

# Level 3 Certificate in Advice and Guidance (3569-03)

July 2011 Version 1.0



## Qualification at a glance

<b>Subject area</b>	Advice and Guidance Support
<b>City &amp; Guilds number</b>	3569
<b>Age group approved</b>	16+
<b>Entry requirements</b>	No previous experience needed
<b>Assessment</b>	By means of learner portfolio
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Fast track approval forms
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 NVQ Certificate in Advice and Guidance	3569-03	600/1617/6



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for those working in all advice and guidance settings. It is designed for full or part time workers, paid and voluntary, permanent or temporary, as well as day or night workers.
What does the qualification cover?	This qualification covers communication and interactions to support clients in preparing and completing their chosen actions; the knowledge required to work with legislative and procedural frameworks; working with other services through negotiation, liaison and referral; understanding and promoting careers education guidance within organisations and enabling clients learning through group work, demonstration and instruction.
Is the qualification part of a framework or initiative?	This qualification replaces the previous NVQs in Advice And Guidance and at the time of publication is not part of an apprenticeship framework.
Who did we develop the qualification with?	It was developed in association with The Learning and Skills Improvement Service (LSIS).
What opportunities for progression are there?	This qualification will provide progression to higher levels of qualification such as City and Guilds 3569 Advice and Guidance QCF Diploma Level 4 and City and Guilds 3072 Diploma in Careers Guidance

## Structure

To achieve the **Level 3 Certificate in Advice and Guidance**, learners must achieve **12** credits from the mandatory units and a minimum of **9** credits from the optional units available.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
<b>Mandatory</b>			
J/602/5138	001	Establish communication with clients for advice and guidance	3
L/602/5139	002	Support clients to make use of the advice and guidance service	3
Y/602/5192	015	Review own contribution to the service	3
R/602/5210	030	Understand importance of legislation and procedures	3

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Optional</b>			
F/602/5140	003	Develop interactions with advice and guidance clients	4
J/602/5141	004	Interact with clients using a range of media	3
R/602/5143	005	Assist advice and guidance clients to decide on a course of action	3
A/602/5153	006	Prepare clients through advice and guidance for the implementation of a course of action	3
J/602/5172	007	Assist clients through advice and guidance to review their achievement of a course of action	3
M/602/5182	011	Negotiate on behalf of advice and guidance clients	5
T/602/5183	012	Liaise with other services	3
F/602/5185	013	Enable advice and guidance clients to access referral opportunities	3
Y/602/5189	014	Manage personal case load	4
H/602/5194	016	Evaluate and develop own contribution to the service	3
F/602/5199	018	Operate within networks	3
T/602/5202	021	Provide and maintain information materials for use in the service	3
A/602/5203	022	Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation	4
J/602/5205	025	Promote Careers Education Guidance (CEG)	3
R/602/5207	027	Facilitate learning in groups	3
Y/600/9011	032	Ensure your own actions reduce risks to health and safety	4
M/600/9726	033	Enable learning through demonstrations and instructions	3



## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification 3069 NVQ in Advice and Guidance you can apply for the new Level 3 Certificate in Advice and Guidance (3569-03) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application

### Resource requirements

#### Site agreements

The City and Guilds Code of Practice 2011, 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 learner 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 Organisation)

- Responsibilities for ensuring that learners are operating in a work place where the standards of practice fully support learners to demonstrate their competence when required.

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.

## **Centre staffing**

### **Assessor requirements**

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
  - D32//D33 or A1
  - The A1 replacements (eg City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
  - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifiers.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
  - Level 3 Award in Assessing Vocational Competence OR
  - Level 3 Award in Assessing Vocationally Related Achievement OR
  - Level 3 Certificate in Assessing Vocational Achievement OR
  - Another suitable qualification in the assessment of knowledge.

This must be agreed in advance with the External Verifier.

### **Teachers/Trainers/Tutors**

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding. For further information visit **[www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)**



- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

### **Expert Witness**

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR
- a professional work role which involves evaluating the everyday practice of staff.

### **Internal verifiers/Internal Quality Assurance**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34
- The V1 replacements (eg the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Quality Assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance

### **Co-ordinating assessors**

The usual expectation is that individual learners 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 assessors must meet the requirements of assessors as detailed above.

### **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

Customer Support Events; centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal quality assurer basis, thereby providing evidence for the external quality assurer.

### **Learner entry requirements**

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

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

### **Age restrictions**

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

### **Other legal considerations**

Learners 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.

### **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 learner evidence, must remain in their usual location in the workplace. Under no circumstances should confidential client records or photographs, whether anonymous or not, be put into learners' portfolios of evidence. Further guidance on related issues can be found in the qualification FAQ available on the City and Guilds Website.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so the learner fully understands the requirements of the qualification[s], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Fast track approval forms/generic fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* for new and existing centres to use as appropriate. **Recording forms** are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 4 Assessment

### Assessment of the qualification

City & Guilds have developed the assessment strategy in line with the requirements of QCF competency qualifications.

- Evidence of learner performance should be derived from assessor observation and / or testimony from an expert witness of the learner carrying out real work activities
- Knowledge evidence requirements can be met through inferred knowledge in performance evidence, work products or through Recognition of Prior Learning (RPL), assignment / workbook, reflective account, professional discussion and questioning .

### Assessment strategy

The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an Expert Witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

There will be a combination of assessment methods for this qualification which meet competence and knowledge units. Direct observation of candidate's performance by the assessor, and the assessor's judgement on testimony from an Expert Witness Testimony, are the main methods of assessment and main source sources of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally quality assured. Independence of assessment is achieved via robust external and internal quality assurance processes, supported by City & Guilds reporting systems, which identify areas of risk for each centre.

### Performance evidence requirements

The prime source of evidence for competency based Learning Outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely expert witnesses may provide testimony for the occupationally specific units

### Additional assessment methods or evidence sources:

**Expert witnesses** may observe learners practice and provide testimony for the occupationally specific units which will have parity with assessor observation for the optional units. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.

**Work products** can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.

**Professional discussion** should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.

**Learner/reflective accounts** describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners can evaluate their knowledge and practice across the activities embedded in this qualification.

**Questions** asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

**Witness testimonies** These should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are clients/service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.

**Projects/Assignments** Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used

**Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.  
NB Confidential records must not be included in learners' portfolios but must be referred to in the assessment records.

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

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

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**

If the assessor cannot positively infer the knowledge and understanding from learners' work practice Knowledge Learning Outcomes and Assessment Criteria requirements can be met through Recognition of Prior Learning, assignment/workbook, work products, reflective account, professional discussion and questioning.

Professional discussion, where used, must be conducted by the learners' assessor and be included in learners' assessment plans and thereby agreed in advance with learners. 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. Recordings must be referenced and marked to allow quality assurers 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.

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

Some learners 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 learners' prior experience and learning to be assessed and accredited. This should form part of learners' initial assessment.

Should any opportunities for RPL 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 Learning Outcomes and Assessment Criteria to identify gaps is documented and auditable
- assessment methods or processes for RPL are documented and made available to the external quality assurer.
- the audit trail covers the whole process and methodology of recognition of prior learning.
- the authenticity of presented evidence is established to ensure it was generated by the learner as an individual.
- Currency and how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas

such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken

- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification
- 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 recognition 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.
- relevance of context – the degree to which the context of the learning gained and assessed relates to the current context of learners' work role. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into the current setting



## 5 Units

### Availability of units

The following units can also be obtained from the centre resources section of the City & Guilds website. They are also on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Below is a list of the learning outcomes for all the units.

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.



## Unit 001

# Establish communication with clients for advice and guidance

<b>UAN:</b>	J/602/5138
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to understand factors that contribute to effective communication with clients, establish effective communication with clients, understand how to, and be able to, minimise difficulties in communication with clients.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Understand the factors that contribute to effective communication with clients
<b>Assessment criteria</b>	
The learner can: 1.1 Explain how to create a safe and suitable environment for practitioners and clients 1.2 Explain the <b>effects</b> of different types of verbal and non-verbal communication	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to establish effective communication with clients
<b>Assessment criteria</b>	
The learner can: 2.1 Introduce the service to clients in a way that matches their needs 2.2 Provide clients with the appropriate time to express their requirements 2.3 Make the client aware of limits of confidentiality	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Understand how to minimise difficulties when communicating with clients
<b>Assessment criteria</b>	
The learner can:	
3.1	Explain what <b>difficulties</b> with, and barriers to, communication may occur
3.2	Explain immediate actions to minimise any difficulties with, and barriers to, communication
3.3	Explain how to access <b>support</b> for minimising difficulties with, and barriers to, communication

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to minimise difficulties in communication
<b>Assessment criteria</b>	
The learner can:	
4.1	Identify communication difficulties in relation to individual clients
4.2	Adapt own approach to minimise the effect of any communication difficulties
4.3	Select resources to meet the needs of individual clients

# Unit 001            Establish communication with clients for advice and guidance

## Supporting information

### Unit range

**Effects** - considered should be both positive and negative.

**Difficulties** - could include: sensory impairment, language barriers, health problems, medication, disability, environmental factors, background and culture of individuals, confidence and perceived or actual inequality.

**Support** - could include communication specialists, signer, senior practitioner, managers, translators, interpreters, training for technique, self help groups and voluntary organisations.

### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 002

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

<b>UAN:</b>	L/602/5139
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to enable clients to decide whether to use the service, understand and provide information on other suitable services and agree with clients their use of the service.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to enable clients to decide whether to use the service
<b>Assessment criteria</b>	
The learner can: 1.1 Encourage clients to clarify their requirements and circumstances 1.2 Assist clients to decide whether the service can meet their requirements, including: <ul style="list-style-type: none"><li>• Identifying the appropriate information</li><li>• providing clients with information on the advantages and disadvantages of using the service</li></ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to identify and provide accurate information required by clients
<b>Assessment criteria</b>	
The learner can: 2.1 Explore with clients the reasons for their information needs and agree how it will be provided 2.2 Identify the most appropriate information sources and retrieve the relevant information 2.3 Check the clients understanding of the information and confirm that the information provided is sufficient for their requirements.	

2.4 Agree with the client any further activities necessary, including referral to **alternative sources** of information

<b>Learning outcome</b>	<b>The learner will:</b>
3	Understand the services provided by other suitable services
<b>Assessment criteria</b>	
The learner can:	
3.1 Explain what other <b>suitable services</b> are available.	
3.2 Explain what is offered by these other services	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to provide information on other suitable services
<b>Assessment criteria</b>	
The learner can:	
4.1 Provide information on other services that may be more suitable for meeting the clients requirements	
4.2 Advise the client on the <b>approach</b> to other services	

<b>Learning outcome</b>	<b>The learner will:</b>
5	Be able to agree with clients their use of the service
<b>Assessment criteria</b>	
The learner can:	
5.1 Clarify and confirm the clients' requirements and how these will be met by the service	
5.2 Agree the way in which services can be provided	
5.3 Advise the client of the procedures for contacting and using the service	

## **Unit 002            Support clients to make use of the advice and guidance service**

### Supporting information

#### **Unit range**

**Alternative sources** can include internet and telephone providers

**Suitable services** must be relevant to the individual clients needs

The **approach** could include formal mechanisms such as referrals or informal drop in services.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 003

## Develop interactions with advice and guidance clients

<b>UAN:</b>	F/602/5140
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to establish interactions that explore client's issues, maintain and then close these interactions.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to enable clients to explore their issues
<b>Assessment criteria</b>	
The learner can: 1.1 Create a suitable environment for the client to be comfortable to express their issues and concerns 1.2 Encourage the client to explore their requirements, their ideas for achieving them and any potential barriers to achievement 1.3 Encourage clients to set priorities 1.4 Identify a range of communication skills that could be used to work effectively with clients	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to sustain interactions with clients
<b>Assessment criteria</b>	
The learner can: 2.1 Recognise the nature and <b>stage of the interaction</b> and provide opportunities to sustain this 2.2 Encourage clients to provide additional information 2.3 Manage any <b>inappropriate</b> information given by clients	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to bring interactions to a close
<b>Assessment criteria</b>	
The learner can:	
3.1 Provide clear opportunities for clients to end the interaction	
3.2 Allow clients to decide on the next steps and agree with them any further activities or support that is needed	
3.3 Review the interaction and summarise the points made	



## **Unit 003                      Develop interactions with advice and guidance clients**

### Supporting information

#### **Unit range**

**Stage of interaction** could consider the clients referral and the length of time with which the client has been known; or the stage within an advice and guidance session eg goal or objective setting, reviewing the actual situation, considering options, action planning for a way forward and closure.

**Inappropriate** information would include information which is outside the boundaries/contract of the relationship or which relates to unethical or unlawful activities or conduct.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 004

## Interact with clients using a range of media

<b>UAN:</b>	J/602/5141
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to communicate and interact with clients using a range of media, manage problems in maintaining interactions, provide information that focuses on the client's requirements and identify risks to the client.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to establish interaction with clients using a range of media
<b>Assessment criteria</b>	
The learner can:	
1.1 Respond to clients promptly according to organisational procedures and in a way that encourages them to stay connected to the service	
1.2 Identify any constraints on clients and the circumstances in which the interaction is being carried out	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to deal with problems maintaining interactions
<b>Assessment criteria</b>	
The learner can:	
2.1 Identify any problems in an interaction	
2.2 Take appropriate action to ensure that the interaction is maintained	
2.3 Describe the types of problems that can occur across different types of <b>media</b>	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to provide information and focus on the clients' requirements
<b>Assessment criteria</b>	
The learner can:	
3.1 Provide information about the service and confirm if it is appropriate to the client.	
3.2 Encourage clients to share their concerns	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Understand how to communicate using a range of media
<b>Assessment criteria</b>	
The learner can:	
4.1 Explain the range of <b>media</b> most often used by the service	
4.2 Explain the information that can be provided and who can be helped by the service	
4.3 Explain how to encourage communication without face to face contact	

<b>Learning outcome</b>	<b>The learner will:</b>
5	Be able to identify risks to the client
<b>Assessment criteria</b>	
The learner can:	
5.1 Assess whether there is any <b>risk or danger</b> facing the client and take appropriate action	

## **Unit 004            Interact with clients using a range of media**

### Supporting information

#### **Unit range**

**Media** can include telephone, written, video, internet, social networking

**Risk or danger** may include accessing age inappropriate materials, bullying and harassment, threats to personal security and online security, exploitation - financial or sexual.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 005

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

<b>UAN:</b>	R/602/5143
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to negotiate boundaries, assist clients to clarify their requirements, review and prioritise their decisions and select courses of action upholding the client's autonomy throughout.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to assist clients to clarify their requirements
<b>Assessment criteria</b>	
The learner can: 1.1 Use appropriate language and pace of communication to encourage clients to identify their requirements and ideas for achieving them 1.2 Identify and agree requirements that cannot be met 1.3 Explain to the client what other <b>sources of support</b> may be available	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to negotiate boundaries with clients
<b>Assessment criteria</b>	
The learner can: 2.1 Negotiate with the client the <b>boundaries</b> of the interactions	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to assist clients to review and prioritise their decisions
<b>Assessment criteria</b>	
The learner can:	
3.1 Encourage clients to explore their decision making process and review their priorities.	
3.2 Identify unrealistic requirements and identify possible alternatives	
3.3 Review with the clients the advantages and disadvantages of the selected options	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to assist clients select a course of action
<b>Assessment criteria</b>	
The learner can:	
4.1 Assist clients to reach a decision on the most appropriate course of action	
4.2 Confirm the <b>client's autonomy</b> in the decision making process	
4.3 Identify any problems with the chosen course of action and encourage the client to take appropriate action to address them	

<b>Learning outcome</b>	<b>The learner will:</b>
5	Understand the importance of autonomy for the client
<b>Assessment criteria</b>	
The learner can:	
5.1 Explain why it is important to confirm the autonomy of the client	

## **Unit 005**            **Assist advice and guidance clients to decide on a course of action**

### Supporting information

#### **Unit range**

**Sources of support** could be formal and informal, within the organisation and beyond the organisation

**Boundaries** could include limitations imposed from organisational policies and procedures, client preferences, and the aim to remove ambiguity, misunderstanding or misconceptions. The agreement about boundaries may be recorded in a contract

**Client autonomy** is agency recognition and respect for the client's right to make their own decisions.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 006

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

<b>UAN:</b>	A/602/5153
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires learners to prepare, develop and implement action plans with clients.

Learning outcome	The learner will:
1	Be able to assist clients to prepare an action plan
<b>Assessment criteria</b>	
The learner can:	
1.1 Confirm the <b>course of action</b> with the client and the roles and responsibilities of those involved	
1.2 Explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications	
1.3 Identify any unrealistic expectations and explore possible modifications	

Learning outcome	The learner will:
2	Be able to assist clients to develop the action plan
<b>Assessment criteria</b>	
The learner can:	
2.1 Incorporate relevant information into the action plan	
2.2 Ensure the plan specifies methods, timescales, and responsibilities	
2.3 Produce the plan in the <b>agreed format</b> and review it with the client	
2.4 Agree the process for future reviews	



<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to assist clients to identify how the plan might be implemented
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify potential methods for implementing the course of action and identify any potential difficulties	
3.2 Confirm with clients their understanding of the action plan	
3.3 Obtain agreement from the client for action plan to commence	

## **Unit 006**      **Prepare clients through advice and guidance for the implementation of a course of action**

### Supporting information

#### **Unit range**

**Course of action** should include identifying who is responsible for specific actions

**Agreed format** should include the requirements of the agency and the client.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 007

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

<b>UAN:</b>	J/602/5172
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires learners to understand the methods used to review clients achievements, progress, key objectives and stages of action.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Understand a range of methods to review achievements
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain the <b>relevant models</b> of good practice for assisting clients to review progress	
1.2 Explain what types of review should take place and how often these should be carried out.	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to review progress with clients
<b>Assessment criteria</b>	
The learner can:	
2.1 Provide suitable opportunities for clients to review progress and achievements of the course of action.	
2.2 Provide suitable feedback to the clients.	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to review the key objectives and stages of the course of action
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify and agree with the client the objectives that have been achieved and those that have not	
3.2 Identify the <b>methods</b> that were most effective	
3.3 <b>Review</b> the suitability of the methods used by the clients.	

## **Unit 007            Assist clients through advice and guidance to review their achievement of a course of action**

### Supporting information

#### **Unit range**

**Relevant models** could be drawn from initial assessment, process review, outcome review, self assessment

**Methods** could include social, psychological or behavioural

**Review** could include qualitative and quantitative measures.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 011

## Negotiate on behalf of advice and guidance clients

<b>UAN:</b>	M/602/5182
<b>Level:</b>	Level 5
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to understand the main points of negotiation prepare offers to meet client's requirements, explain offers from other parties and establish agreements for clients.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Understand the main points of negotiation
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain the types of <b>negotiation strategies</b> suitable for different types of issue	
1.2 Explain what different <b>formats of negotiation</b> can be used	
1.3 Explain what supporting documentation might be required.	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to prepare offers that meet the clients requirements
<b>Assessment criteria</b>	
The learner can:	
2.1 Review the client's requirements	
2.2 Identify a negotiation strategy suitable for the client's requirements	
2.3 Prepare suitable <b>offers</b> for clients that meet their requirements.	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to explain offers received from other parties
<b>Assessment criteria</b>	
The learner can:	
3.1 Receive <b>offers</b> from other parties	
3.2 Consult with the clients to assess how far the offers meet requirements	
3.3 Recommend the next stage in the negotiations.	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to establish an agreement for clients
<b>Assessment criteria</b>	
The learner can:	
4.1 Produce agreements that effectively meet the client's requirements and that are in the <b>required format</b>	
4.2 Incorporate all necessary details into the agreement and ensure it is capable of being <b>implemented</b>	
4.3 Confirm agreements with clients at appropriate stages of the negotiations	
4.4 Advise the clients why any requirements cannot be met or if there are any significant changes to the agreement.	

# Unit 011            Negotiate on behalf of advice and guidance clients

## Supporting information

### Unit range

**Negotiation strategies** could include formal/informal, internal to the organisation or external

**Formats of negotiation** may be written, electronic, verbal, one to one or group

**Offers** should be in line with the strategy

**Required format** as may be required by the parties in the negotiation

**Implemented:** leading to measurable action.

### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.



## Unit 012

## Liase with other services

<b>UAN:</b>	T/602/5183
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to understand the process for liaising with other services, establish procedures to exchange information and provide and receive information from other services.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Understand the process for liaising with other services
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain which <b>other services</b> are likely to be dealt with	
1.2 Explain the types of information likely to be exchanged	
1.3 Explain why it is important to check the validity of any information received	
1.4 Explain who is involved in different types of information exchanges and who should receive copies of the information	
1.5 Explain the types of problems that may arise and what actions can be taken to resolve them	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to establish procedures for exchanging information with other services
<b>Assessment criteria</b>	
The learner can:	
2.1 Consult with other services on the information requirements of each service	
2.2 Agree the purpose scope and procedures for exchanging information	
2.3 Ensure that <b>documented procedures</b> , that include identifying the roles and responsibilities of those involved in any exchange of information, are produced	
2.4 <b>Disseminate</b> procedures for the exchange of information with other services	

2.5 Agree a process to regularly review and update the procedures.

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to provide information to other services
<b>Assessment criteria</b>	
The learner can: 3.1 Confirm the information required by other services 3.2 Select the appropriate information and <b>disseminate</b> using agreed procedures. 3.3 Assist other services to interpret the information forwarded 3.4 Confirm that the information is <b>sufficient</b> , forwarding additional information if required.	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to obtain information from other services
<b>Assessment criteria</b>	
The learner can: 4.1 Request required information from other services using the agreed procedures 4.2 Access the relevant information and confirm the <b>validity</b> of it 4.3 Identify any problems with obtaining information.	

## Unit 012 Liaise with other services

### Supporting information

#### Unit range

**Other services** include: statutory services, third sector, commercial organisations, Trusts

**Documented procedures** should comply with relevant legislation eg Data Protection Act, Freedom of Information Act

**Dissemination:** this could be done through different media eg written, verbal, electronic, pictorially

**Sufficient:** for the other service to engage appropriately without compromising privacy and confidentiality

**Validity:** ensuring information is current, sound and applicable.

#### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 013

## Enable advice and guidance clients to access referral opportunities

<b>UAN:</b>	F/602/5185
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to understand the process of referral, identify options for referral and enable clients to take up referral opportunities.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Understand the process for referring clients to other organisations
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain which <b>organisations</b> clients are likely to be referred to.	
1.2 Explain what types of information the client will need including the various formats this may need to be in.	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to identify options for referral
<b>Assessment criteria</b>	
The learner can:	
2.1 Obtain information from clients on their requirements	
2.2 Obtain relevant, and current information on <b>other services</b> that are potentially suitable	
2.3 Assess the <b>suitability</b> of other services	
2.4 Confirm the other service's acceptance criteria and procedures	
2.5 Ensure the other services have the capacity and resources to deal with additional clients	
2.6 Review the requirements of the clients and check them against the services provided by the other services.	

Learning outcome	The learner will:
3	Be able to enable clients to take up referral opportunities
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>3.1 Provide information, including advantages and disadvantages of referral, to enable clients to make an informed decision</p> <p>3.2 Confirm the acceptability of the referral with the client</p> <p>3.3 Plan the <b>implementation</b> of the referral</p> <p>3.4 Facilitate the client's contact with the other services</p> <p>3.5 Review the <b>boundaries of confidentiality</b> with the client; informing them of the information that has to be passed between the services</p> <p>3.6 Agree any further information or support that is required by the client.</p>	

## **Unit 013            Enable advice and guidance clients to access referral opportunities**

### Supporting information

#### **Unit range**

**Organisations:** within the context of your own service

**Other services** could include statutory services, third sector services, commercial organisations, Trusts

**Suitable services** should be relevant to the individual clients needs

**Implementation** should identify tasks leading to measurable action

**Boundaries of confidentiality** as agreed in any contract, and in line with legislation requirements, service policy and procedures.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 014

## Manage personal case load

<b>UAN:</b>	Y/602/5189
<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires learners to maintain case notes, review and prioritise personal caseloads and understand factors that affect caseloads.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to maintain case notes
<b>Assessment criteria</b>	
The learner can:	
1.1 Record <b>key information</b> about each case	
1.2 Record all actions being undertaken for clients	
1.3 Ensure case notes are accurate and contain <b>appropriate detail</b>	
1.4 Ensure case notes are structured in a way that gives a clear history.	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to review personal case load
<b>Assessment criteria</b>	
The learner can:	
2.1 Review all relevant information	
2.2 Monitor the <b>progress</b> of all cases	
2.3 Identify any obstacles in achieving the required outcomes for cases	
2.4 Exchange information on the cases according to the service's procedures	
2.5 Identify <b>improvements</b> that can be made to the management of cases.	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Understand factors that affect case loads
<b>Assessment criteria</b>	
The learner can:	
3.1 Explain what types of <b>obstacle</b> may occur and how to overcome it	
3.2 Explain any <b>factors</b> that may affect the number of cases managed.	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to establish priorities for dealing with personal case load
<b>Assessment criteria</b>	
The learner can:	
4.1 Establish <b>criteria</b> for setting priorities	
4.2 Assess cases against the criteria to show which cases need high priority	
4.3 Identify any immediate actions that may be required to meet deadlines	
4.4 Inform <b>relevant people</b> of the need to prioritise specific cases	
4.5 Ensure <b>appropriate resources</b> are allocated to the cases	
4.6 Monitor the effect of the priority cases on the rest of the caseload	
4.7 Ensure all cases receive <b>appropriate attention</b> .	



# Unit 014            Manage personal case load

## Supporting information

### Unit range

**Key information** as determined by legal and organisational requirements and the client

**Appropriate detail** in line with organisations policy and procedure

**Progress** movement towards agreed goals and outcomes

**Improvements** should be within your own remit

**Obstacles** could include referral bottlenecks, personal workload issues, complexity of cases

**Factors** could include complex cases, level of experience, available support, and referral opportunities

**Criteria** could be based on agency policy and procedure and the client

**Relevant people** could include line managers/supervisor, client, referrer

**Appropriate resources** could be set against the organisations performance indicators and service standards where they exist

**Appropriate attention** should be in line with organisations policy and procedure.

### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 015

## Review own contribution to the service

<b>UAN:</b>	Y/602/5192
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to assess their own contribution to the service and be able to develop to achieve work objectives.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to assess own contribution to the work of the service
<b>Assessment criteria</b>	
The learner can: 1.1 Assess own work against <b>specified objectives</b> 1.2 Review feedback on own work 1.3 Review the priorities assigned to work objectives	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to develop to achieve work objectives
<b>Assessment criteria</b>	
The learner can: 2.1 Identify realistic development objectives 2.2 Agree a personal development plan with the appropriate people 2.3 Identify and make use of suitable development opportunities 2.4 Review and update personal development plans regularly, taking account of any changes in work requirements 2.5 Explain why the items in the plan will aid development and maintain and update relevant knowledge	

# **Unit 015            Review own contribution to the service**

## Supporting information

### **Unit range**

**Specified objectives** may be as contained in job descriptions or organisational policies and procedures.

### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 016

## Evaluate and develop own contribution to the service

<b>UAN:</b>	H/602/5194
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to understand how to evaluate practice, evaluate practice and identify own development objectives.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Understand the process of evaluating practice
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify <b>criteria</b> used to evaluate practice	
1.2 Evaluate practice including identifying areas for <b>development</b>	
1.3 Identify the information to be evaluated	
1.4 Agree the <b>feedback</b> to be accessed	
1.5 Identify the objectives of the service which will inform evaluation	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to carry out evaluation of practice
<b>Assessment criteria</b>	
The learner can:	
2.1 Evaluate information using identified <b>criteria</b>	
2.2 <b>Implement</b> agreed criteria to evaluate practice	
2.3 Evaluate the <b>effect</b> of own values, beliefs, attitudes and behaviours on work role	
2.4 Identify aspects of knowledge required by the service and the profession	
2.5 Seek guidance and support when issues are beyond own knowledge and experience	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to identify development objectives
<b>Assessment criteria</b>	
The learner can:	
3.1 Use outcomes of evaluation to prioritise and agree development objectives	
3.2 Identify and access the necessary resources for development	
3.3 Record personal development plans	
3.4 Review and update personal development plans	

# Unit 016 Evaluate and develop own contribution to the service

## Supporting information

### Unit range

**Criteria** can include internal and external criteria and both qualitative and quantitative measures

**Development** of own practice

**Feedback** about own performance can be from eg clients, colleagues, other agencies. Ensure permission to share the feedback is sought

**Criteria** to reflect agency standards, codes of practice etc.

**Implement** leading to measurable action

**Effect** could be both positive and negative.

### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

<b>UAN:</b>	F/602/5199
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to identify and access, maintain membership of and exchange information within networks which could benefit their service.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to identify and access networks which could benefit the service
<b>Assessment criteria</b>	
The learner can:	
1.1 Determine the role and purpose of existing <b>networks</b>	
1.2 <b>Implement</b> the service's criteria for network participation	
1.3 Agree with <b>practitioners</b> how much time should be given to networks	
1.4 Explain the <b>types of conflicts</b> which could occur	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to maintain memberships of networks
<b>Assessment criteria</b>	
The learner can:	
2.1 Maintain personal contacts within networks	
2.2 Identify problems which may occur with network facilitation and participation	
2.3 Explain the actions to take to address problems identified within networks	
2.4 Explain what the <b>implications</b> could be if problems are not resolved	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to exchange information within networks
<b>Assessment criteria</b>	
The learner can:	
3.1 Agree the information required by network members	
3.2 Work to realistic timescales for the exchange of information	
3.3 Analyse how feedback improves the use of networks	
3.4 Utilise <b>systems</b> for recording and exchanging information	



# Unit 018 Operate within networks

## Supporting information

### Unit range

**Networks** operating in your area or appropriate to your service and clients

**Implement** – should lead to measurable action

**Practitioners** could include supervisors/ managers, front line practitioners

**Types of conflict** could include political, philosophical, cultural, moral, ethical differences, resource issues, procedural and process linked.

**Implications** could be for clients, the service, wider networks, the community, funding

**Systems** could include electronic, written, verbal, language differences, specialist for sensory impairment, disability etc.

### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 021

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

<b>UAN:</b>	T/602/5202
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires learners to review the information needs of the service and agree methodologies for the procurement and dissemination of information.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to review the information needs of the service
<b>Assessment criteria</b>	
The learner can:	
1.1 Use service's <b>criteria</b> for evaluating the sources of information	
1.2 Identify the information currently used by different areas and clients of the service	
1.3 Evaluate the format the information materials are in	
1.4 Agree the future needs of the organisation in relation to information provision	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to agree methodologies for the procurement and dissemination of information
<b>Assessment criteria</b>	
The learner can:	
2.1 Evaluate the <b>types</b> of trends or developments which might occur when providing information	
2.2 Assess the impact of <b>information</b> and communication technologies on the provision of information	
2.3 Specify the information to be obtained and distributed	
2.4 Store information according to the service's policies and procedures	

## **Unit 021            Provide and maintain information materials for use in the service**

### Supporting information

#### **Unit range**

**Criteria** could include equality, diversity and accessibility measures

**Types** of trends and developments could include population characteristics, gender, ethnicity, age, disability, location, media used

**Information** and communication technologies could include email, social networking, video link, Assistive Technology, telephone conferencing and support/care.

#### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 022

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

<b>UAN:</b>	A/602/5203
<b>Level:</b>	Level 5
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to gain support for the role of Careers Education Guidance within the organisation, identify opportunities to promote Careers Education Guidance and implement and evaluate a strategy to promote Careers Education Guidance within the organisation.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to gain support for the role of CEG within the organisation
<b>Assessment criteria</b>	
The learner can:	
1.1 Identify the regional and national criteria against which CEG provision will be assessed	
1.2 Present a <b>rationale</b> for CEG in formal and informal settings	
1.3 Communicate, orally and in writing, the <b>strategy to interested parties</b>	
1.4 Conduct discussions in a way which maintains good working relationships with <b>interested parties</b>	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to identify opportunities for promoting Careers Education Guidance (CEG) within the organisation
<b>Assessment criteria</b>	
The learner can:	
2.1 Establish the values, aims, policies and procedures of the organisation	

- 2.2 Explain the current role of CEG within the organisation
- 2.3 Assess the potential contribution of CEG to the organisation
- 2.4 Identify the roles and responsibilities of those who can provide information within the organisation

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to implement and evaluate a strategy to promote CEG within the organisation
<b>Assessment criteria</b>	
The learner can:	
3.1 Develop a strategy to determine the objectives, activities and resources required to achieve strategic aims	
3.2 Confirm the organisational roles, responsibilities and requirements for implementing the strategy	
3.3 Evaluate the advantages and drawbacks of: <ul style="list-style-type: none"> <li>• Feedback forms</li> <li>• Surveys</li> <li>• Discussion groups</li> <li>• Ad hoc approaches to gathering information about CEG services</li> </ul>	
3.4 Access relevant sources of information and feedback on the <b>effectiveness</b> of the strategy	
3.5 Monitor and evaluate the <b>profile</b> of CEG within the organisation	
3.6 <b>Present</b> relevant evaluation and revisions in an appropriate format and at an appropriate time	

## **Unit 022            Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation**

Supporting information

### **Unit range**

**Rationale** – linked to reasons for your service

**Strategy** for implementation in your service

**Interested parties** could include clients, Trustees, funders, managers, partner agencies, colleagues, community representatives

**Effectiveness** could include qualitative and quantitative measures

**Profile** can relate to how CEG is seen and utilised within the organisation

**Present** could be to line managers, colleagues, clients, community representatives, partner agencies.

### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 025

## Promote Careers Education Guidance (CEG)

<b>UAN:</b>	J/602/5205
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to plan the promotion of, identify appropriate information for, and secure resources for Careers Education Guidance.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to plan the promotion of Careers Education Guidance (CEG)
<b>Assessment criteria</b>	
The learner can:	
1.1 Review the outcomes of previous promotional activities to inform current plans	
1.2 Evaluate the <b>range of promotional activities</b> that could be used, including the benefits and limitations of each for different target groups	
1.3 Plan the promotional activity for CEG including:	
<ul style="list-style-type: none"><li>• consideration of effectiveness for target group</li><li>• taking account of other events within the same time span</li></ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to identify the most appropriate information for dissemination to a target group
<b>Assessment criteria</b>	
The learner can:	
2.1 Establish the information needs of <b>interested parties</b> both within and external to the organisation	
2.2 Present information in an <b>appropriate style</b> and at an appropriate time	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to secure the resources required for the planned promotion of Careers Education Guidance (CEG)
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify the resources that will be required	
3.2 <b>Present</b> a case for securing the necessary resources	
3.3 Plan the efficient use of time and other resources	



## Unit 025 Promote Careers Education Guidance (CEG)

### Supporting information

#### Unit range

**Range of promotional activities** could include producing leaflets/literature, presentations, exhibitions, workshops, networking, newsletters, ebulletin, posters

**Interested parties** could include Trustees, clients, funders, managers, partner agencies, colleagues, community representatives

**Appropriate style** could take into account needs for language, disability, sensory impairment, cognitive impairment, age, ethnicity

**Presentation** could be to Trustees, clients, funders, managers, partner agencies, colleagues, community representatives.

#### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 027

## Facilitate learning in groups

<b>UAN:</b>	R/602/5207
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to manage group dynamics through effective communication, to facilitate learning and enable individuals to reflect on the group process.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to manage group dynamics
<b>Assessment criteria</b>	
The learner can: 1.1 Summarise the key <b>theoretical models</b> of group work 1.2 Use facilitation and <b>intervening skills</b> in group situations 1.3 Analyse how to balance the needs of tasks and group processes 1.4 Encourage group members to participate effectively and ensure that they feel comfortable	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to establish and maintain effective communication with group members
<b>Assessment criteria</b>	
The learner can: 2.1 Use <b>appropriate methods</b> of communication 2.2 Put learners at ease 2.3 Establish what factors are likely to affect learning and behaviour in groups 2.4 Identify how to address individual needs in a group setting 2.5 Recognise and deal with issues of power, conflict and authority in groups	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to facilitate collaborative learning
<b>Assessment criteria</b>	
The learner can:	
3.1 <b>Agree with the group</b> , the purpose, process and intended outcomes of group activity	
3.2 Summarise the different <b>learning styles</b>	
3.3 Evaluate the range of learning activities available	
3.4 Access relevant resources and support for learners	
3.5 Adapt group activities to the size and composition of the group	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to enable individuals to reflect on the way in which they have been learning and participating in the group
<b>Assessment criteria</b>	
The learner can:	
4.1 Agree and implement appropriate <b>methods</b> of eliciting personal views on learning	
4.2 Monitor individual learner's progress in a group setting	
4.3 Feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner	

## Unit 027 Facilitate learning in groups

### Supporting information

#### Unit range

**Theoretical models** could include Tuckman, Schutz

**Intervention skills** could include conflict management, feedback, active listening, motivating, questioning

**Appropriate methods** could include directive and non directive communication

**Agree with the group** could include boundary setting or contracting

**Learning styles** could include visualiser, verbaliser, auditory, tactile, experiential learner

**Methods** could include feedback, evaluation exercises, and reflection circles.

#### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 030

## Understand the importance of legislation and procedures

<b>UAN:</b>	R/602/5210
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to understand the importance of legislation and procedures in the workplace, their own responsibilities and be able to adhere to set procedures whilst taking legislation into account.

Learning outcome	The learner will:
1	Understand legislation and codes of practice which impact on their role
<b>Assessment criteria</b>	
The learner can:	
1.1 Explain the current, <b>national</b> , local, professional, and organisational requirements that relate to their role including;	
<ul style="list-style-type: none"><li>• Equal opportunities</li><li>• Discrimination</li><li>• Health and safety</li><li>• Security</li><li>• Confidentiality</li></ul>	
1.2 Explain the importance of complying with national, local, professional and organisational requirements	
1.3 Explain the consequences of non-compliance	

Learning outcome	The learner will:
2	Understand how to deal with urgent situations
<b>Assessment criteria</b>	
2.1 Explain what types of <b>situation</b> may occur that require <b>immediate action</b>	
2.2 Explain what actions should be taken to deal with different situations	
2.3 Explain who can be referred to for assistance in situations where immediate action is required	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to record contacts, interactions, agreements, and provision of information
<b>Assessment criteria</b>	
3.1	Record contacts, interactions, agreements and information provided in the appropriate systems.
3.2	Explain what systems are used for recording these interactions
3.3	Explain why it is important to use these systems
3.4	Describe any procedures relating to the use of these systems

<b>Learning outcome</b>	<b>The learner will:</b>
4	Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working
<b>Assessment criteria</b>	
The learner can:	
4.1	Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working

<b>Learning outcome</b>	<b>The learner will:</b>
5	Understand why the effectiveness of methods may vary depending upon the situation and clients involved
<b>Assessment criteria</b>	
The learner can:	
5.1	Explain how to assess the <b>effectiveness of methods</b>
5.2	Explain why the effectiveness of methods may vary with <b>different clients</b>
5.3	Explain the types of issue that might arise
5.4	Explain the actions that may be taken to address these issues
5.5	Explain the implications of not addressing these issues

# Unit 030                      Understand the importance of legislation and procedures

## Supporting information

### Unit range

**National** can be country specific (eg Wales) or UK wide; local could relate to funding requirements; organisational could include policy and procedure

**Situations for immediate action** may include child or adult safeguarding and protection, whistle blowing, confidentiality

**Effectiveness of methods** can include quantitative and qualitative measures

**Different clients** would take into account sensory impairment, cognitive impairment, cultural, language, ethnicity, gender, age.

### Guidance

The performance component of this unit will require workplace observation. 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 the 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 the candidates' portfolios of evidence.

## Unit 032

## Ensure your own actions reduce risks to health and safety

<b>UAN:</b>	Y/600/9011
<b>Level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to understand and evaluate hazards and risks in the workplace, their own responsibilities and be able to reduce such risks in the workplace

<b>Learning outcome</b>	<b>The learner will:</b>
1	Understand hazards and risks in the workplace
<b>Assessment criteria</b>	
The learner can: 1.1 Define hazards and risks 1.2 Outline key hazards and risks in own workplace, describing safe working practices 1.3 Outline key hazards and risks within own job role, describing precautions	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Understand own responsibilities for health and safety in the workplace
<b>Assessment criteria</b>	
The learner can: 2.1 Identify own responsibilities for health and safety in own workplace and job role under health and safety legislation, explaining the importance of personal presentation and behaviour 2.2 Describe procedures for dealing with risks outside the scope of own responsibility, identifying the appropriate personnel with whom to liaise in own workplace	



<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to evaluate hazards and risks in the workplace
<b>Assessment criteria</b>	
The learner can:	
3.1 Identify workplace instructions relevant to own job	
3.2 Identify any unsafe practices in own workplace and job role	
3.3 Check which potentially unsafe working practices present the highest risk to self and others	

<b>Learning outcome</b>	<b>The learner will:</b>
4	Be able to reduce risks to health and safety in the workplace
<b>Assessment criteria</b>	
The learner can:	
4.1 Work safely in accordance with own level of competence, relevant instructions and legal requirements, following environmentally friendly practices	
4.2 Manage any health and safety risks within own capability and responsibility	
4.3 Suggest ways of reducing risks to health and safety to the <b>appropriate personnel</b>	
4.4 Report any differences between workplace and suppliers' or manufacturers' instructions	
4.5 Take action to address any hazards in accordance with workplace procedures and legal requirements	
4.6 Ensure that own personal presentation and behaviour meets the requirements of relevant instructions, procedures and legal requirements	

## **Unit 032            Ensure your own actions reduce risks to health and safety**

Supporting information

### **Unit range**

**Appropriate personnel** could include Human Resources, line manager, supervisor, health & safety officer, colleagues.

### **Guidance**

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.

## Unit 033

## Enable learning through demonstrations and instructions

<b>UAN:</b>	M/600/9726
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to National Occupational Standards in Advice and Guidance 2006.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
<b>Aim:</b>	This unit requires the learner to plan, deliver and evaluate appropriate training for an individual.

<b>Learning outcome</b>	<b>The learner will:</b>
1	Be able to plan for an learner's training needs
<b>Assessment criteria</b>	
The learner can: 1.1 Write a training needs analysis for an individual 1.2 Plan for any <b>barriers to learning</b> 1.3 Design a realistic training programme to meet the individual's needs and which ensures health and safety	

<b>Learning outcome</b>	<b>The learner will:</b>
2	Be able to deliver the appropriate training
<b>Assessment criteria</b>	
The learner can: 2.1 Instruct the learner, following the designed training programme 2.2 Carry out training in an <b>appropriate environment</b> 2.3 Respond to the needs of the individuals during learning 2.4 Encourage the learner to ask questions during the demonstration	

<b>Learning outcome</b>	<b>The learner will:</b>
3	Be able to review the training delivered, to ensure that it meets the learner's needs
<b>Assessment criteria</b>	
The learner can:	
3.1 Give <b>constructive feedback</b> to the learner on their progress	
3.2 Provide extra support if identified during feedback	
3.3 Analyse the <b>effectiveness</b> of the training	

## Unit 033            Enable learning through demonstrations and instructions

### Supporting information

#### Unit range

**Barriers to learning** could include, sensory impairment, language, confidence, learning environment, self esteem

**Appropriate environment** could take into account privacy, physical comfort, temperature, distractions, assistive technologies if needed, translation, interpreters

**Constructive feedback** could include positive or negative feedback. It should be balanced, use positive evidence based encouragement, highlight areas for improvement, not based on criticism

**Effectiveness** could include reflection by the trainer/tutor, evaluation by the learner, formal or informal assessment and follow up application of the training.

#### Guidance

The performance component of this unit will require workplace observation. 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 the informed consent from clients or their advocate. Equally, any client records, presented as learner 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 the learners' portfolios of evidence.



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that learners completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 4 Diploma in Advice and Guidance

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw).



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessment.

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[www.cityandguilds.com](http://www.cityandguilds.com)



## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: <b>learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

## **About City & Guilds**

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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