

# Qualification Guide



## NOCN Level 1 Award in Information, Advice and Guidance Awareness

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The **Diversity** of Learning

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## **National Open College Network**

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The National Open College Network (NOCN) is a major awarding body providing a national framework of credit-based units and national qualifications. NOCN offers a complementary range of national and local services including curriculum development to support local, regional and national demand.

NOCN works with providers, employers, sector bodies and others to develop flexible and responsive credit-based courses and qualifications that widen access to lifelong learning and address exclusion, participation and achievement.

The NOCN Credit and Qualification Framework provides opportunities for learners to achieve unit credits and use these to provide a route to full qualifications and further learning. Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications.

The NOCN Level 1 Award in Information, Advice and Guidance Awareness is designed to fit within NOCN's flexible framework. The qualification develops the skills and knowledge that will enable people to understand the role of an information, advice and guidance worker; an understanding of the necessary skills which need to be developed to take on the role, and knowledge of the boundaries which need to be set as part of the role.

NOCN, through its Open College Network (OCNs), has over 3,000 Centres across the UK. NOCN approves Centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications.

NOCN has wide-ranging experience in centre and programme approval and supports centres locally to ensure all awards are valid and valued.

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## **1. About the qualification**

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The NOCN Level 1 Award in Information, Advice and Guidance Awareness is an important innovation in Information, Advice and Guidance Skills, in that it acknowledges that there are people within the communities for whom a Level 1 qualification is most appropriate. This might include people with an interest in Information, Advice and Guidance work, who want to be proactive in their community, but who have had no training in this area. There are a number of people who might be included in this group who would gain confidence both in their ability to achieve and in their role in the community through studying for a qualification at this level.

The qualification will prove beneficial in four critical areas:

- The organisation or institution to which the learner is attached will benefit, as the learner's practice becomes more informed.
- The community member in contact with the learner will receive better information from someone who is aware of the boundaries underpinning practice in Information, Advice and Guidance.
- The learner will be more aware of the role of Information, Advice and Guidance, and the boundaries of their role in relation to this.
- The learner will be more aware of the skills needed and further study required to engage in Information, Advice and Guidance.

The qualification complements initiatives in community regeneration and capacity building by providing people working within their communities with an introductory knowledge of information, advice and guidance principles to enable them to work more effectively. The units have been mapped against the National Occupational Standards set out by the Employment NTO (ENTO) and Basic Skills standards.

The NOCN Level 1 Award in Information, Advice and Guidance Awareness aims to:

- Create the first step on a pathway to a work role in Information, Advice and Guidance.
- Introduce Information, Advice and Guidance principles and practice skills.
- Help establish good practice in relation to the boundaries of the role.

### **Guided Learning Hours**

The recommended guided learning hours for one unit credit is 30. The total recommended guided learning hours is 60 plus the completion of the external assessment. This is notional learning time based on the credit values assigned to the units. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements, will take much longer.

### **Key Skills**

You may be able to design activities in preparing for unit assessment which will provide opportunities for achieving the wider key skills. The tables below signpost the opportunities for the acquisition, development and production of evidence for key skills and the wider key skills in teaching and learning units of this qualification. The degree of opportunity in any one unit will

depend upon a number of your own centre-specific factors, including teaching strategies and level of resources.

<b>Unit Title</b>	<b>Application of Number Level One</b>	<b>Communication Level One</b>	<b>Information Technology Level One</b>
Introduction to Underpinning Principles of Information, Advice and Guidance Skills		C1.1, C1.2	*
Introduction to Skills in Delivering Information, Advice and Guidance		C1.1	

<b>Unit Title</b>	<b>Improve Own Learning and Performance Level One</b>	<b>Working with Others Level One</b>	<b>Problem Solving Level One</b>
Introduction to Underpinning Principles of Information, Advice and Guidance Skills	LP1.1	WO1.1, WO1.2, WO1.3	PS1.1, PS1.2
Introduction to Skills in Delivering Information, Advice and Guidance	LP1.1, LP1.2, LP1.3	WO1, WO1.2, WO1.3	PS1.1, PS1.2, PS1.3

\* There will be reference to ICT as a useful source of information. However, as delivery of this qualification is not contingent on either the availability or the use of ICT, especially given the possible contexts of delivery, no mapping is provided as part of the key skills mapping. Centres will, however, be advised that learners need to be aware of the key roles for ICT in Information, Advice and Guidance.

NB The signposting in the two tables above represents opportunities to acquire and produce evidence of the key skills which are possible through this qualification. There may be other opportunities to achieve these and other aspects of key skills via this specification, but such opportunities are dependent on the detailed course of study delivered within your centre.

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## **How the Qualification Relates to Wider Education and Training Issues**

The NOCN Level 1 Award in Information, Advice and Guidance Awareness has been developed to:

- Complement initiatives in community regeneration and capacity building, reinforcing quality standards and provide a qualification for progression to Information, Advice and Guidance for people involved in various roles in communities.
- Enable learners to meet the needs of community members, in the broadest sense, more effectively; where individual circumstances impact on community members' choices.
- Encourage many people working in paid or unpaid capacity to improve their skills, thereby improving the referral standard of informal providers who are often the chosen first contacts for people from marginalized communities.

## **Relationship with National Occupational Standards**

The NOCN Level 1 Award in Information, Advice and Guidance Awareness is related to the National Occupational Standards (NOS) developed by the Employment NTO. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in information, advice and guidance.

## **Language Requirements**

If you have a requirement for this qualification in Welsh, please contact NOCN. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

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## **2. Who is the qualification for?**

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The NOCN Level 1 Award in Information, Advice and Guidance Awareness is aimed at those workers who are starting in information, advice and guidance roles either in the paid or voluntary sectors or whose role may involve general signposting activities.

**The minimum age for access to the qualification is 16.**

The qualification is particularly suitable for:

- People involved in general signposting in a paid or unpaid capacity in communities, who have not been involved in mainstream education for some time, and who would benefit from developing confidence through a relevant introductory programme of study.
- People interested in information, advice and guidance delivery, who might not be involved in it at present, who would benefit from a relevant introductory programme.
- People new to a work role which includes general signposting, for whom this programme would prove a useful induction programme.

The qualification would be particularly useful for:

- Learning Champions
- Learning Ambassadors
- Signposters/volunteers in their local communities.

### **Restrictions on Learner Entry**

There are no restrictions on learners' entry to this qualification.

There is no overlap between units of this qualification and other NOCN qualifications.

### **Recommended Prior Learning**

Learners will need to:

- Read and interpret given tasks.
- Write answers that are clear, logical and understandable.
- Organise relevant information clearly and coherently.

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## **Progression Opportunities**

The NOCN Level 1 Award in Information, Advice and Guidance Awareness enables progression to other appropriate Level 2 provision providing progression opportunities, for example, facilitating group learning or mentoring.

The NOCN Level 1 Award in Information, Advice and Guidance Awareness relates academically to GCSE subjects such as sociology, psychology and English, and also citizenship and key skills, so learners will be able to progress to:

- NOCN Level 2 Award or Level 3 Certificate in Information, Advice and Guidance
- NVQ Level 2 in Advice and Guidance
- Other appropriate Level 2 provision.

## **Learners with Particular Requirements**

Assessment within NOCN Level 1 Award in Information, Advice and Guidance Awareness is designed to be accessible and inclusive. The criterion referenced approach in the units allows flexibility through an assessment methodology which is deemed appropriate and rigorous for individuals or groups of adult learners.

If you have learners with particular requirements you should use the guidance in the NOCN Handbook for Centres in applying for special arrangements.

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### **3. Achieving the qualification**

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The NOCN Level 1 Award in Information, Advice and Guidance Awareness is composed of a total of two mandatory units. To achieve the qualification, the learner must achieve the mandatory units plus the external assessment.

Mandatory units must be completed by learners. The knowledge and understanding they assess is essential for achievement of the qualification.

The external assessment comprises two written tasks which are externally set and internally marked.

This qualification contains the following mandatory units:

<b>Unit Code</b>	<b>NOCN Code</b>	<b>Unit Title</b>	<b>Optional/ Mandatory</b>	<b>Credit Value</b>	<b>Level</b>
F/102/3806	PS3/1/QQ/001	Introduction to Underpinning Principles of Information, Advice and Guidance	Mandatory	3	One
J/102/3807	PS3/1/QQ/002	Introduction to Skills in Delivering Information, Advice and Guidance	Mandatory	3	One

#### **Achieving Units of the Qualification**

- Units of the qualification can be separately assessed and certificated.
- Units can be combined to achieve the qualification.
- Only the specific units from within the qualification may count as unit credit towards the achievement requirements of the qualification.

#### **4. The qualification units**

**UNIT TITLE:** Introduction to Underpinning Principles of Information, Advice and Guidance

**LEVEL:** One  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/1/QQ/001  
**ACCREDITED UNIT NO:** F/102/3806

This unit has 7 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Have an understanding of the scope of information, advice and guidance in the context of a specific work environment. <b>(AG1, AG2)<sup>1</sup></b>	1.1. Identify ways in which information, advice and guidance is given in the context of his/her own work environment or other given work environment.
2. Have an understanding of his/her own role in meeting clients' needs. <b>(AG1, AG2, AG3, AG4)</b>	2.1. Identify ways in which his/her own role relates to an information, advice and guidance context. 2.2. Identify key features of his/her own role in meeting people's information, advice and guidance needs.
3. Have an understanding of establishing people's information, advice and guidance needs. <b>(AG1, AG2, AG3, AG4, AG5)</b>	3.1. Identify ways of establishing information, advice and guidance needs with individuals. 3.2. Identify appropriate information media for individuals.
4. Have an awareness of an individual's further information needs and points of referral. <b>(AG12, AG13, AG18)</b>	4.1. Identify situations in which someone needs to be referred. 4.2. Identify examples of appropriate local provision to which people might be referred.

<sup>1</sup> These units are mapped to the National Occupational Standards set out by the Employment NTO.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<p>5. Have an understanding of the importance of Equal Opportunities and relevant legislation. <b>(AG1, AG2, AG3, AG4, AG6)</b></p>	<p>5.1. List possible barriers to educations and training which might be faced by clients, for example, from minority ethnic groups, disabled people. 5.2. Identify key features of Equal Opportunities and other relevant legislation and/or institutional policy in relation to information, advice and guidance.</p>
<p>6. Have an understanding of the need for confidentiality and ways of maintaining confidentiality. <b>(AG1, AG2, AG3, AG4, AG6)</b></p>	<p>6.1. State what confidentiality means. 6.2. Give examples on how confidentiality can be maintained. 6.3. State why it is important to maintain confidentiality in the information, advice and guidance context.</p>
<p>7. Identify relevant provision and progression opportunities for learners locally. <b>(AG3, AG4, AG5, AG12)</b></p>	<p>7.1. Identify local providers of training and educational opportunities. 7.2. Identify examples of useful information relating to educational or employment opportunities for learners locally. 7.3. Identify one educational or training programme which would be appropriate for him/her, giving reasons for choice.</p>

**UNIT TITLE:** Introduction to Underpinning Principles of Information, Advice and Guidance

**LEVEL:** One  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/1/QQ/001  
**ACCREDITED UNIT NO:** F/102/3806

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.  
**O = Optional** – this assessment method *could* be used to assess the unit.

Case study	O	Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary		Practice file	O

**Signposting Key Skills**

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

<b>Key Skill</b>		<b>Wider Key Skill</b>	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

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**UNIT TITLE: Introduction to Underpinning Principles of Information, Advice and Guidance**

**Indicative Content**

**Aims**

This unit aims to provide the learner with a(n):

- Introduction to principles and values underlying information, advice and guidance.
- Broad understanding of the purpose of referral.
- Understanding of Equal Opportunities issues.
- Opportunity to reflect on his/her own potential progression routes in information, advice and guidance.

This unit is assessed through internally set and internally marked assessments.

**Key Areas of Content/Syllabus**

The delivery and learning to support this unit should cover key areas relating to information, advice and guidance principles including the scope of the role, points of referral, equal opportunities and relevant legislation and confidentiality. Delivery should take account of the learners' own work environment and their role within its opportunities for learners to apply knowledge gained to their own work/context is important, as is reflection on learner opportunities for own progression.

**Assessment Guidance**

This unit assesses the learner's ability to understand information, advice and guidance practice and the values and principles underlying it. The assessment is made up of two tasks. Each task relates to an information, advice and guidance context.

The learner is required to:

- Complete the questions based on local information, advice and guidance providers and provision.
- Complete the pro-forma relating to principles and issues.

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## **Using the tasks**

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and that this is approved by the quality reviewer.

The tutor should ensure that:

- The learner understands the task.
- The learner completes the assessments independently and submits their own work.
- The learner is prepared to complete the assessment and has all relevant resources available.

## **Assessment Evidence**

- Completed pro-formas
- Completed questions





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**Task Two: Education and Training Providers**

1. Identify three education and/or training providers locally and give a brief summary of the range of provision they offer.

Education/Training Provider	Summary of Provision Offered

2. Identify one education or training programme which you think would be appropriate for you to support your development and progression in information, advice and guidance. Give reasons for your choice.

Education/Training Programme	Reasons why this would be appropriate

**UNIT TITLE: Introduction to Underpinning Principles of Information, Advice and Guidance**

**Achievement Criteria**

Learner Name:	
Centre No:	Centre Name:
Task One: Role of Information, Advice and Guidance Workers	

<b>The learner has achieved the task when she/he:</b>	<b>Tutor Comments</b>	<b>Learner Achieved</b>	<b>Tutor Signature</b>	<b>Internal Verifier Signature</b>	<b>Date</b>
Accurately identifies the main responsibilities of the role of information, advice and guidance worker.					
Explains in a logical and clear manner his/her own role in relation to information, advice and guidance.					
Identifies general barriers to education, training or work faced by clients (for example financial).					
Identifies particular barriers to education and training for two specific groups (for example, physical access for wheelchair users).					
Identifies at least two key relevant features of policies.					
Outlines at least three logical reasons for maintaining confidentiality.					
Provides details of at least two ways in which confidentiality can be maintained.					

**UNIT TITLE:** Introduction to Underpinning Principles of Information, Advice and Guidance

**Achievement Criteria**

Learner Name:	
Centre No:	Centre Name:
Task Two:	Education and Training Providers

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Internal Verifier Signature	Date
Identifies three local providers of training and educational opportunities.					
Identifies at least three examples of useful information relating to educational or employment opportunities for learners locally.					
Identifies one educational or training programme which would be appropriate for him/her, giving reasons for choice.					

**UNIT TITLE:** Introduction to Skills in Delivering Information, Advice and Guidance

**LEVEL:** One  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/1/QQ/002  
**ACCREDITED UNIT NO:** J/102/3807

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Have an understanding of appropriate contexts for information, advice and guidance delivery. <b>(AG1, AG2, AG3)<sup>1</sup></b>	1.1. Identify locally based organisations and individuals who deliver information, advice and guidance. 1.2. Identify appropriate contexts for information, advice and guidance delivery, for example, educational guidance services and list reasons why they are appropriate.
2. Have an understanding of the importance of good communication and interpersonal skills in information, advice and guidance delivery. <b>(AG1, AG2, AG3, AG4, AG5)</b>	2.1. State what is meant by a supportive and appropriate manner in information, advice and guidance context. 2.2. Identify and demonstrate examples of good listening skills. 2.3. Identify and demonstrate aspects of non-verbal communication which can contribute to positive interactions. 2.4. Give an example each of an open, closed and leading questions, and state how each might be used in positive interactions. 2.5. Identify examples of inappropriate expression of beliefs and values when dealing with people.
3. Have an understanding of good communication and interpersonal skills in information, advice and guidance. <b>(AG1, AG2, AG3, AG4, AG5)</b>	3.1. State what is meant by 'impartiality'. 3.2. Identify examples of inappropriate expression of beliefs and values when dealing with people.
4. Have an understanding of referral and good practice in referring clients. <b>(AG1, AG2, AG5, AG12, AG13)</b>	4.1. Identify situations in which someone needs to be referred. 4.2. Demonstrate how to signpost people in a supportive and appropriate manner.

<sup>1</sup> These units are mapped to the National Occupational Standards set out by the Employment NTO.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
5. Have an understanding of the need for confidentiality and ways of maintaining confidentiality. <b>(AG6, AG12, AG13)</b>	5.1. State what confidentiality means. 5.2. Give examples on how confidentiality can be maintained. 5.3. State why it is important to maintain confidentiality in the information, advice and guidance context.
6. Reflect on own strengths and areas for development. <b>(AG15, AG16)</b>	6.1. Respond to feedback on own communication and interpersonal skills. 6.2. Identify personal strengths which can contribute to effective information, advice and guidance delivery and areas for personal development.

**UNIT TITLE:** Introduction to Skills in Delivering Information, Advice and Guidance

**LEVEL:** One  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/1/QQ/002  
**ACCREDITED UNIT NO:** J/102/3807

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

<b>Case study</b>		<b>Project</b>	
<b>Written question &amp; answer/test/exam</b>		<b>Role play/simulation</b>	<b>O</b>
<b>Essay</b>		<b>Practical demonstration</b>	
<b>Report</b>		<b>Group discussion</b>	<b>O</b>
<b>Oral question and answer</b>	<b>O</b>	<b>Performance/exhibition</b>	
<b>Written description</b>	<b>O</b>	<b>Production of artefact</b>	
<b>Reflective log / diary</b>	<b>O</b>	<b>Practice file</b>	<b>O</b>

**Signposting Key Skills**

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

<b>Key Skill</b>		<b>Wider Key Skill</b>	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

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**UNIT TITLE: Introduction to Skills in Delivering Information, Advice and Guidance J/102/3807**

## **Indicative Content**

### **Aims**

This unit aims to provide the learner with:

- An opportunity to develop an understanding of information, advice and guidance practice, through focusing on communication and interpersonal skills used in interactions with clients.
- Feedback as an aid to improvement and development of interaction skills.

This unit assessed through internally set and internally marked assessments.

### **Key Areas of Content/Syllabus**

The delivery and learning for this unit focuses on the development of communication and interpersonal skills of learners in order to enable them to work more effectively. The learning gained should help establish good practice in relation to the boundaries of their role and the delivery must take account of the particular contexts in which learners are working. Key issues relating to practice including impartiality, referral and confidentiality must be covered and should underpin the development of communication skills. Practical role plays using simulated contexts (not real situations) will be central tools in the delivery of this unit.

### **Assessment Guidance**

This unit is intended to give the learner practice in dealing with clients in a role play environment and to give the learner feedback which would inform future practice. The assessment is made up of three tasks. Each task relates to information, advice and guidance context.

The learner is required to:

- Complete 'Set Criteria Observation Pack'.
- Include reference to own progression.

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## Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learner's experience or cultural context. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and that this is approved by the quality reviewer.

The tutor should ensure that:

- The learner understands the tasks.
- The learner completes the assessments independently and submits their own work.
- The learner is prepared to complete the assessment and has all relevant resources available.

## Assessment Evidence

- Completed pro-formas
- Completed questions
- Observation sheets
- Tutor notes
- Responses to feedback

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**UNIT TITLE: Introduction to Skills in Delivering Information, Advice and Guidance J/102/3807**

**Assessment Tasks**

**Task One: Appropriate Contexts for Information, Advice and Guidance Delivery**

Complete the proforma to show your understanding of who is in a position to deliver information, advice and guidance and appropriate contexts for this activity. You should provide two examples in each section.

1. List two locally based organisations and individuals who deliver information, advice and guidance.

2a. List two appropriate contexts for information, advice and guidance delivery.

2b. State why these are appropriate contexts for information, advice and guidance delivery.

3a. List two inappropriate contexts for information, advice and guidance delivery.

3b. State why these are inappropriate contexts for information, advice and guidance delivery.

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**Instructions to Tutors:**

Tutors should provide two opportunities, through simulated role play situations, for learners to demonstrate communication and interpersonal skills in an information, advice and guidance delivery situation. The simulated contexts should wherever possible relate to a learner's own work context/experience and must allow the learner to demonstrate achievement of all the assessment criteria. Learners should be given the opportunity to consider their role and prepare adequately for the assessed activity. Tutors must record outcomes for each individual learner.

**Instructions to Learners:**

You will be asked to undertake two interactions through role play to demonstrate communication and interpersonal skills learned. You will receive feedback from the tutor following each role play.

**Task Two: Observed Interactions to Set Criteria**

**Communication and Interpersonal Skills for Information, Advice and  
Guidance Delivery Checklist**

**Role Play Interactions:**

**Learner/Practitioner:**

**“Client”:**

**Observer:**

**Date of Observation:**

**Location of Interaction:**



**Task Three: Questions Relating to Information, Advice and Guidance Delivery**

You should answer the questions below as fully as possible. Answers may be in full sentences or note form but must show your understanding of information, advice and guidance delivery.

- 1a. Why is client confidentiality important?
  
- 1b. State one example of how you would maintain confidentiality in delivering information, advice and guidance.
  
- 2a. What is meant by “impartiality” in information, advice and guidance delivery?
  
- 2b. State how you would maintain impartiality in delivering information, advice and guidance.
  
3. Identify at least two examples of inappropriate expression of beliefs and values when dealing with clients.
  
4. Give two examples of situations when someone might need to be referred on, and state how this would be done.
  
5. Give examples of ways in which your communication skills contribute to effective information, advice and guidance delivery.
  
6. Summarise your personal strengths and areas for development identified through observed interactions.

**Tutor note:** Learners may answer questions orally but if this method is used, a detailed tutor record of the individual learner’s response must be kept for verification purposes.

**UNIT TITLE: Introduction to Skills in Delivering Information, Advice and Guidance**

**Achievement Criteria**

Learner Name:	
Centre No:	Centre Name:
Task One:	Appropriate Contexts for Information, Advice and Guidance Delivery

<b>The learner has achieved the task when she/he:</b>	<b>Tutor Comments</b>	<b>Learner Achieved</b>	<b>Tutor Signature</b>	<b>Internal Verifier Signature</b>	<b>Date</b>
Identifies two locally based organisations and individuals who deliver information, advice and guidance.					
Identifies two appropriate contexts for information, advice and guidance delivery, for example, Educational Guidance Services, and list reasons why they are appropriate.					
Identifies two inappropriate contexts for information, advice and guidance delivery and lists reasons why they are inappropriate.					

**UNIT TITLE: Introduction to Skills in Delivering Information, Advice and Guidance**

**Achievement Criteria**

Learner Name:	
Centre No:	Centre Name:
Task Two:	Observed Interactions to Set Criteria

<b>The learner has achieved the task when she/he:</b>	<b>Tutor Comments</b>	<b>Learner Achieved</b>	<b>Tutor Signature</b>	<b>Internal Verifier Signature</b>	<b>Date</b>
Identifies and demonstrates examples of good listening skills.					
Identifies and demonstrates aspects of non-verbal communication which can contribute to positive interactions.					
Gives information clearly and appropriately in a role play situation.					
Responds to questions clearly and appropriately in a role play situation.					
Responds to feedback on own communication and interpersonal skills.					
Demonstrates how to refer clients in a supportive and appropriate manner.					
Identifies and demonstrates how to record details of client referral.					

**UNIT TITLE: Introduction to Skills in Delivering Information, Advice and Guidance**

**Achievement Criteria**

Learner Name:	
Centre No:	Centre Name:
Task Title:	Questions Relating to Information, Advice and Guidance Delivery

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Internal Verifier Signature	Date
States what is meant by "impartiality".					
Identifies examples of impartiality within an information, advice and guidance context.					
Gives one example of how confidentiality can be maintained.					
States why it is important to maintain confidentiality in the information, advice and guidance context.					
Identifies at least two examples of inappropriate expression of beliefs and values when dealing with clients.					
Identifies two situations in which a client needs to be referred.					
Identifies own positive communication skills which contribute to effective information, advice and guidance delivery.					
Identifies personal strengths which can contribute to effective information, advice and guidance delivery and areas for personal development.					

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## **5. How will the qualification be assessed?**

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The qualification is awarded to learners who successfully achieve the required units as per the qualification specification, indicated in Section 3. Achieving the qualification.

### **Unit Assessment**

Achievement of units is through internally set, internally assessed and externally moderated assessment activity. Centres devise assessment tasks to meet the specification for assessment detailed for each unit. The activity must meet the standards detailed in the assessment grid provided on each unit. If an assessment method is prescribed, it must be used to assess the unit.

Centre devised assessments will be scrutinised by the quality reviewer against the unit specification and NOCN Assessment Definitions grid to ensure reliability and validity of assessment. Centres will be required to provide samples for local and national standardisation activity.

### **Marking Tasks**

Each task must be assessed against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. Units are either achieved or not achieved.

### **Recording Achievement**

To record a learner's performance in each unit you may use the forms provided in the NOCN Handbook. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

### **Summative/Externally Set Assessment**

Details of the requirements for summative/external assessment for this qualification are provided in the External Assessment Pack.

The external assessment for the NOCN Level 1 Award in Information, Advice and Guidance Awareness consists of a two-part assessment assessing knowledge and understanding gained across both units of the qualification.

### **Assessment Summary**

To achieve the qualification the learner must achieve all the assessment components for the units. No compensation across units is allowed.

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## **6. Offering the qualification**

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Centres wishing to offer the qualification or units of the qualification should in the first instance contact their regional OCN office for information and support. A list of all OCN offices and contacts can be found on the NOCN website [www.nocn.org.uk](http://www.nocn.org.uk).

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification, externally set assessment and certification will be completed through your regional OCN who will have an identified officer to support your Centre. If you have any queries or difficulties at any time you should contact your regional OCN office.

### **Approval to Offer NOCN Qualifications or Units of NOCN Qualifications**

If you are a new Centre and wish to offer this qualification to learners there are three easy steps to follow:

- |         |   |
|---------|---|
| Step 1. | Contact your regional OCN office for information and support.   |
| Step 2. | Complete the NOCN Centre Approval Process.  |
| Step 3. | Follow the guidance in the NOCN Handbook to notify the OCN when you are ready to deliver the qualification. |

### **Support for Centres**

1. Your regional OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Officer who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Officer must ensure all procedures detailed in the NOCN Handbook operate effectively in the Centre.
6. The Centre Officer is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Approval.
7. The Centre Officer is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to.

Full details of all NOCN requirements are provided in the NOCN Handbook.

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## **7. How is the qualification quality assured?**

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### **General Information**

All providers wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your regional OCN will provide guidance and give support in enabling you to deliver the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

Details and guidance are provided in the NOCN Handbook.

### **Standardisation**

NOCN will undertake a process of standardisation annually. Units from the qualification will be selected for standardisation and OCNs will collect assessment materials from Centres each year. OCNs will notify Centres on an annual basis of the required sample and materials for standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Approval Process to contribute assessment materials for standardisation.** Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit
- Recommendations, advice and guidance for use of the qualification and assessment of units.

**Learner Achievement Record**

Learner Name:	
Centre No.:	Centre Name:
Qualification:	NOCN Level 1 Award in Information, Advice and Guidance Awareness

Unit Achieved:	Learner Achieved	Tutor Signature	Internal Verifier Signature	Date
Introduction to Underpinning Principles of Information, Advice and Guidance				
Introduction to Skills in Delivering Information, Advice and Guidance				

Qualification Achieved:
Internal Verifier Signature:
Date:

# NOCN Level 1 Award in Information Advice and Guidance Awareness



Accreditation start date: 01/04/2004  
Accreditation end date: 31/07/2008  
Certification end date: 31/07/2009

National Open College Network  
The Quadrant  
Parkway Business Park  
99 Parkway Avenue  
Sheffield  
S9 4WG

Tel. 0114 2270500  
Fax. 0114 2270501

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)  
Web: [www.nocn.org.uk](http://www.nocn.org.uk)

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