

# Level 4 NVQ in Advice and Guidance (3069)

## Standards and assessment requirements

QCA number 500/1031/1



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# Level 4 NVQ in Advice and Guidance (3069)

## Standards and assessment requirements



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August 2006  
Version 1.0

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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](http://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](http://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 were undertaken by ENTO.

The review has resulted in a new qualification structure that provides smaller, more accessible qualifications which allows 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).

<b>Name of SSC</b>	<b>Lifelong Learning (LLUK)</b>
Address	5 <sup>th</sup> Floor, St Andrew's House, 18-20 St Andrews Street, London, EC4A 3AY
Telephone	0870 575 7890
Fax	0870 757 7889
e-mail	<a href="mailto:enquiries@lifelonglearninguk.org">enquiries@lifelonglearninguk.org</a>
URL	<a href="http://www.lifelonglearninguk.org">www.lifelonglearninguk.org</a>

### 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:

<b>Name of SSB</b>	<b>ENTO – Employers' National Training Organisation</b>
<b>Address</b>	Kimberley House, 47 Vaughan Way, Leicester, LE1 4JG
<b>Telephone</b>	0116 251 7979
<b>Fax</b>	0116 251 1464
<b>e-mail</b>	<a href="mailto:info@ento.co.uk">info@ento.co.uk</a>
<b>URL</b>	<a href="http://www.ento.co.uk">www.ento.co.uk</a>

### Imported units

Some units in this NVQ have been imported from the National Occupational Standards (NOS) developed for other sectors 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](http://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 18 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

Candidates' achieving Level 4 in Advice and Guidance may progress into higher level qualifications such as City and Guilds 'Level 4 Higher Professional Diploma in Counselling (4458)' or Teaching or specialist area such as counselling, mediation, careers guidance, community development and financial advice.

## 4 Centre requirements

In addition to the resources required for centre approval some N/SVQ qualifications have requirements with which centres must comply:

### Site agreements

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

- Centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
- Commitment to centre policies and practices eg policy for 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 4

### 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) have 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:

- Work Related Violence Unit W5 Promote a safe and positive 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 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 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 a unit basis for the use of these or other acceptable performance assessment methods.

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

In order to complete this qualification at either level, candidates must provide evidence of experience of 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' 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 assessors work and that of their candidates.
- understand the content, structure and assessment requirements for the qualification 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 service user 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 Updates 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/VQ 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.

Exemplars are provided to give guidance on how to record the assessment process (Form N/SVQ 6), performance and knowledge evidence (Form N/SVQ 7 & 8) and evidence claims and location (Form N/SVQ 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](http://www.cityandguilds.com)**

# Form N/SVQ12 - Summary of achievement



N/SVQ ... ..Level 4 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)
AG 3	Develop interactions with advice and guidance clients						
AG14	Manage personal case load						
AG16	Evaluate and develop own contribution to the service						
AG18	Operate within networks						

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 unit planning

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
03.01.07	<p><b>Plan 1</b></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"> <li>• 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</li> <li>• bring in the witness testimony from Siobahn Davies (manager) completed for AG21 which can be cross referenced to AG2               <ul style="list-style-type: none"> <li>• 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.</li> <li>• write a reflective account of how she worked with client Mrs F in December 2006</li> </ul> </li> </ul> <p>Review meeting 13.01.07</p>	<p style="text-align: center;"><b>JB SD</b></p>	<p style="text-align: center;"><b>Ref 1</b></p> <p style="text-align: center;"><b>Ref 2</b></p> <p style="text-align: center;"><b>Ref 3</b></p> <p style="text-align: center;"><b>Ref 4</b></p>

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
<p><b>09.01.07</b></p> <p><b>13.01.07</b></p> <p><b>18.01.07</b></p>	<p><b>Observation</b> 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 and 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 was postponed due to ill health. Rearranged for 18.01.07</p> <p><b>Review</b></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><b>Plan 2</b></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 8.02.07 – Sally will check this is OK with the client and her manager.</p>	<p><b>JB SD</b></p> <p><b>JB</b></p>	<p><b>Ref 1</b></p> <p><b>Ref 5</b></p> <p><b>Ref 6</b></p> <p><b>Ref 3</b></p> <p><b>Ref 4</b></p> <p><b>Ref 1</b></p> <p><b>Ref 5</b></p> <p><b>Ref 2</b></p> <p><b>Ref 7</b></p>
<p><b>08.02.07</b></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><b>JB SD</b></p>	<p><b>Ref 8</b></p> <p><b>Ref 9</b></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	<p>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.</p> <p>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.</p>		2.1l
2	1	2			
2	1	3			
2	1	1	<p>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</p> <p>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 leaflet explain the specific service that he may wish to use and how to access this service.</p> <p>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</p>		2.1b
2	3	1			2.1c
2	1	3			2.1i
2	1	2			2.3d
2	3	2			2.1g
2	1	6			2.1e
2	3	3			2.1f
2	2	1			2.1o
2	2	2			2.1p
2	3	8			2.1q
					2.3n

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			2.3h
2	3	5&6			2.3o
2	3	9			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

#### Candidates should complete the following 4 mandatory units

QCA unit reference	City & Guilds Unit no	ENTO reference number	Unit title	Excluded combination of units	ENTO ref for imported units
M/103/7281	303	AG 3	Develop interactions with advice and guidance clients		
J/103/7304	314	AG 14	Manage personal case load		
F/103/7303	316	AG 16	Evaluate and develop own contribution to the service		
L/103/7305	318	AG18	Operate within networks		

#### And any 4 optional units from the following

H/103/7259	302	AG 2	Support clients to make use of the advice and guidance service		
J/103/7285	305	AG 5	Assist advice and guidance clients to decide on a course of action		
T/103/7282	306	AG 6	Prepare clients through advice and guidance for the implementation of a course of action		
A/103/7283	307	AG 7	Assist clients through advice and guidance to review their achievement of a		

course of action

Y/103/7288	308	AG 8	Advocate on behalf of advice and guidance clients		
H/103/7293	309	AG 9	Prepare to represent advice and guidance clients in formal proceedings		
K/103/7294	310	AG 10	Present cases for advice and guidance clients in formal proceedings		
F/103/7284	311	AG 11	Negotiate on behalf of advice and guidance clients		
L/103/7286	312	AG 12	Liaise with other services		
D/103/7261	313	AG 13	Enable advice and guidance clients to access referral opportunities		
R/103/7306	317	AG 17	Provide support for other practitioners		
Y/103/7307	319	AG 19	Undertake research for the service and its clients		
M/103/7295	320	AG 20	Design information materials for use in the service		
H/103/7262	321	AG 21	Provide and maintain information materials for use in the service		
T/103/7296	322	AG 22	Promote the position of Careers Education Guidance (CEG) within the organisation		

A/103/7297	323	AG 23	Identify the contribution of Careers Education Guidance (CEG) to the achievement of the organisation's values, aims and objectives		
F/103/7298	324	AG 24	Integrate Careers Education Guidance (CEG) within the curriculum		
J/103/7299	325	AG 25	Promote Careers Education Guidance (CEG) within the community		
D/103/7308	326	AG 26	Negotiate and maintain service agreements		
R/103/7287	327	AG 27	Facilitate learning in groups		
M/103/7300	328	AG 28	Prepare and set up mediation		
T/103/7301	329	AG 29	Stage the mediation process		
A/103/7302	330	AG 30	Manage the process of mediation		
F/103/7317	334	Work related Violence Unit W5	Promote a safe and positive working environment		W5
Y/101/2939	333	Learning & Development Unit L11	Enable learning through demonstrations and instruction		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](http://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

This qualification replaces the 3059 Level 4 NVQ in Advice and Guidance.

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

# **11 The National Occupational Standards and unit evidence requirements**

## 11.1 Mandatory Units

# Unit Evidence Requirements

**Qualification Title:** Advice and Guidance

**Unit Number:** AG3

**Unit Title:** Develop interactions with advice and guidance clients

## 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. policy leaflets.
- **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, observation/assessment 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. Factors that need to be considered when interacting with clients.

- **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. Influence of ethical requirements on the ways you respond to clients.

## Unit AG 3

## Develop interactions with advice and guidance clients

### Element 3.1

### Enable clients to explore their issues

#### You must be able to (performance criteria)

- 1 Create an environment in which clients feel comfortable enough to express their issues and concerns
- 2 Explain clearly the organisation's policy on record keeping and confidentiality
- 3 Agree the purpose and the boundaries of the interaction with the client
- 4 Encourage clients to explore their requirements and their ideas for achieving them
- 5 Encourage clients to explore any potential barriers to achieving requirements and methods of overcoming them
- 6 Explore the issues raised by clients to establish their nature and scope
- 7 Encourage clients to establish priorities for achieving their requirements
- 8 Identify any situations where immediate action is required to assist clients and take the appropriate action
- 9 Comply with all relevant legislation, codes of practice, guidelines, and ethical requirements

#### You must know (knowledge specification)

- a what types of environment are appropriate to different clients and activities
- b what situations could make clients feel uncomfortable
- c what the organisation's policies are that are relevant to clients
- d how to summarise the organisation's policies
- e what purposes the interaction might serve
- f how to negotiate the boundaries of an interaction
- g what types of opportunities for exploring issues could be provided
- h what the different requirements are that clients might have
- l how different requirements should be explored
- J what barriers might prevent clients from achieving their requirements
- k how clients can overcome different barriers to achievement
- l how to establish the nature and scope of different issues
- m how to help clients become aware of their underlying issues
- n how to help clients establish priorities
- o why it is important that clients establish priorities
- p what types of situations might occur that require immediate action
- q what actions should be taken to deal with different situations
- r the name of any legislative provision, or professional or organisational guidelines which underpin the performance of the activities included in this Unit and describe how you comply with these
- s why it is important to comply with different requirements
- t what the consequences are of not complying with different requirements
- u how to obtain information on the requirements

## Unit AG 3

## Develop interactions with advice and guidance clients

### Element 3.2

### Sustain interactions with clients

#### You must be able to (performance criteria)

- 1 Recognise the nature and stage of the interaction with the client
- 2 Provide suitable opportunities for clients to sustain the interaction if appropriate
- 3 Encourage clients to provide additional information on their situation or requirements
- 4 Manage any inappropriate information given by the client
- 5 Respond to clients' immediate issues at each stage during the interaction
- 6 Affirm clients' autonomy in decision making
- 7 Provide suitable indications to reassure clients of continued interest
- 8 Provide responses according to the guidelines and procedures of the organisation
- 9 Identify any signs of increased stress during interactions and establish their significance
- 10 Identify any problems with maintaining interactions and take appropriate action to address them

#### You must know (knowledge specification)

- a what types of interactions occur
- b how to detect which type of interaction is occurring
- c what the stages of interaction with different clients are
- d what opportunities should be made available for sustaining interactions
- e how to keep clients involved in the interaction
- f when it is inappropriate to continue the interaction
- g what types of information should be obtained from clients
- h how to encourage clients to give you information
- i what might constitute inappropriate information and how to manage it
- j why it is important to respond at regular intervals
- k why it is important to provide clients with opportunities to speak without interruption
- l why it is important to affirm the autonomy of clients
- m what types of indications of reassurance are appropriate
- n what the guidelines and procedures of the organisation are
- o what the signs of increased stress in clients are
- p the significance of any signs of stress
- q what the types of problem that could occur
- r what actions can be taken to address them
- s why it is important to address problems
- t what the implications are of not addressing the problems

## Unit AG 3

## Develop interactions with clients

### Element 3.3

### Bring interactions to an end

#### **You must be able to (performance criteria)**

- 1 Provide clear opportunities for clients to signal their desire to end the interaction
- 2 Manage effectively any tensions between the time and resources that are available and clients' requirements
- 3 Allow clients to decide what their next steps will be
- 4 Encourage and acknowledge clients' reactions and feelings about the ending of the interaction
- 5 Summarise the interaction and the outcomes achieved
- 6 Identify and clarify opportunities for providing further support for clients
- 7 Agree with clients any further activities that are necessary to clarify their requirements
- 8 Identify and agree requirements that cannot be met and facilitate access to additional or alternative sources of support
- 9 Record interactions in the appropriate systems

#### **You must know (knowledge specification)**

- a how clients might signal their desire to end the interaction
- b how much time and resources are available or interactions
- c what types of tensions could emerge with clients
- d why it is important to allow clients to decide their next steps
- e what the different reactions and feelings are that can occur in clients
- f how to summarise interactions
- g what further support might be available
- h what other activities might be necessary
- i what other sources of support could help the clients
- J what the systems are for recording interactions
- k why it is important to use the systems
- l what the procedures are that relate to the use of the systems

# Form N/SVQ10

Evidence location and summary sheet – version 1



Candidate name .....

Unit/element number/title ..... AG 3.1 Enable clients to explore their issues.....

Item of evidence	Loc.	Ref	Link to performance criteria (✓)																				Link to scope / range ref	Link to knowledge ref				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						

Location key: p = portfolio, o = office (add further categories as appropriate)

*(photocopy as required)*

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# Unit Evidence Requirements

**Qualification Title:** Advice and Guidance

**Unit Number:** AG14

**Unit Title:** Manage personal case load

## 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. appointments diary.
- **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 questions and your answers 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. Requirements to be observed in relation to equal opportunities and anti discriminatory practice when reviewing your case load.
- **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. The rationale you use for managing your case load, and how you monitor its effectiveness.

# Unit AG 14      Manage personal case load

## Element 14.1      Record and maintain case notes

### You must be able to (performance criteria)

- 
- 1 Record all key information about each case

---

  - 2 Record all actions being undertaken for clients

---

  - 3 Ensure case notes are accurate and appropriate amount of detail

---

  - 4 Ensure case notes are structured in a way that provides a clear case history

---

  - 5 Ensure case notes are legible and clear

---

  - 6 Use relevant documentation and systems to record the case notes

---

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

### You must know (knowledge specification)

- 
- a what types of information should be recorded about cases

---

  - b why it is important to record what is happening

---

  - c how to confirm that case notes are accurate
  - d how much detail should be included for different types of case

---

  - e how case notes should be structured

---

  - f why it is important that case notes are legible and clear

---

  - g what the systems are for recording case notes and the procedures relating to the use of these
  - h why it is important to use the systems

---

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

## Unit AG 14      Manage personal case load

### Element 14.2      Review personal case load

#### **You must be able to (performance criteria)**

- 1 Review all relevant information on the personal case load

---

- 2 Monitor the progress in achieving the required outcomes for the cases

---

- 3 Identify any obstacles in achieving the required outcomes for the cases

---

- 4 Identify any factors that might affect the structure or content of the case load

---

- 5 Identify any improvements that can be made to the management of the cases

---

- 6 Exchange information on the cases according to the procedures of the service

---

- 7 Record the information on the cases in the appropriate systems

---

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

#### **You must know (knowledge specification)**

- a what types of information on personal case loads should be reviewed
- b how often should information on personal case loads be reviewed
- c how many cases can be managed

---

- d how to monitor the progress of cases

---

- e what type of obstacles could occur in achieving the required outcomes for the cases
- f how the obstacles can be overcome

---

- g the factors that can affect the quantity of cases being managed

---

- h what types of improvements could be identified to the management of the cases

---

- i what types of information are involved in different types of cases
- j who should be provided with information on cases
- k who should provide information on cases

---

- l what the systems are for recording case information and the procedures relating to the use of these
- m why it is important to use the systems

---

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

## Unit AG 14

## Manage personal case load

### Element 14.3

### Establish priorities for dealing with personal case load

#### **You must be able to (performance criteria)**

- 1 Establish criteria for setting priorities for cases
- 2 Assess cases against the specified criteria
- 3 Identify any immediate action required to meet deadlines
- 4 Specify clearly the cases that require highest priority
- 5 Inform all relevant people of the need to prioritise specific cases
- 6 Ensure high priority cases are implemented and assigned the appropriate resources
- 7 Monitor the effect of the priorities on the entire case load
- 8 Ensure all cases receive the appropriate attention within the time scales established by the service
- 9 Provide a clear rationale for the priorities

#### **You must know (knowledge specification)**

- a what types of criteria could be used for setting priorities
- b how to agree on the priority criteria
- c how to match cases against the priority
- d what deadlines can occur
- e what the consequences are of not meeting the deadlines
- f how to specify the highest priorities
- g who should be informed of the priorities
- h who is responsible for implementing cases
- i which resources should be assigned to implementing different types of cases
- j what types of effect or distortion the priorities could have
- k what time scales are required by the service for different types of case
- l why it is important to provide a clear rationale for priorities

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# Unit Evidence Requirements

**Qualification Title:** Advice and Guidance

**Unit Number:** AG16

**Unit Title:** Evaluate and develop 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. CPD log.
- **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, records, self-development plan, reflective diary.

- **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. Ways in which you have introduced developments in theory, research and practice into your work.
- **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. Professional codes of practice provide a framework for your work how do you monitor and review your compliance with them.



# Unit AG 16 Evaluate and develop own contribution to the service

## Element 16.1 Evaluate own practice

### You must be able to (performance criteria)

- 1 Identify suitable criteria for evaluating own practice

---

- 2 Review relevant information to evaluate own practice

---

- 3 Evaluate own practice against specified criteria

---

- 4 Review relevant feedback on own practice

---

- 5 Identify own contribution to achieving the objectives of the service

---

- 6 Review the effect of own values, beliefs, attitudes, and behaviours when working

---

- 7 Review the priorities assigned to different work objectives

---

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

---

- 9 Draw suitable conclusions on how one has undertaken own practice

### You must know (knowledge specification)

- A which evaluation criteria could be used

---

- b which factors should be incorporated into the evaluation criteria

---

- c what types of information on own practice is relevant

---

- d how much information on own practice should be reviewed

---

- e how to evaluate own practice against criteria

---

- f what feedback on own work should be considered

---

- g who can provide relevant feedback on own work

---

- h what the objectives of the service are

---

- i what factors could affect the achievement of the objectives

---

- J own values, beliefs, attitudes, and behaviours

---

- K how own values, beliefs, attitudes, and behaviours impact on practice

---

- l how to assess the priorities assigned to own work

---

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

---

- n why it is important to comply with different requirements

---

- o what the consequences are of not complying with different requirements

---

- p how to obtain information on the requirements

---

- q why it is important to have a clear understanding of own practice

---

- r how any conclusions can be used to improve work

# Unit AG 16 Evaluate and develop own contribution to the service

## Element 16.2 Ensure continuing self-development

### You must be able to (performance criteria)

- 1 Identify realistic development objectives and establish their priority
- 2 Ensure the development objectives identify the competences that are appropriate to the work of the service
- 3 Devise a personal development plan to deliver own development objectives
- 4 Maintain and update relevant knowledge of the service, organisation, sector, and profession
- 5 Identify any developments that can be effectively incorporated into own practice
- 6 Assess any trends and developments in the work of the sector that have an impact on own practice
- 7 Agree the personal development plan with the appropriate people and secure sufficient resources to implement it
- 8 Identify and utilise suitable development opportunities
- 9 Record the personal development plans in the appropriate systems
- 10 Review and update personal development plans regularly to take account of changing practice and other factors

### You must know (knowledge specification)

- a how to identify development objectives
- b what the specific development objectives are
- c which criteria should be used to prioritise development objectives
- d which competences are required for the work of the service
- e how to devise a personal development plan
- f what a personal development plan should include
- g what types of knowledge are required of the service, organisation, sector, and profession
- h the relevant and current sources of knowledge of the service, organisation, sector, and profession
- i how to assess the relevance of the knowledge
- j what types of developments in theory, research, and practice might be relevant
- k how these can be incorporated into own practice
- l how the sector has developed
- m what types of development will occur in the future
- n who can agree the personal development plan
- o what resources are required to implement the personal development plan
- p what types of development opportunity are available
- q how to assess the benefits of training and other forms of development
- r what the systems are for recording personal development plans and what the procedures are that relate to the use of these
- s why it is important to use the systems
- t when personal development plans should be reviewed
- u who might require information on the personal development plans

## Unit AG 16 Evaluate and develop own contribution to the service

### Element 16.3 Operate within an agreed ethical code of practice

#### You must be able to (performance criteria)

- 1 Ensure own practice demonstrates a clear commitment to best practice
- 2 Adhere to contractual and ethical boundaries of relationships with clients
- 3 Monitor and review the effect of own values, beliefs, attitudes, and behaviours when undertaking own practice
- 4 Monitor and review the impact of the limits of own experience, competence, and knowledge when working
- 5 Withdraw from interactions with clients and seek appropriate support from colleagues when own limits are exceeded
- 6 Identify and resolve any conflicts between ethical requirements and work requirements
- 7 Ensure own practice is accountable to those in authority and to clients
- 8 Exchange mutual support with colleagues to operate within the agreed ethical codes of practice

#### You must know (knowledge specification)

- a how best practice can be defined
- b how to commit to best practice
- c which factors can affect the achievement of best practice
- d what types of contractual and ethical boundaries exist in relationships with clients
- e which factors can affect the adherence to contractual and ethical boundaries
- f own values, beliefs, attitudes, and behaviours
- g how own values, beliefs, attitudes, and behaviours impact on practice
- h the limits of own experience, competence, and knowledge
- i how the limits of own experience, competence, and knowledge impact on practice
- j when to withdraw from interactions with clients
- k who can provide support when own limits are exceeded
- l the ethical requirements relating to work
- m what types of conflict between ethical requirements and work requirements might occur
- n what actions should be taken to resolve conflicts between ethical requirements and work requirements
- o who is in authority
- p how accountability should be established
- q what types of mutual support network can be developed
- r why it is important to provide mutual support

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# Unit Evidence Requirements

**Qualification Title:** Advice and Guidance

**Unit Number:** AG18

**Unit Title:** Operate within networks

## 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 has been 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. correspondence, minutes of meetings, membership details.
- **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.
- **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. Networking constructively and effectively for the benefit of the service.
- **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. Systems for recording exchange of information and legislation that impacts on its use.

## Unit AG 18

## Operate within networks

### Element 18.1

### Maintain memberships of networks

#### **You must be able to (performance criteria)**

- 1 Identify networks that could be used to the benefit of the service
- 2 Ensure the networks meet own and the service's criteria for participation
- 3 Ensure the networks comply with all relevant legislation, codes of practice, guidelines, and ethical requirements
- 4 Ensure own contributions to the networks are constructive and effective
- 5 Identify and resolve any potential conflict of interest between the network and the service
- 6 Maintain personal contacts within the network to ensure effective co-operation
- 7 Identify any problems with networks and take appropriate action to address them

#### **You must know (knowledge specification)**

- a what types of network exist
- b which networks have been used before
- c what the service's criteria are for participation in networks
- d the relevant national, local, professional, and organisational requirements that relate to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection
- e why it is important to comply with different requirements
- f what the consequences are of not complying with different requirements
- g how to obtain information on the requirements
- h how much time should be devoted to the networks
- i how to ensure the time is used well
- j how to be constructive
- k what levels of involvement should occur
- l what types of conflict of interest could occur
- m what to do when conflicts of interest occur
- n who to maintain contact with
- o how to reciprocate with others
- p what types of problem could occur
- q what actions can be taken to address them
- r why it is important to address problems
- s what the implications are of not addressing the problems

**Unit AG 18**  
Element 18.2

**Operate within networks**  
Exchange information within networks

**You must be able to (performance criteria)**

- 1 Identify the appropriate people who can exchange information
- 2 Ensure the information that is exchanged is accurate and suitable to the purpose for which it is required
- 3 Ensure the people are clearly briefed on the exchange of information
- 4 Agree a realistic time scale for exchanging the information
- 5 Ensure the exchange of information complies with all relevant legislation, codes of practice, guidelines, and ethical requirements
- 6 Provide suitable feedback on the contribution of the network to the work of the service
- 7 Record the information that has been exchanged in the appropriate systems

**You must know (knowledge specification)**

- a who can provide information within the network
- b what information is required by network members
- c what the information is used for
- d how to assess the accuracy of information
- e who should know about the exchange of information
- f what would be a realistic time scale for the exchange of different types of information
- g the relevant national, local, professional, and organisational requirements that relate to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection
- h why it is important to comply with different requirements
- i what the consequences are of not complying with different requirements
- j how to obtain information on the requirements
- k how feedback has improved the use of networks
- l what the systems are for recording the exchange of information and the procedures relating to the use of these
- m why it is important to use the systems



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## Appendix 1 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

A 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
<b>Communication</b>																
<b>Level 1</b>																
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
<b>Level 2</b>																
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
<b>Level 3</b>																
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
<b>Application of number</b>																
<b>Level 1</b>																
N1.1		Y			Y				Y			Y				
N1.2		Y			Y				Y			Y				
N1.3		Y			Y				Y			Y				
<b>Level 2</b>																
N2.1		Y							Y			Y				
<b>Application of number</b>																
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 WRV	Unit LD Unit 11	
<b>Information and Communication Technology</b>																
<b>Level 1/Level 2</b>																
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	
<b>Level 3</b>																
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	
<b>Working with others</b>																
<b>Level 2</b>																
WO2.1								Y	Y				Y	Y	Y	X
WO2.2								Y	Y				Y	Y	Y	X
WO2.3								Y	Y				Y	Y	Y	X
<b>Level 3</b>																
WO3.1								Y	Y				Y	Y	Y	X
WO3.2								Y	Y				Y	Y	Y	X
WO3.3								Y	Y				Y	Y	Y	X
<b>Improving own learning and performance</b>																
<b>Level 3</b>																
LP3.1											X					
LP3.2											X					
LP3.3											X					
<b>Improving own learning and performance</b>																
<b>Level 4</b>																
LP4.1											X					
LP4.2											X					
LP4.3											X					
<b>Problem solving</b>																
<b>Level 3</b>																
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
<b>Communication</b>																	
<b>Level 3</b>																	
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
<b>Level 4</b>																	
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
<b>Application of number</b>																	
<b>Level 2</b>																	
N2.1	Y	Y							Y						Y	Y	Y
N2.2									Y						Y	Y	Y
N2.3									Y						Y	Y	Y
<b>Information and Communication Technology</b>																	
<b>Level 2</b>																	
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
<b>Working with others</b>																	
<b>Level 3</b>																	
WO3.1					Y	Y		Y	Y				X	Y	Y	Y	X
WO3.2					Y	Y		Y	Y				X	Y	Y	Y	X
WO3.3					Y	Y		Y	Y				X	Y	Y	Y	X
<b>Level 4</b>																	
WO4.1					Y	Y		Y	Y				Y	Y			Y
WO4.2					Y	Y		Y	Y				Y	Y			Y
WO4.3					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
<b>Improving own learning and performance</b>																	
<b>Level 4</b>																	
LP4.1												X			Y		
LP4.2												X			Y		
LP4.3												X			Y		
<b>Problem solving</b>																	
<b>Level 3</b>																	
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
<b>Level 4</b>																	
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

### Level 4 NVQ in Advice and Guidance (Continued)

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
<b>Communication</b>											
<b>Level 3</b>											
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
<b>Communication</b>											
<b>Level 4</b>											
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
<b>Application of number</b>											
<b>Level 4</b>											
N2.1		Y	Y								
N2.2		Y	Y								
N2.3		Y	Y								

**Level 4 NVQ in Advice and Guidance (continued)**

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
<b>Information and Communication Technology</b>											
<b>Level 2</b>											
ICT2.1	Y	X	Y		Y					Y	Y
ICT2.2	Y	X	Y		Y					Y	Y
ICT2.3	Y	X	Y		Y					Y	Y
<b>Level 3</b>											
ICT3.1	Y	Y			Y						
ICT3.2	Y	Y			Y						
ICT3.3	Y	Y			Y						
<b>Working with others</b>											
<b>Level 4</b>											
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
<b>Problem solving</b>											
<b>Level 4</b>											
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.

Unit Title	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	



<b>Unit Title</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Ethical</b>	<b>Social</b>	<b>Legislative</b>	<b>Economic</b>	<b>Cultural</b>	<b>Sustainable development</b>	<b>Health and Safety</b>	<b>European/ International</b>
Unit 8 – Advocate on behalf of advice and guidance clients		Y	Y	Y	Y				Y	
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			

<b>Unit Title</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Ethical</b>	<b>Social</b>	<b>Legislative</b>	<b>Economic</b>	<b>Cultural</b>	<b>Sustainable development</b>	<b>Health and Safety</b>	<b>European/ International</b>
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		
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			

<b>Unit Title</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Ethical</b>	<b>Social</b>	<b>Legislative</b>	<b>Economic</b>	<b>Cultural</b>	<b>Sustainable development</b>	<b>Health and Safety</b>	<b>European/ International</b>
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	

## **Appendix 2      Mapping of Institute of Career Guidance Qualification in Careers Guidance against the S/NVQ Level 4 in Advice and Guidance**

### **Using the Document**

This document is intended for QCG holders to assist them and their S/NVQ assessors. It needs to be used in conjunction with the QCG mapping document that the student should have received from their QCG Course Centre and with their QCG Portfolio. It is important that the QCG holder spends time with an assessor during their induction period to identify where the underpinning knowledge required for the S/NVQ has already been evidenced through the QCG. This will facilitate the production of a training and development/assessment plan that will identify how the candidate will produce the evidence required to complete the S/NVQ Level 4 in Advice and Guidance.

### **QCG mapping documents**

These should be produced by all QCG Course Centres and a copy given to all students. The document will cross reference the taught and assessed evidence from the QCG to the knowledge and understanding required for each unit of the S/NVQ Level 4 in Advice and Guidance.

### **QCG Portfolio**

The QCG Portfolio should contain both self-generated evidence from QCG studies and work placements and evidence from the directly assessed Learning Outcomes.

### **Advice to Assessors**

The purpose of the mapping exercise is to assist S/NVQ assessors and candidates in utilising the learning and experience that has already been undertaken by successful QCG students and to avoid unnecessary repetition of knowledge and understanding, thus extending the assessment period.

The QCG curriculum, as evidenced by the Learning Outcomes, covers a large number of the Units in the Level 4 S/NVQ and provides a strong theoretical base for much of the knowledge and understanding evidence required in the S/NVQ.

As integrated assessment is a relevant and vital tool for S/NVQ candidates and assessors to ensure both cohesion and comprehension, the same possibilities exist across the range of QCG topics. It is difficult to provide an exact match of every QCG Learning Outcome against every S/NVQ Element and Performance Criterion, as the Learning Outcomes cover a number of Performance Criteria and there is, therefore, a significant degree of repetition.

Equally, the QCG Learning Outcomes may cover all the Performance Criteria in one Element and only a proportion in another.

The key issue is that successful QCG students have already demonstrated such a significant and sufficient breadth and depth of knowledge and understanding of advice and guidance activities that they should be regarded as having a substantial amount of the underpinning knowledge that can be directly contributed to the S/NVQ assessment process.

Whilst the onus is on the S/NVQ candidate to demonstrate that they possess and can evidence this knowledge as they are being assessed, so there is also a responsibility on the S/NVQ assessor to ensure that the candidate does not have to repeat learning that has already been undertaken.

This is not a form of APEL, as the candidate can produce for their portfolio their QCG work as direct evidence of knowledge and understanding in the appropriate performance and topic areas. The S/NVQ assessor should both encourage this inclusion and support the candidate in relating the different Learning Outcomes to the different S/NVQ Performance Criteria.

The list of the QCG Learning Outcomes and the Mapping pages are provided to facilitate the integration of the QCG learning with the S/NVQ assessment requirements.

# Qualification In Careers Guidance Learning Outcomes

## Unit 1 – Equal Opportunities, Values and Ethics

### LO 1 Evaluate own values, beliefs and their impact on own practice

- a) Demonstrate understanding of the relationship between personal belief and professional practice.
- b) Develop and apply the skills of self-evaluation.
- c) Critically evaluate own values and strategies for managing these in a professional context.

### LO 2 Understand the need to respect client autonomy and client and customer needs and entitlements

- a) Demonstrate understanding of the concept of entitlement and the particular entitlements of key parties involved in the guidance process
- b) Consider strategies for upholding entitlements

### LO 3 Understand equal opportunities legislation and related codes of practice within guidance work

- a) Explain the rationale of equal opportunities legislation and its major provisions
- b) Demonstrate understanding of the ways in which guidance providers incorporate equal opportunities legislation into their policies and practice

### LO 4 Understand the need to provide guidance to each client without prejudice

- a) Justify an ethical client centred approach to working with clients and others
- b) Demonstrate understanding of the implications of prejudice and bias
- c) Understand theories of equal opportunities

## Unit 2 – Theoretical Basis of Guidance Practice

### LO 5 Understand models of guidance and allied theoretical concepts including knowledge of relevant government policy

- a) Demonstrate understanding of the rationale for models of guidance and the political context within which they develop
- b) Explore concepts of helping and empowerment and their own role in these processes as a practitioner
- c) Demonstrate understanding of a range of approaches to interpreting choice and decision making behaviour and avoidance
- d) Demonstrate understanding of the range of ways in which clients manage change
- e) Critically consider the ways in which theories are developed and their value in maintaining and developing high quality guidance practice
- f) Demonstrate understanding of the practical implications of different theoretical arguments
- g) Apply an insightful critical approach to theoretical arguments and their interpretation
- h) Demonstrate understanding of the theories about the causes and nature of social exclusion and its relationship to social policy

## Unit 3 – Networking with Agencies and Communities

**LO 6 Manage working relationships with due regard to the personal safety of all parties**

- a) Demonstrate ability to build and sustain constructive working relationships
- b) Give and receive effective feedback using a range of methods
- c) Recognise, value and learn from the skills and expertise of colleagues in own and other agencies
- d) Identify potential issues of conflict in working/professional relationships and consider how to minimise the negative effects of these
- e) Demonstrate understanding of the principles of effective partnership and team working
- f) Know the boundaries and limits of own professional expertise including the effects of own values and beliefs
- g) Identify appropriate support systems when working relationships approach conflict situations
- h) Share experience (success and failure) with others

**LO 7 Influence learning and opportunity providers**

- a) Identify those individuals and agencies holding key roles in helping to overcome barriers to learning and career planning
- b) Demonstrate understanding of the changing context and range of education and training provision available to clients
- c) Identify and use a range of skills to encourage change with learning and opportunity providers
- d) Demonstrate understanding of the culture of other organisations
- e) Demonstrate understanding of aspects of organisational change

**LO 8 Advocate on behalf of clients with other agencies and individuals**

- a) Demonstrate understanding of the principles, scope and use of advocacy.
- b) Demonstrate understanding of the skills required to prepare clients for the advocacy process and secure their agreement before proceeding
- c) Demonstrate understanding of the skills required to explore the need to consider likely outcomes of the advocacy process with the client so that options or further avenues can be investigated
- d) Demonstrate understanding of the appropriate range of communication skills required to advocate on behalf of clients.
- e) Demonstrate understanding of the need to record all advocacy details agreed with the client in an accurate and complete manner
- f) Demonstrate understanding of the skills required to resolve the advocacy process by seeking agreement between the client and the other party
- g) Demonstrate understanding of the skills required to identify sources of specialist support and use these effectively as part of the advocacy process
- h) Demonstrate understanding of the need to record and analyse the outcomes of advocacy events so that examples of success and failure can be monitored and shared
- i) Demonstrate understanding of the need to review the impact of advocacy so that practice can be refined to improve performance

**LO 9 Work effectively in own organisation and within connected networks**

- a) Demonstrate understanding of different networks, their characteristics and why they are successful
- b) Possess a range of skills to create, access, maintain and evaluate networks.
- c) Develop a support network to share good practice and to reflect upon situations that require debriefing
- d) Demonstrate understanding of the skills required to challenge and effect change within and outside the organisation where it is in the best interests of the client group
- e) Understand the composition of the community network including the role of statutory and voluntary agencies and other professional and specialist support agencies to clients
- f) Engage with clients to seek feedback on the quality and effectiveness of the service provided and to use their potential contribution where appropriate

- g) Demonstrate understanding of the need to record and share issues and outcomes with other agencies
- h) Know the extent, scope and limits of the guidance practitioner role in relation to the community

#### **LO 10 Work with significant others including parents and carers to support clients**

- a) Demonstrate understanding of the role that parents and carers can and do play in their child's education and career planning
- b) Demonstrate sensitivity to parents' and carers' attitudes and feelings about their own educational experiences
- c) Identify the skills needed to engage constructively with all parents and carers from different ethnic and social backgrounds
- d) Demonstrate understanding of the practical constraints of working with parents and carers
- e) Demonstrate understanding of the need to keep in regular contact with parents and carers to inform them of their child's needs and progress
- f) Demonstrate understanding of the pressures of parenting/caring in the context of the current socio-economic climate

#### **Unit 4 – Reflective Personal Development**

#### **LO 11 Demonstrate commitment to professionalism, own training, improvement and continuing professional development**

- a) Establish and act upon objectives for professional development, based on self-assessment and feedback from assessors, peers, clients and supervisors
- b) Engage in development activities and disseminate information learnt to colleagues and others
- c) Research information on current practice
- d) Make an effective and informed contribution to professional debate
- e) Evaluate influences and changes in policies which may shape practice
- f) Record own achievements and learning needs

#### **LO 12 Appraise own professional competences and identify and use means of support for their development**

- a) Plan, organise and manage own work within organisational requirements
- b) Analyse parameters of own competence and performance
- c) Identify and use appropriate systems for supervision and support
- d) Identify and apply strategies to manage the effects of change on oneself

#### **Unit 5 – Guidance Intervention**

#### **LO 13 Conduct client-centred guidance interviews with a range of individuals**

- a) Demonstrate understanding of the need for, and detail of, strategic outcomes to be achieved in guidance interviews
- b) Know and apply a range of techniques and approaches employed in guidance interviewing relevant to clients of all ages
- c) Demonstrate understanding of the career planning needs of clients
- d) Make adequate preparations for the interview including making initial contact with the client and gathering relevant information
- e) Establish, maintain and develop effective communication within the interview
- f) Establish a purposeful and professional relationship between interviewer and client
- g) Clarify expectations and agree the aim, purpose and scope of the interview with the client
- h) Assess, identify and agree the client's needs with the client
- i) Secure the client's commitment to addressing his/her needs
- j) Identify and agree with the client a course of action to resolve his/her needs
- k) Begin the course of action to resolve the client's needs
- l) Agree and confirm with the client, follow up action with time-scales



- m) Record outcomes of interview
- n) Evaluate and monitor effectiveness of interview

**LO 14 Work, using a client-centred approach, with a range of clients and others in groups**

- a) Describe and justify the rationale for working with groups
- b) Plan and design work appropriate to the target audience
- c) Deliver work with groups which is responsive to audiences and maximises opportunities for learning
- d) Demonstrate the use of appropriate and client-centered techniques and approaches
- e) Critically evaluate the effectiveness and efficiency of work with groups and their constituency

**Unit 6 – Designing and Planning Careers Education**

**LO 15 Understand the contemporary policy forming issues in respect of education and guidance**

- a) Demonstrate understanding of current Education and Training Policy, in the context of lifelong learning within the UK
- b) Demonstrate understanding of the responses of educational institutions to government policies
- c) Demonstrate understanding of the role, purpose, benefits and significance of Careers Education and Guidance (CEG), and the work-related curricula within the context of the Personal, Health and Social Education (PHSE) provision of educational and training organisations

**LO 16 Understand and apply the principles of curriculum planning and design**

- a) Demonstrate the ability to design an effective CEG curriculum
- b) Critically analyse and compare the major modes of delivery of CEG programmes
- c) Demonstrate understanding of concepts / methods of validation and evaluation, and how they can be applied to the enhancement of CEG programmes within PHSE
- d) Demonstrate understanding of the potential impact of CEG on social exclusion and other relevant personal, social and economic issues
- e) Promote CEG and the work-related curricula within the contexts of PHSE and the broader curricula within educational institutions and training organisations

**Unit 7 – Information Management**

**LO 17 Enable clients to access and interpret information**

- a) Identify accurately the information needs of clients
- b) Explain to clients the significance of information in terms of its usefulness in meeting their (the clients') needs
- c) Interpret information and tailor it to the needs of clients and others
- d) Support clients to access, obtain and use information independently where it is appropriate to clients' circumstances to do so

**LO 18 Inform clients of information sources which might help them to effect change**

- a) Provide clients with appropriate information in a clear and useable format

**LO 19 Operate and manage information, and information systems, in the best interests of clients**

- b) Identify and critically evaluate the range, sources and types of information which are, or should be, available to clients
- c) Research, access and obtain information using the various operating/delivery systems including ICT
- d) Explain and justify the role, purpose, and use of client records in helping clients to effect change and in monitoring their progress

- e) Explain the implications of legislation relating to data protection and equal opportunity for the keeping of client records
- f) Demonstrate understanding and awareness of a range of commonly used computerised systems for the maintenance of client records
- g) Demonstrate the ability to understand and interpret local and national labour market information and trends

## QCG learning outcomes

The evidence for the QCG Learning Outcomes will be relevant to the cross-referenced Elements from the S/NVQ Level 4 in Advice and Guidance

LO1	14.2 16.3	LO9	11.1 12.1, 12.2, 12.3 13.1, 13.2	LO15	7.1 16.2 19.1
LO2	2.1, 2.2 3.1, 3.2, 3.3 5.1 11.2 16.3		16.2 17.1, 17.2, 17.3 18.1, 18.2 19.1 26.1, 26.2		22.1, 22.2, 22.3 23.1, 23.2 24.1, 24.2, 24.3 25.1, 25.2, 25.3
				LO16	22.1, 22.2, 22.3
LO3	16.3	LO10	5.1, 5.2, 5.3 6.1, 6.2, 6.3		23.1, 23.2 24.1, 24.2, 24.3 25.1, 25.2, 25.3
LO4	16.3		11.1 16.1		
LO5	3.1, 3.2, 3.3 5.1, 5.2 6.1, 6.2, 6.3 7.1 9.1	LO11	12.2 16.1, 16.2, 16.3 19.1	LO17	19.1, 19.2 20.1, 20.2
	14.1	LO12	14.1, 14.2, 14.3 16.1, 16.2, 16.3 26.1, 26.2	LO18	2.3 2.2, 2.3 3.3
LO6	12.1, 12.2, 12.3 13.1, 13.2			LO19	5.1, 5.3 7.1
	18.1, 18.2 24.1, 24.2, 24.3 25.1, 25.2, 25.3	LO13	2.1, 2.2, 2.3 3.1, 3.2, 3.3 5.1		8.1, 8.2 9.1, 9.2, 9.3 10.1 11.2
LO7	12.1 13.1, 13.2 17.1, 17.2, 17.3	LO14	14.1, 14.2, 14.3 16.1, 16.2, 16.3 26.1, 26.2		13.2 14.1, 14.2 16.1 17.1
LO8	8.1, 8.2 9.1, 9.2, 9.3 10.1, 10.2 11.1, 11.2				18.1, 18.2 19.1, 19.2, 19.3, 19.4 20.1, 20.2, 20.3, 20.4, 20.5 21.1, 21.2, 21.3

# N/SVQ Level 4 in Advice and Guidance

## Mandatory Units

S/NVQ Element	QCG LO
<b>Unit 3 – Develop interactions with advice and guidance clients</b>	
3.1 Enable clients to explore their issues	2, 5, 13
3.2 Sustain interactions with clients	2, 5, 13
3.3 Bring interactions to an end	2, 5, 13, 19
<b>Unit 14 – Manage personal caseload</b>	
14.1 Record and maintain case notes	5, 12, 13, 14, 19
14.2 Review personal case load	1, 12, 14, 19
14.3 Establish priorities for dealing with personal case load	12, 14
<b>Unit 16 – Evaluate and develop own contribution to the service</b>	
16.1 Evaluate own practice	10, 11, 12, 13, 14, 19
16.2 Ensure continuing self-development	9, 11, 12, 15
16.3 Operate within an agreed ethical code of practice	1, 2, 3, 4, 11, 12
<b>Unit 18 – Operate within networks</b>	
18.1 Maintain memberships of networks	6, 9, 19
18.2 Exchange information within networks	6, 9, 19

## Optional Units

S/NVQ Element	QCG LO
<b>Unit 2 – Support clients to make use of the advice and guidance service</b>	
2.1 Encourage clients to clarify their requirements and circumstances	2, 13
2.2 Agree with clients their use of the service	2, 13, 19
2.3 Identify and provide the information required by clients	13, 18, 19
<b>Unit 5 – Assist advice and guidance clients to decide on a course of action</b>	
5.1 Assist clients to clarify their requirements	2, 5, 10, 13, 19
5.2 Explore a range of options with clients for achieving their requirements	5, 10, 13
5.3 Enable clients to select a course of action	10, 13, 19
<b>Unit 6 – Prepare clients through advice and guidance for the implementation of a course of action</b>	
6.1 Assist clients to prepare an action plan	5, 10, 13
6.2 Assist clients to develop the action plan	5, 10, 13
6.3 Assist clients to identify how the action plan might be implemented	5, 10, 13
<b>Unit 7 – Assist clients through advice and guidance to review their achievement of a course of action</b>	
7.1 Review progress and achievements with clients	5, 13, 15, 19

<b>S/NVQ Element</b>	<b>QCG LO</b>
<b>Unit 8 – Advocate on behalf of advice and guidance clients</b>	
8.1 Prepare for the advocacy	8, 19
8.2 Present clients' interests	8, 19
<b>Unit 9 – Prepare to represent advice and guidance clients in formal proceedings</b>	
9.1 Prepare clients for the formal proceedings	5, 8, 13,19
9.2 Prepare information for the formal proceedings	8, 19
9.3 Prepare the presentation of the case	8, 19
<b>Unit 10 – Present cases for advice and guidance clients in formal proceedings</b>	
10.1 Present cases for clients	8, 19
10.2 Review the outcomes of the formal proceedings	8
<b>Unit 11 – Negotiate on behalf of clients</b>	
11.1 Exchange offers for clients	8, 9, 10
11.2 Establish an agreement for clients	2, 8, 19
<b>Unit 12 – Liaise with other services</b>	
12.1 Establish procedures for exchanging information with other services	6, 7, 9
12.2 Provide information to other services	6, 9, 11
12.3 Obtain information from other services	6, 9
<b>Unit 13 – Enable advice and guidance clients to access referral opportunities</b>	
13.1 Identify options for referral	6, 7, 9
13.2 Enable clients to take up referral opportunities	6, 7, 9, 19
<b>Unit 17 – Provide support for other practitioners</b>	
17.1 Agree to support other practitioners	7, 9, 19
17.2 Promote the effective practice of practitioners	7, 9
17.3 Deliver support sessions to practitioners	7, 9
<b>Unit 19 – Undertake research for the service and its clients</b>	
19.1 Identify sources and availability of information	9, 11, 15, 17, 19
19.2 Collect information to achieve research objectives	17, 19
19.3 Analyse information collected from the research	19
19.4 Report the results of the research	19
<b>Unit 20– Design information materials for use in the service</b>	
20.1 Identify the objectives of the information materials	17, 19
20.2 Obtain information for inclusion in the information materials	17, 19
20.3 Design the format of the information materials	19
20.4 Create text and graphics for the information materials	19
20.5 Edit the information materials	19
<b>Unit 21– Provide and maintain information materials for use in the service</b>	
21.1 Identify the requirements for information materials in the service	19
21.2 Obtain information materials for use in the service	19
21.3 Maintain and improve the use of information materials in the service	19
<b>Unit 22 – Promote the position of careers education guidance (CEG) within the organisation</b>	
22.1 Identify opportunities to promote CEG within the organisation	15, 16

<b>S/NVQ Element</b>	<b>QCG LO</b>
22.2 Gain support for the strategy	15, 16
22.3 Implement and evaluate a strategy to promote CEG within the organisation	15, 16
<b>Unit 23 – Identify the contribution of CEG to the achievement of the organisation’s values, aims and objectives</b>	
23.1 Gather information on the scope of CEG provision	15, 16
23.2 Evaluate the contribution of CEG to the values, aims and objectives of the organisation	15, 16
<b>Unit 24 – Integrate CEG within the curriculum</b>	
24.1 Identify opportunities to integrate CEG within the curriculum	6, 15, 16
24.2 Plan and implement the integration of CEG within the curriculum	6, 15, 16
24.3 Monitor and maintain the integration of CEG within the curriculum	6, 15, 16
<b>Unit 25 – Promote CEG within the community</b>	
25.1 Plan the promotion of CEG	6, 15, 16
25.2 Contribute to the running and evaluation of promotional activities	6, 15, 16
<b>Unit 26 – Negotiate and maintain service agreements</b>	
26.1 Negotiate service provision with other parties	9, 12
26.2 Monitor and evaluate service agreements with other parties	9, 12
<b>Unit 27 – Facilitate learning in groups</b>	
27.1 Manage group dynamics	14
27.2 Facilitate collaborative learning	14

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**Published by City & Guilds**  
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**TS-04-3069**