSC	Lifelong Learning (LLUK)
Address	5 th Floor, St Andrew's House, 18-20 St Andrews Street, London, EC4A 3AY
Telephone	0870 575 7890
Fax	0870 757 7889
e-mail	enquiries@lifelonglearninguk.org
URL	www.lifelonglearninguk.org

Contacting the Standards Setting Body

The Standards Setting body (SSB) responsible for having developed the National Occupational Standards (NOS) on which this NVQ is based is:

Name of SSB	ENTO – Employers' National Training Organisation
Address	Kimberley House, 47 Vaughan Way, Leicester, LE1 4JG
Telephone	0116 251 7979
Fax	0116 251 1464
e-mail	info@ento.co.uk
URL	www.ento.co.uk

Imported units

Some units in this NVQ have been imported from the National Occupational Standards (NOS) developed for other sector by ENTO.

Apprenticeship framework

Please refer to the ENTO website for current information on the development of an apprenticeship framework at **www.ento.co.uk**.

3 Candidate entry and progression

Candidate work role requirements

This NVQ is for those working in an advice and guidance setting. It is designed for full or part time workers, paid and voluntary, permanent or temporary, as well as day or night workers.

Candidate entry requirements

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

Age restrictions

This NVQ is not approved for the use of those who are under 16 years of age.

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

Legal considerations

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

Progression routes

This NVQ will provide progression to higher levels of qualification. A number of the units in Level 3 Advice and Guidance are directly transferable into NVQ Level 4 Advice and Guidance.

4 Centre requirements

In addition to the resources required for centre approval some NVQ qualification have requirements with which centres must comply:

Site agreements

The NVQ Code of Practice 2002, QCA Appendix 2, Approved Centre Criteria 1.1.3 makes it explicit that centres must ensure that all assessment sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

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

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

Registration period

Registration will be for three years or until **30 April 2010**, whichever is the sooner.

Please check the *Directory catalogue of qualifications* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed by ENTO for the NVQ in Advice and Guidance Level 3

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

The Employment National Training Organisation (ENTO) has established an awarding body forum at which issues arising from the external verification process will be discussed and resolved.

Imported units

Some units in the current NVQ qualification have been imported from existing NVQs, for example:

- Health & Safety Unit 'A' Ensure own actions reduce risks to health and safety
- Work Related Violence Unit W6 Ensure your own actions contribute to a positive and safe working environment
- Learning & Development Unit L11 Enable learning through demonstrations and instruction

Therefore some candidates may have completed units as part of another NVQ, which can be transferred directly into this qualification by presenting the original certificate to the centre. The original unit, previously achieved, should be identical to the unit in the Advice and Guidance qualification and authenticity should be established.

External verifiers will carry out checks to ensure centres have appropriately applied this process.

Accreditation of Prior Experience and Learning (APEL)

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

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

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

- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification.

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

- Content – the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the ‘non-tested’ areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested relates to that required by the Advice and Guidance NVQ.
- Performance and Knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of candidates’ work roles. If the context was different, assessors will need to satisfy themselves of candidates’ ability to transfer the learning gained into the current setting.
- Currency – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the candidate.

Performance evidence requirements

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

Detailed additional guidance, is provided on in each unit on the range of acceptable and/or required performance assessment methods.

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

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

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

Knowledge evidence requirements

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

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

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

Independent assessment requirements

There is no independent assessment for this qualification.

Simulation

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

6 Roles and occupational expertise requirements

Assessors

Assessors must:

- be occupationally competent. This means being actively engaged in relevant work-based activities. Each assessor must be competent in the functions covered by the units they are assessing, to the standard described within them and according to current sector practice. They must be able to interpret and make judgements on current working practices and technologies within the area of work.
- have current experience within their occupational roles. This means having held a post for a minimum of one year within the past two years which involved performing the activities defined in the National Occupational Standards as an experienced practitioner or trainer.
- have sufficient time to carry out the role in accordance with the requirements of the Accrediting and Awarding bodies
- actively engage in continuing professional development activities in accordance with the requirements of the Accrediting and Awarding bodies, which may include those offered by the awarding body, ENTO, sector networks or standardisation meetings held by other relevant providers in the sector to keep up to date with developments in the sector.
- hold or be working towards the appropriate assessor qualification. Achievement of the qualification must be within the timescales laid down and in accordance with the requirements of the accrediting and awarding bodies.

Co-ordinating assessors

The usual expectation is that individual candidates are supported by one assessor.

Where more than one assessor is required, the lead assessor must take on the responsibility of co-ordinating the assessment process and ensuring that assessment takes place.

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

Witnesses

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness testimony to the overall evidence presented for a unit or qualification, a statement of the witness's status should be included in the candidate's portfolio of evidence. This can be done by using the Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (eg as colleague, worker from another organisation) to judge the extent of the witness's knowledge of the National Occupational Standards and understanding of the work roles involved.

Please note: The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

In some instances it may be appropriate for clients to provide witness testimony for candidates. Assessors need to give clear guidance to candidates about ensuring that no pressure is placed on

clients when they request witness testimony. In addition, assessors should check to establish testimony has been appropriately and freely provided.

Centres are responsible for ensuring that clients fully understand the uses to which the witness testimony will be put. Testimony from clients should not be used if they are in any way concerned about the inclusion of their signed witness testimony within a portfolio of evidence, that may be open to scrutiny by people other than those associated with the service they are receiving.

Internal verifier

Internal verifiers must

- be occupationally competent in respect of the units they are going to verify prior to commencing the roles. Internal verifiers must understand the nature and context of the assessor's work and that of their candidates.
- understand the content, structure and assessment requirements for the qualifications they are verifying
- actively engage in continuing professional development activities, which may include those offered by the awarding body, ENTO, sector networks or standardisation meetings held by other relevant providers in the sector to keep up to date with developments in the sector
- hold, or be working towards, the appropriate internal verifier qualification as specified by the regulatory authorities within the timescales laid down and in accordance with the requirements of the accrediting and awarding bodies.

Continuous professional development requirement (CPD)

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills/knowledge. This may be achieved in a variety of ways such as attendance at conferences; City & Guilds Community & Society Quality Improvement Workshops; centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.

7 Recording assessment and evidence

Confidentiality and privacy

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

Recording forms to use

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate (see NVQ Guide for centres and candidates - Recording forms, available on the City & Guilds website). Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by NVQ candidates and assessors at the centre. City & Guilds also endorses the electronic recording systems Quick Step and Paper Free.

Form N/SVQ 7 – Performance evidence record

The column on the right-hand side 'scope/range ref' is redundant for all the Advice and Guidance units but should be used for any imported units which have evidence requirements regarding scope or range.

Form N/SVQ 8 – Question record

The column on the right-hand side 'scope/range ref' is redundant for all the Advice and Guidance units but should be used for any imported units which have evidence requirements regarding scope or range.

Form N/SVQ 9 – Professional discussion record

If audio-visual recording is used, this form may be used to summarise the content of the discussion and outcomes so as to provide sufficient information to allow access to precise parts of the recording by the external verifier. If the form is not supported by an audio-visual recording it will have to provide more written detail of candidates' contributions to the discussion.

Form N/SVQ 10 – Evidence location and summary sheet

Version 1 is the most appropriate to use for units where there is no scope or range identified. Version 1 or 2 can be used for units where the scope/range is identified as a requirement. A customised version is available for the core units only and is located alongside the unit standards.

N/SVQ 12 – Summary of achievement

Column 3 refers to the date on which the unit was internally verified. A customised version of this document is provided on the next page.

Exemplar

Exemplars are provided to give guidance on how to record the assessment process (Form N/VQ 6), performance and knowledge evidence (Form N/SVQ 7 & 8) and evidence claims and location (Form N/VQ 10). The names used and the context described are fictitious.

The assessment plan and review sheet records the assessment process for a complete unit. The other forms illustrate recordings made for part, but not all of the evidence requirements.

NB Microsoft Word customised forms for the mandatory units for Advice and Guidance are available on the City & Guilds website ie N/SVQ 10 and N/SVQ 12, at **www.cityandguilds.com**

Form N/SVQ12 Summary of achievement



N/SVQLevel 3 in Advice and Guidance.....

Candidate name

City & Guilds enrolment no

Centre number

Centre name

Unit	Title	Date internally verified	Most used types of evidence (use key below)	Assessor signature (if there is a second line assessor – both must sign)	Candidate signature	IV signature (If there is a second line IV - both must sign)	EV signature (if sampled)
AG1	Establish communication with clients for Advice and Guidance						
AG2	Support clients to make use of the advice and guidance service						
AG15	Review own contribution to the service						

Competence has been demonstrated in all of the units/award recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature Date

Key for most used evidence type:

1. observation 2. expert witness testimony 3. witness testimony 4. work products 5. questioning 6. professional discussion 7. simulation 8. accreditation of prior experience/learning 9. assignments, projects/case studies

(photocopy as required)

Form N/SVQ6

Assessment plan, review and feedback

Candidate name Sally Duff

Assessor name Jane Brown

Unit number/s and title(s)..... AG2 Support advice and guidance clients to make use of the service

This record can be used for single and multiple units planning

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
03.01.07	<p>Plan 1</p> <p>Sally has already completed Unit AG21 and is feeling more confident but would still like to concentrate on the completion of one unit. We agreed that we will collect the evidence as holistically as possible so as to allow cross-referencing of evidence to other units at a later date. We agreed that the most efficient assessment method would be observation supported by an appropriate mix of the other methods to ensure all the requirements are covered and consistent practice is established. Sally to gain client consent for any planned observations.</p> <p>We agreed that Sally will:</p> <ul style="list-style-type: none"> • discuss and agree with Siobahn Davies (manager) that I can observe the session and scrutinise related records on how she gives advice and guidance on the service offer to potential clients. To take place on 09.01.07 • bring in the witness testimony from Siobahn Davies (manager) completed for AG21 which can be cross referenced to AG2 • bring in assignment completed for her qualification being done at college. I will check currency and match to the knowledge specifications. Sally understands that she still needs to demonstrate that she can apply this learning to her current practice. • write a reflective account of how she worked with client Mrs F in December 2006 <p>Review meeting 13.01.07</p>	<p>JB SD</p>	<p>Ref 1</p> <p>Ref 2</p> <p>Ref 3</p> <p>Ref 4</p>

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
<p>09.01.07</p> <p>13.01.07</p> <p>18.01.07</p>	<p>Observation of Sally working with Mr J. (She had already gained consent.) Sally was confident, reassuring and displayed excellent interpersonal skills. Gave positive feedback to her about exactly which pc's she had evidenced. Sally will record the observation onto Performance Evidence Record (PER). We discussed how to write not only what she had done but also record why. This will provide some clearly recorded knowledge evidence.</p> <p>Asked questions which I will record, with the responses ready for the next review.</p> <p>Checked product evidence – completed records – client referral forms.</p> <p>As these records are confidential they will not be placed in the portfolio. The evidence they provide will be entered directly on the ELS.</p> <p>Unfortunately meeting postponed due to ill health. Rearranged for 18.01.07</p> <p>Review</p> <p>Read and identified what k.u. the communication assignment could provide.</p> <p>Read and accepted a very detailed reflective account about Mrs F well recorded on the PER – matched to pc's and k.u.</p> <p>Read and accepted the accuracy of Sally's record of my observation.</p> <p>Formally recorded the questions and Sally's answers.</p> <p>Read and matched the WT from Siobahn to requirements. Entered all this evidence onto the Evidence Location Sheet (ELS) so that we can track progress and identify gaps to ensure precise re-planning.</p> <p>Plan 2</p> <p>We still need further evidence to show consistency of Sally's practice and to cover outstanding pc's. Agreed that I will observe Sally again with a different client on 08.02.07 – Sally will check this is OK with the client and her manager.</p>	<p>JB SD</p> <p>JB</p>	<p>Ref 1</p> <p>Ref 5</p> <p>Ref 6</p> <p>Ref 3</p> <p>Ref 4</p> <p>Ref 1</p> <p>Ref 5</p> <p>Ref 2</p> <p>Ref 7</p>
<p>08.02.07</p>	<p>Sally will make available any client records that she completes.</p> <p>I will have a professional discussion with Sally about the policies and procedures that affect what she does after the observation and add her responses</p> <p>Next review date 14.02.07</p>	<p>JB SD</p>	<p>Ref 8</p> <p>Ref 9</p>

Form N/SVQ7 Performance evidence record



N/SVQ / unit AG2 Support clients to make use of the advice and guidance service

Candidate name Sally Duff

Use this form to record details of activities (tick as appropriate)

- observed by your assessor
- seen by expert witness
- seen by witness
- self reflective account

Evidence ref(s): 1
Unit number(s):
AG2

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Links to			Date of Activity: 09.01.07	Links to	
Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowledge / understanding ref
2	1	1	Mr J was a self referral coming into the office as he was passing. He seemed agitated so I explained that I needed to talk with him privately about what his requirements were and I would need to complete some forms which have some of his personal details on. I also explained to Mr J that I was being assessed for a qualification and he agreed that Jane could sit in on the interview. I escorted Mr J to the interview room.	N/A	
2	1	4	I made sure that I used open body language throughout and a confident and reassuring manner. I made him feel as comfortable as possible I sat opposite him so he could see my face clearly as he said he had a sight and hearing problem. This is really important as the client needs to feel secure enough to be able to talk about themselves and their needs. I explained what he could expect from the service and what and how it was done. I made		2.1a 2.1m

Links to			Date of Activity: 09.01.07	Links to	
Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowledge / under- standing ref
2	1	5	sure that I covered both advantages and disadvantages of using our service. Sometimes clients have unrealistic expectations and think we have power and control over other organisations. They can also mistake our services for counselling services which if they need I would refer them to the appropriate area/organisation. It is important to ensure that the service used/promoted is appropriate to the client and their needs to prevent misunderstandings and frustration. Clients can get angry if they feel they are being misinformed about what they can realistically expect.		2.1l
2	1	2			
2	1	3	To get as much information as possible I used open and prompt questions. I filled in the basic details needed at this stage – name, address, date of birth etc. on our forms. I then progressed onto what information and support Mr J felt he needed. Mr J seemed a bit muddled about what he felt he needed and what he felt he wanted. We talked through the areas that he felt were the most important and I helped him to clarify what the main issues were and what the priorities were for him at present		2.1b 2.1c 2.1i
2	1	1			
2	3	1			
2	1	3			
2	1	2	Having done this I was able to give him some immediate information – contained within some leaflets. I chose to give him the large print version as he had indicated that he had a problem with his eyesight. We also have these leaflets in several languages if needed. I know these leaflets are current as I had recently restocked the interview room. The leaflets also have a date on. These leaflets explain the specific service that he may wish to use and how to access this service. I was also able to help him identify an issue that needed to be dealt with by another organisation I agreed to phone on his behalf (as he does not like using phones with his hearing problem) and make an appointment as this would be the most effective way to move forward on the problem. I duly made the phone		2.3d 2.1g 2.1e 2.1f 2.1o 2.1p 2.1q 2.3n
2	3	2			
2	1	6			
2	3	3			
2	2	1			
2	2	2			
2	3	8			

Links to			Date of Activity: 09.01.07	Links to	
Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowledge / under-standing ref
2	2	3	call with Mr J saying he was feeling much happier and more in control. We talked through the different options available and agreed to make another appointment with each other when he would bring some forms he had left at home that related to one of his other pressing problems. I completed the necessary paperwork and recapped with Mr J what we had done and agreed to ensure he fully understood and to make sure that we had covered everything that he needed at this stage. I asked Mr J to sign the forms to show he agreed. Gave him a contact/appointment card. I escorted Mr J off the premises. This is as per policy and procedures of our organisation to ensure the health & safety of staff and clients and protection of personal information. All records were securely stored and logged.		2.2e 2.2g
2	2	4			
2	3	5&6			
2	3	9			2.3h 2.3o 2.2j 2.2k
2	2	8			2.3p
2	3	10			2.2l
I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.					

Candidate signature Sally Duff Date 18/01/07

Assessor/Expert Witness* signature Jane Brown Date 18/01/07
*delete as appropriate

Internal Verifier signature (if sampled): Date

8 Learning and support resources

The following list is not exhaustive, but indicates the documents which are considered essential for centres when delivering NVQs:

- The NVQ Code of Practice (QCA)
- Assessing NVQs (QCA)
- Internally verifying NVQs (QCA)
- City & Guilds Guidance on Internal Verification of N/SVQs
- Providing City & Guilds Qualifications (Care, Health and Community centres should also make reference to the Care, Health and Community appendix in this document)

Other City & Guilds publications

- Ensuring Quality from consolidated Edition 12 and thereafter all editions
- The Guidance Update to City & Guilds Community and Society centres – N/SVQ and VRQ Standards, Assessment and Process Issues
- News and Product Updates

9 The qualification structure and standards

Qualification structure

QCA unit reference	City & Guilds Unit no	ENTO reference	Unit title	Excluded combination of units	ENTO ref for imported units
Candidates should complete the following 3 mandatory units					
T/103/7279	301	AG 1	Establish communication with clients for advice and guidance	N/A	
H/103/7259	302	AG 2	Support clients to make use of the service	N/A	
K/103/7280	315	AG 15	Review own contribution to the service	N/A	
And any 3 optional units from the following					
M/103/7281	303	AG 3	Develop interactions with advice and guidance clients	N/A	
Y/103/7260	304	AG 4	Interact with clients using a range of media	N/A	
J/103/7285	305	AG 5	Assist advice and guidance clients to decide on a course of action	N/A	
T/103/7282	306	AG 6	Prepare clients through advice and guidance for the implementation of a course of action	N/A	
A/103/7283	307	AG 7	Assist clients through advice and guidance to review their achievement of a course of action	N/A	

QCA unit reference	City & Guilds Unit no	ENTO reference	Unit title	Excluded combination of units	ENTO ref for imported units
F/103/7284	311	AG 11	Negotiate on behalf of advice and guidance clients	N/A	
L/103/7286	312	AG 12	Liaise with other services	N/A	
D/103/7261	313	AG 13	Enable advice and guidance clients to access referral opportunities	N/A	
H/103/7262	321	AG 21	Provide and maintain information materials for use in the service	N/A	
R/103/7287	327	AG 27	Facilitate learning in groups	N/A	
U1050647	331	Health & Safety Unit A	Ensure your own actions reduce risks to health and safety	N/A	'A'
A/103/7316	332	Work Related Violence Unit W6	Ensure your actions contribute to a positive and safe working environment	N/A	W6
Y/101/2939	333	Learning & Development L11	Enable learning through demonstrations and instruction	N/A	L11

10 About the standards

Value statements

The Human Rights of clients must be safeguarded at all times.

Availability of standards

The Standards and Assessment Requirements (SAR) document which contains the **core units** for this qualification are issued in hard copy to candidates' on registration with a CD-Rom containing the **full set** of the units for this qualification. The CD-ROM will also contain the following:

1. Centre Guide
2. Candidate Guide
3. City & Guilds forms for recording

The Standards and Assessment Requirement (SAR) document and full set of the units for this qualification will be available in PDF format on the City and Guilds website,

www.cityandguilds.com

The Standards and Assessment Requirements (SAR) document which contains the **core units** only and a CD-ROM containing the **full set** of the units for this qualification will be available to purchase from Publication Sales for a fee of £15.00

Mapping Of previous standards to current

The qualification replaces the 3059 Level 3 NVQ in Advice and Guidance

There are no opportunities for direct transfer of units from the previous to the current qualifications. Centres must use APEL assessment methods to confirm transferability of any existing evidence to units in this new NVQ qualification.

Unit Evidence Requirements

Qualification Title: Advice and Guidance

Unit Number: AG1

Unit Title: Establish communication with clients for advice and guidance

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in advice and guidance services.

Sources of performance and knowledge evidence:

Your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.

- **Observation** is the most reliable and efficient assessment/ evidence gathering method. For this reason your assessor is likely to use it wherever appropriate. A well planned observation can provide most of the evidence for the performance criteria in all the elements in the unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your performance.
- **Witness Testimony**
Occupational experts, colleagues, allied professionals and clients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Work Products:** These are non-confidential records made, or contributed to, by you, e.g. leaflets, guidance notes.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. case notes.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded.

- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application e.g. management of the environment to ensure it allows for effective dialogue.
- **Original Certificates:** Certificates of training, and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and to check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. Identifying and overcoming barriers to communication.

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11 The National Occupational Standards and unit evidence requirements

11.1 Mandatory Units

Unit AG 1

Establish communication with clients for advice and guidance

Element 1.1

Establish communication with clients

You must be able to (performance criteria)

1. Introduce the service to clients in a suitable way

2. Provide clients with the appropriate time and assistance to express their requirements

3. Assure clients of the confidentiality of the information being obtained from them

4. Take appropriate action to minimise the effect of any difficulties with communication

5. Identify any situations where immediate action is required to assist clients and take the appropriate action

You must know (knowledge specification)

- a how to introduce the service to clients in different contexts
- b how to ensure the client recognises what services are available

- c what the organisational procedures are for allocating time to clients
- d how to create an environment that will assist clients to express their requirements
- e how to use communication skills to assist clients to express their requirements
- f what constitutes a safe environment for practitioners and clients

- g what the limits of confidentiality are
- h why it is important to assure clients of confidentiality
- i why it is important to make clients aware of the limits of confidentiality

- j what the difficulties with, and barriers to, communication could be
- k how to minimise the effect of any difficulties or barriers to communication
- l what support there might be for minimising the effect of communication difficulties, and who can provide this

- m what type of situations might occur that require immediate action
- n what actions should be taken to deal with different situations

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Unit Evidence Requirements

Qualification Title: Advice and Guidance

Unit Number: AG 2

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

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in advice and guidance services.

Sources of performance and knowledge evidence:

Your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.

- **Observation** is the most reliable and efficient assessment/ evidence gathering method. For this reason your assessor is likely to use it wherever appropriate. A well planned observation can provide most of the evidence for the performance criteria in all the elements in the unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your performance.
- **Witness Testimony**
Occupational experts, colleagues, allied professionals and clients/service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Work Products:** These are non-confidential records made, or contributed to, by you, e.g. Appointment diary, leaflets, posters.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. case records.

- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded.
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application e.g. Data Protection Act and its impact on organisational policy for maintaining confidentiality.
- **Original Certificates:** Certificates of training, and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. Action to take when there are problems in providing information.

Unit AG 2

Support clients to make use of the advice and guidance service

Element 2.1

Enable clients to decide whether to use the service

You must be able to (performance criteria)

- 1 Encourage clients to clarify their requirements and circumstances

- 2 Identify, and provide the client with, appropriate and accurate information about the service

- 3 Use the information provided to assist clients decide whether their requirements could be met by the service

- 4 Clarify clients' expectations and understanding of the service and its policies

- 5 Provide clients with information on the advantages and disadvantages of using the service

- 6 Provide clear information on other services that might be more suitable for meeting their requirements

You must know (knowledge specification)

- a how to encourage clients to express themselves and their requirements
- b what type of information should be obtained from the client
- c what difficulties can occur when clients express their requirements and circumstances

- d what information is available about the organisation and service and how to access it
- e what information is appropriate for different clients
- f how to assess information to ensure that it is accurate and up to date
- g what types of format are suitable for different clients

- h how to present different types of information to clients
- i how to assist clients to decide whether their requirements can be met by the service
- j how to address any difficulties with the information provided

- k how to address different expectations
- l what types of misunderstanding can occur

- m what the advantages and disadvantages are
- n what the consequences of using the service are for different clients

- o which services are available
- p what is offered by the other services
- q how to approach other services

Unit AG 2

Support clients to make use of the advice and guidance service

Element 2.2

Agree with clients their use of the service

You must be able to (performance criteria)

- 1 Clarify and confirm the client's requirements and how these will be met by the service

- 2 Agree the way the service will be used e) what options for contact with the service are available

- 3 Explain clearly the actions that are necessary to fulfil clients' requirements

- 4 Record contacts and agreements with clients in the appropriate systems

- 5 Comply with all relevant legislation, codes of practice, guidelines, and ethical requirements

You must know (knowledge specification)

- a how to clarify clients' requirements
- b how to match clients' requirements to the service being provided
- c why it is important to confirm clients' requirements
- d what the consequences are of not confirming the requirements

- e how different clients may wish to use the service
- f what the procedures are for using the service

- g what actions could be taken for different requirements
- h how to explain actions to clients

- i what the systems for recording agreements are
- j why it is important to use the systems
- k what the procedures relating to the use of the systems are

- l what the relevant national, local, professional, and organisational requirements are relating to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection
- m why it is important to comply with different requirements
- n what the consequences are of not complying with different requirements
- o how to obtain information on the requirements

Unit AG 2

Support clients to make use of the advice and guidance service

Element 2.3

Identify and provide the information required by clients

You must be able to (performance criteria)

- 1 Explore with clients the reasons for their information requirements

- 2 Identify the information sources most appropriate to the client

- 3 Confirm the information required and agree the appropriate methods for providing the information

- 4 Retrieve the relevant information from the appropriate systems

- 5 Check clients' understanding of the information

- 6 Confirm with the clients that the information materials that are provided are sufficient and appropriate to their requirements

- 7 Identify any problems with providing the information and take appropriate action to address them

- 8 Refer clients to additional or alternative sources of relevant information

- 9 Agree with clients any further activities that are necessary to meet their requirements

- 10 Record the provision of information in the appropriate systems

You must know (knowledge specification)

- a the types of information clients seek and the different reasons they have for seeking it

- b how to assess clients' requirements and match them with current information sources

- c why it is important to confirm the information required
- d the different methods available for providing information and the different formats that can be used to present it
- e why it is important to agree that the information will be provided

- f what the systems for retrieving information are, and the procedures relating to those systems
- g why it is important to use the systems

- h how to check clients' understanding of the information

- i why it is important to check that the clients have received the information materials they require and that they are sufficient and appropriate

- j what types of problem could occur
- k what actions can be taken to address them
- l why it is important to address problems
- m what the implications are of not addressing the problems

- n what other sources of information could help the clients and how these can be accessed

- o what other activities might be necessary

- p what the systems are for recording the provision of information and the procedures relating to those systems
- q why is it important to use the systems
- r which procedures relate to the use of the systems

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Unit Evidence Requirements

Qualification Title: Advice and Guidance

Unit Number: AG15

Unit Title: Review own contribution to the service

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in advice and guidance services.

Sources of performance and knowledge evidence:

Your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.

- **Observation** is the most reliable and efficient assessment/ evidence gathering method. For this reason your assessor is likely to use it wherever appropriate. A well planned observation can provide most of the evidence for the performance criteria in all the elements in the unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your performance.
- **Witness Testimony**
Occupational experts, colleagues, allied professionals and clients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.
- **Work Products:** These are non-confidential records made, or contributed to, by you, e.g. self review timetable.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. self review report, continuous personal development records, appraisal records.

- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded.
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application e.g. Potential impact on work within the service of your own values, beliefs, attitudes, and behaviours.
- **Original Certificates:** Certificates of training, and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the performance evidence for this unit e.g. Understanding the effects of changes within the service on your work role.

Unit AG 15

Review own contribution to the service

Element 15.1

Assess own contribution to the work of the service

You must be able to (performance criteria)

1 Assess own work against specified work objectives

2 Review relevant feedback on own work

3 Identify own role and contribution in achieving the work objectives

4 Review any actual or potential effect of own values, beliefs, attitudes, and behaviours when working

5 Review the priorities assigned to different work objectives

6 Identify how one has complied with all relevant legislation, codes of practice, guidelines, and ethical requirements

7 Draw suitable conclusions on how one has undertaken own work

You must know (knowledge specification)

a how to assess own work

b what types of work objectives should be specified

c what feedback on own work should be considered

d who can provide relevant feedback on own work

e the role of own work in the service

f the work objectives that have been set

g what factors could affect the achievement of the objectives

h own values, beliefs, attitudes, and behaviours

i how own values, beliefs, attitudes, and behaviours could impact on work

j how to assess the priorities assigned to own work

k the relevant national, local, professional, and organisational requirements that relate to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection

l why it is important to comply with different requirements

m what the consequences are of not complying with different requirements

n how to obtain information on the requirements

o why it is important to have a clear understanding of own work

p how any conclusions can be used to improve work

Unit AG 15
Element 15.2

Review own contribution to the service
Develop oneself to achieve work requirements

You must be able to (performance criteria)

- 1 Identify realistic development objectives

- 2 Ensure the development objectives identify the competences that are appropriate to own work

- 3 Compile a personal development plan to deliver own development objectives

- 4 Agree the personal development plan with the appropriate people

- 5 Maintain relevant knowledge of the service and organisation

- 6 Assess the impact of any changes in the service on own work role

- 7 Identify and utilise suitable development opportunities

- 8 Review and update personal development plans regularly to take account of changing work requirements

You must know (knowledge specification)

- a how to identify development objectives
- b what the specific development objectives are

- c which competences are required for work

- d how to compile a personal development plan
- e what a personal development plan should include
- f what the organisational procedures for self-development are
- g how a personal development plan can be used

- h who can agree the personal development plan

- i what types of knowledge are required of the service and the organization
- j what the sources of knowledge of the service and the organisation are
- k how to assess the relevance of the knowledge

- l how the service has developed during the time of own personal involvement
- m what type of developments might occur in the future

- n what types of development opportunity are available

- o when personal development plans should be reviewed
- p who might require information on the personal development plans

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Key Skills Mapping

This qualification provides opportunities to gather evidence for the accreditation of Key Skills as shown in the table below. However, to gain Key Skills certification, the Key Skills would need to be taken as additional qualifications.

Introduction

An X shows where substantial opportunities exist within the NVQ unit for development of the specified key skill.

A Y shows where opportunities for development of the specified key skill may exist depending on the context within which the NVQ unit is achieved.

Level 3 NVQ in Advice and Guidance

NVQ unit	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 11	UNIT 12	UNIT 14	UNIT 15	UNIT 21	UNIT 27	Health and Safety A	Unit W6	LD Unit 11
Communication																
Level 1																
C1.1	X	X	X	X	X	X	X	X	X			X	X	X	X	X
C1.2		X	Y	X	X	X	Y	X	X	X	X	X	X	X	X	X
C1.3		X	X	Y	Y	X		Y	X	X	Y	X	X	X	X	X
Level 2																
C2.1a								Y	Y			X	X	X	X	X
C2.1b	Y	X	X	X	X	Y		X	Y			X	X	X	X	X
C2.2		Y	Y	Y	Y	X		Y	X	X	Y	X	Y	X	X	X
C2.3		Y		Y	Y	X		Y	X	X	Y	X	Y	X	X	X
Level 3																
C3.1a								X	Y			X	X	X	Y	X
C3.1b	Y				Y				Y			X	Y	X	Y	X
C3.2		Y		Y	Y	Y		Y	X	X	Y	X	Y	X	Y	X
C3.3		Y	Y	Y	Y	Y		Y	X	X	Y	X	Y	Y	Y	X
Application of number																
Level 1																
N1.1		Y			Y				Y			Y				
N1.2		Y			Y				Y			Y				
N1.3		Y			Y				Y			Y				
Level 2																
N2.1		Y							Y			Y				
Application of number																
N2.2									Y			Y				
N2.3									Y			Y				

Level 3 NVQ in Advice and Guidance (continued)

NVQ unit	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 11	UNIT 12	UNIT 14	UNIT 15	UNIT 21	UNIT 27	Health and Safety A	WRV Unit W6	LD Unit 11
Information and Communication Technology																
Level 1/Level 2																
ICT1.1		X		X	X	Y		Y	X			X		Y	Y	
ICT1.2		X		X	X	Y		Y	Y			X		Y	Y	
ICT1.3		Y		X	Y	Y		Y	Y			X		Y	Y	
ICT2.3		Y		X	Y	Y			Y			X		Y	Y	
Level 3																
ICT3.1		Y		X	X	Y		Y	Y			X		Y	Y	
ICT3.2		Y		X	Y	Y		Y	Y			X		Y	Y	
ICT3.3		Y		X	Y	Y		Y	Y			X		Y	Y	
Working with others																
Level 2																
WO2.1								Y	Y				Y	Y	Y	X
WO2.2								Y	Y				Y	Y	Y	X
WO2.3								Y	Y				Y	Y	Y	X
Level 3																
WO3.1								Y	Y				Y	Y	Y	X
WO3.2								Y	Y				Y	Y	Y	X
WO3.3								Y	Y				Y	Y	Y	X
Improving own learning and performance																
Level 3																
LP3.1											X					
LP3.2											X					
LP3.3											X					
Improving own learning and performance																
Level 4																
LP4.1											X					
LP4.2											X					
LP4.3											X					

Level 3 NVQ in Advice and Guidance (continued)

NVQ unit	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 11	UNIT 12	UNIT 14	UNIT 15	UNIT 21	UNIT 27	Health and Safety A	WRV Unit W6	LD Unit 11
Problem solving																
Level 3																
PS3.1	Y	X	X	X	X	X	Y					Y	Y	Y	Y	Y
PS3.2	Y	X	X	X	X	X	Y					Y	Y	Y	Y	Y
PS3.3		X	X	X	X		Y					Y	Y	Y	Y	Y

Level 4 NVQ in Advice and Guidance

NVQ Unit	UNIT 2	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10	UNIT 11	UNIT 12	UNIT 13	UNIT 14	UNIT 16	UNIT 17	UNIT 18	UNIT 19	UNIT 20	UNIT 21
Communication																	
Level 3																	
C3.1a					X		X	X	Y				X	Y			X
C3.1b	Y	Y			X		X		Y	Y			X	Y	X		X
C3.2	Y	Y	Y	Y	X	X	X	Y	X	Y	X	Y	Y	Y	X	X	X
C3.3	Y	Y	Y	Y	X	X	Y	Y	X		X	X	Y	Y	X	X	X
Level 4																	
C4.1	Y	Y	Y	Y	Y	Y	Y		Y		Y		Y	Y	Y		Y
C4.2	Y	Y	Y	Y	Y	Y	Y		Y		Y		Y	Y	Y		Y
C4.3	Y	Y	Y	Y	Y	Y	Y		Y		Y		Y	Y	Y		Y
Application of number																	
Level 2																	
N2.1	Y	Y							Y						Y	Y	Y
N2.2									Y						Y	Y	Y
N2.3									Y						Y	Y	Y
Information and Communication Technology																	
Level 2																	
ICT2.1	X	X	X		Y	Y			X	Y					Y	X	X
ICT2.2	X	X	X		Y	Y			X	Y		Y			Y	X	X
ICT2.3	X	X	X		Y	Y	Y		X	Y		Y				X	X
Working with others																	
Level 3																	
W03.1					Y	Y		Y	Y				X	Y	Y	Y	X
W03.2					Y	Y		Y	Y				X	Y	Y	Y	X
W03.3					Y	Y		Y	Y				X	Y	Y	Y	X
Level 4																	
W04.1					Y	Y		Y	Y				Y	Y			Y
W04.2					Y	Y		Y	Y				Y	Y			Y
W04.3					Y	Y		Y	Y				Y	Y			Y

Level 4 NVQ in Advice and Guidance

NVQ unit	UNIT 2	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10	UNIT 11	UNIT 12	UNIT 13	UNIT 14	UNIT 16	UNIT 17	UNIT 18	UNIT 19	UNIT 20	UNIT 21
Improving own learning and performance																	
Level 4																	
LP4.1												X			Y		
LP4.2												X			Y		
LP4.3												X			Y		
Problem solving																	
Level 3																	
PS3.1	X	X	X	Y		Y	Y			Y		Y	Y		Y	Y	Y
PS3.2	X	X	X	Y		Y	Y			Y		Y	Y		Y	Y	Y
PS3.3	X	X	X	Y			Y			Y		Y	Y		Y	Y	Y
Level 4																	
PS4.1	Y	Y	Y	Y						Y		Y	Y		Y	Y	Y
PS4.2	Y	Y	Y	Y						Y		Y	Y		Y	Y	Y
PS4.3	Y	Y	Y	Y						Y		Y	Y		Y	Y	Y

CONTINUATION

NVQ unit	UNIT 22	UNIT 23	UNIT 24	UNIT 25	UNIT 26	UNIT 27	UNIT 28	UNIT 29	UNIT 30	Work related Violence W6	L and D L11
Communication											
Level 3											
C3.1a	Y		Y	Y	X	X	X	X	X	Y	X
C3.1b	X		Y	X	Y	Y	Y	Y	Y	X	X
C3.2	Y	Y	X	Y		Y	Y	Y		Y	X
C3.3	Y	Y	X	X	Y	Y	Y	Y		Y	X
Communication											
Level 4											
C4.1	Y		Y	Y	Y		Y	Y	Y	Y	Y
C4.2	Y		Y	Y	Y		Y	Y	Y	Y	Y
C4.3	Y		Y	Y	Y		Y	Y	Y	Y	Y
Application of number											
Level 4											
N2.1		Y	Y								
N2.2		Y	Y								
N2.3		Y	Y								

NVQ unit	UNIT 22	UNIT 23	UNIT 24	UNIT 25	UNIT 26	UNIT 27	UNIT 28	UNIT 29	UNIT 30	Work related Violence W6	L and D L11
Information and Communication Technology											
Level 2											
ICT2.1	Y	X	Y		Y					Y	Y
ICT2.2	Y	X	Y		Y					Y	Y
ICT2.3	Y	X	Y		Y					Y	Y
Level 3											
ICT3.1	Y	Y			Y						
ICT3.2	Y	Y			Y						
ICT3.3	Y	Y			Y						
Working with others											
Level 4											
WO4.1	Y			Y	Y	Y	Y	Y	Y	Y	Y
WO4.2	Y			Y	Y	Y	Y	Y	Y	Y	Y
WO4.3	Y			Y	Y	Y	Y	Y	Y	Y	Y
Problem solving											
Level 4											
PS4.1	Y		Y					Y	Y	Y	Y
PS4.2	Y		Y					Y	Y	Y	Y
PS4.3	Y		Y					Y	Y	Y	Y

Mapping to the wider curriculum

A “Y” indicates units that may provide evidence of coverage of wider curriculum issues. The amount of evidence that is produced is likely to vary depending on the context within which candidates are working.

	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural	Sustainable development	Health and Safety	European/ International
Unit 1 – Establish communication with clients for advice and guidance		Y	Y	Y						
Unit 2 – Support clients to make use of the advice and guidance service		Y	Y	Y	Y					
Unit 3- Develop interactions with advice and guidance clients		Y	Y	Y	Y			Y	Y	
Unit 4 - Interact with clients using a range of media		Y	Y	Y	Y				Y	
Unit 5- Assist advice and guidance clients to decide on a course of action		Y	Y	Y	Y	Y			Y	
Unit 6 – Prepare clients through advice and guidance for the implementation of a course of action		Y	Y	Y	Y	Y			Y	
Unit 7 – Assist clients through advice and guidance to review their achievement of a course of action		Y	Y	Y	Y				Y	
Unit 8 – Advocate on behalf of advice and guidance clients		Y	Y	Y	Y				Y	

	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural	Sustainable development	Health and Safety	European/ International
Unit 9 – Prepare to represent advice and guidance clients in formal proceedings		Y	Y	Y	Y				Y	
Unit 10 – Present cases for advice and guidance clients in formal proceedings		Y	Y	Y	Y		Y		Y	
Unit 11 – Negotiate on behalf of advice and guidance clients		Y	Y	Y	Y		Y		Y	
Unit 12 – Liaise with other services		Y	Y	Y	Y		Y		Y	
Unit 13 – Enable advice and guidance clients to access referral opportunities		Y	Y	Y	Y	Y	Y		Y	
Unit 14 – Manage personal caseload				Y	Y		Y			
Unit 15 – Review own contribution to the service	Y	Y	Y	Y	Y		Y			
Unit 16 – Evaluate and develop own contribution to the service	Y	Y	Y	Y	Y		Y			
Unit 17 – Provide support for other practitioners		Y	Y	Y	Y		Y		Y	
Unit 18 – Operate within networks		Y	Y	Y	Y	Y	Y			
Unit 19 – Undertake research for the service and its clients	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Unit 20 – Design information materials for use in the service		Y	Y	Y	Y	Y	Y	Y		

	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural	Sustainable development	Health and Safety	European/ International
Unit 21 – Provide and maintain information materials for use in the service		Y	Y	Y	Y	Y	Y	Y		
Unit 22 – Promote the position of Careers Education Guidance within the organisation		Y	Y	Y			Y			
Unit 23 – Identify the contribution of Careers Education Guidance to the achievement of the organisation's values, aims and objectives		Y	Y	Y	Y		Y			
Unit 24 – Integrate Careers Education Guidance within the curriculum				Y	Y		Y			
Unit 25 – Promote Careers Education Guidance within the community		Y	Y	Y	Y	Y	Y			
Unit 26 – Negotiate and maintain service agreements		Y	Y	Y	Y		Y			
Unit 27 – Facilitate learning in groups		Y	Y	Y			Y		Y	
Unit 28 – Prepare and set up mediation		Y	Y	Y			Y			
Unit 29 – Stage the mediation process		Y	Y	Y	Y		Y		Y	
Unit 30 – Manage the process of mediation		Y	Y	Y	Y		Y		Y	

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