

Qualification Guide



NOCN Level 2 Intermediate Award in Developing Information, Advice and Guidance



National Accreditation No. 100/2451/7
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Coding and Numbering System for Units

**INTERMEDIATE AWARD IN DEVELOPING
INFORMATION, ADVICE AND GUIDANCE SKILLS**

Accreditation No: 100/2451/7

Accreditation Start Date: 01/08/2006

Accreditation End Date: 31/07/2007

Certification End Date: 31/07/2009

Compulsory Units

NOCN Unit Code	Unit Title	Level	NOCN Credit Value	Accredited Units: Unit Number
PS32QQ001	Information, Advice and Guidance in Practice	Two	3	T/101/5167
PS32QQ002	Interaction Skills for Information, Advice and Guidance	Two	3	A/101/5168
PS32QQ003	Case Study	Two	3	F/101/5169

Optional Units

NOCN Unit Code	Unit Title	Level	NOCN Credit Value	Accredited Units: Unit Number
PS32QQ004	Networking and Referral	Two	3	T/101/5170
PS32QQ005	Managing Information	Two	3	A/101/5171
PS32QQ006	Information, Advice and Guidance in Context	Two	3	F/101/5172

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THE NATIONAL OPEN COLLEGE NETWORK (NOCN)

The National Open College Network is the UK's foremost provider of accreditation services for adult learning. Ever since its foundation, NOCN has committed itself to promoting and supporting wider access to high quality, lifelong learning opportunities and to formal recognition of learners' achievements. In doing so, NOCN believes that the needs of learners are paramount and that meeting these needs can help to create a more equitable society.

NOCN is a national qualification awarding body, subject to regulation by QCA (in England), ACCAC (in Wales) and CCEA (in Northern Ireland). Some NOCN qualifications and services are also available in Scotland.

NOCN offers qualifications from Entry Level to Level Three/Advanced in a wide range of subjects and areas. A number of qualifications at Level Four are also being developed. All are designed to be suitable for adults and for anyone for whom more traditional qualifications are unsuitable. NOCN qualifications enable learners to achieve specific unit credits for their achievements and to accumulate these credits towards the achievement of the full qualification. Above all, NOCN qualifications are designed to be accessible and to support the development of skills and knowledge that enable people to participate in work, in their communities or in further learning.

The National Open College Network exists to promote and support regional Open College Networks (OCNs) in developing and widening access to high quality and flexible education, and to training and learning in any context, particularly for learners who have benefited least from formal provision. NOCN ensures that there is a quality assured, effective and comprehensive framework through which individual licensed OCNs can consistently award credit for learner achievement and provide access to NOCN national qualifications.

OPEN COLLEGE NETWORKS (OCNs)

On behalf of NOCN, OCNs provide the quality assurance arrangements for NOCN qualifications. You will be working closely with your local OCN in delivering these qualifications. A list of OCNs and contact addresses can be found on page 79.

OCNs are locally managed membership organisations which provide credit awards for a wide range of learning taking place in centres from all sectors of education and training. The OCN accreditation framework is particularly designed to address the needs of learners whose achievements have not been formally recognised or have remained outside the existing qualification framework.

OCNs operate on the basis of partnership between different sectors of education and training. They bring together a range of organisations that either provide, or are concerned with, learning opportunities for adults and young people.

OCNs operate throughout England, Wales and Northern Ireland.

INTRODUCTION TO NOCN INTERMEDIATE AWARD IN DEVELOPING INFORMATION, ADVICE AND GUIDANCE SKILLS

Rationale

The government agenda to widen participation and to prevent social exclusion has placed a new emphasis on Information, Advice and Guidance, as a means of identifying progression routes to educational, training and work opportunities for adults who live and work in a wide range of environments. As stated in the introduction to the Guidance Council website:

“In constructing lifelong careers into the twenty first century, individuals are likely to have a recurrent need for guidance throughout their lives.”

(p.1 – <http://www.guidancecouncil.com/code/code.htm>)

Information, Advice and Guidance is also seen as being at the heart of moves to encourage social cohesion. Many people are already delivering good quality Information, Advice and Guidance, but do not recognise the full import and range of their role. Therefore, this qualification is being developed to respond to the government agenda, while recognising and valuing the contributions of a vast number of people to lifelong learning. It will provide underpinning theoretical and practical skills to enable people involved in giving Information, Advice and Guidance to become more aware of their role and to perform it in a more informed and confident way. The qualification will prove beneficial in three crucial areas:

- i. To the learner, who will be better skilled and more confident in Information, Advice and Guidance delivery, and who will be more able to identify further educational, training and/or work opportunities for her or himself.
- ii. To the organisation or institution to which the Information, Advice and Guidance learner is attached, as the learner's practice becomes more informed and confident.
- iii. To the client, who will receive better informed Information, Advice and Guidance from someone who has a firmer understanding of the role, the necessary skills to fulfil it, its boundaries and the principles underpinning practice.

The NOCN Intermediate Award in Developing Information, Advice and Guidance Skills forms part of a suite of Information, Advice and Guidance qualifications, ranging from Level One to Level Three. Learners wanting to gain an appropriate qualification to support their work in Information, Advice and Guidance can, therefore, start at the point where they feel most confident to achieve and learn. The NOCN Advanced Certificate in Information, Advice and Guidance is intended to provide a developmental qualification for organisations which may have limited resources, by allowing the accumulation of unit credit towards a recognised qualification.

The NOCN Intermediate Award in Developing Information, Advice and Guidance Skills is an important innovation, in that it has been developed to acknowledge and underpin the practice of the many people who deliver Information, Advice and Guidance as part of their role, while not employed primarily in that capacity. It has been designed to be a practical and effective response to the growing recognition of the importance of good quality Information, Advice and Guidance in encouraging a learning society and routes into employment.

Target Group

The NOCN Intermediate Award in Developing Information, Advice and Guidance Skills is offered at Level Two, and consists of five unit credits, related to reflection on personal practice and development of a client-centred approach to practice. This qualification will be appropriate for:

- People delivering Information and Advice who want recognition for the work that they do.
- People who have an interest and/or some involvement in Information, Advice and Guidance delivery but not as their primary role, for example:
 - Firstline staff for example, receptionists, secretaries, learner support workers.
 - People working in voluntary organisations.
 - People working with further, adult or community groups for example full time or part time tutors, outreach workers.
 - Members of staff working formally or informally with young people for example Youth Service/ Careers Service, Connexions.
 - Anyone involved in the delivery of Information, Advice and Guidance who would benefit from a programme of study which would reinforce good practice, provide underpinning knowledge and give formal recognition for learning and skills developed through experience.
- People who are involved in general signposting as part of their work role, who would benefit from a programme of learning which would provide them with the underpinning knowledge and skills to perform their role more effectively.

Progression Opportunities

Learners completing The NOCN Intermediate Award in Developing Information, Advice and Guidance Skills will be able to progress to:

- NOCN Advanced Certificate in Information, Advice and Guidance.
- NVQ Level Two or Three in Advice and Guidance.
- Other appropriate related Level Two and Three provisions, for example teaching adult learners, facilitating group learning or Mentoring.

The NOCN Intermediate Award in Developing Information, Advice and Guidance Skills relates academically to GCSE subjects such as Sociology and Psychology or English Language, Citizenship, Key Skills etc. in so far as the units focus on aspects of social interaction, general communication skills, and equal opportunities. Therefore, learners will have gained the appropriate knowledge and skills to progress to these subjects at higher levels or towards Counselling courses at Level Two and above (for example CSCT Stage 1 Certificate in Counselling Skills, CSCT Stage 1 Certificate in Counselling Theory, CSCT Stage 2 Advanced Certificate in Skills and Theory). This would also be a valid qualification for people involved in Community Development and Working in Voluntary Organisations and would enable access to further qualifications in this field.

The qualification contains units which address Equal Opportunities issues, confidentiality and communication skills. Units within the qualification are specifically designed to raise awareness of the needs of people who are marginalised. Therefore, this qualification would be a valid qualification for anyone intending to enter 'people professions', i.e. professions where informal guidance is an integral part of someone's work, such as in Nursing or Care, Teaching or Social Work, the Police Force or H.M. Prison Service.

Qualification Aims

The qualification aims to:

- Create a pathway to a career in Information, Advice and Guidance.
- Fill the acknowledged gap in provision for all those people giving Information, Advice and Guidance at this level.
- Help people who belong to the identified target groups to establish good practice and to build confidence in their ability to fulfil their role, again at the level of the qualification.
- Support workers giving information, Advice and Guidance to be able to guide learners towards informed choices.
- Respond to the acknowledged need for Information, Advice and Guidance to be embedded within communities.
- Contribute to the enhancement of a learning society.

Restrictions on Entry to the Qualification

No specific prior learning, experience and/or qualification is required for learners undertaking the NOCN Intermediate Award in Developing Information, Advice and Guidance Skills. However, the demands and nature of the qualification and the assessment requirements are such that learners will need to have literacy skills which are at least at Level One of the national standards in adult literacy. This level is required in all three skill areas of literacy. The learner will need to be able to:

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

NOCN's quality assurance arrangements for centres delivering the qualification ensures that learners have access to appropriate literacy and/or numeracy support where this is identified as an individual skills need.

Learners with Particular Requirements

Assessment within the Intermediate Award in Developing Information, Advice and Guidance Skills 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. Where a learner has a recognised disability, there should be flexible alternative means of gaining evidence which does not compromise the independent nature of the evidence required; for example audio or video tape, scribed evidence from dictation/ learner led discussion.

Through the process of programme approval, NOCN ensures that the requirements of learners with particular needs in relation to unit assessment are met. The arrangements made by the provider are scrutinised through the process of approval and monitored through the process of moderation. Specific details are outlined in the programme approval document and logged in approval reports as appropriate. This documentation is then used for moderation and monitoring. Moderators are specifically required to comment on actual delivery in relation to approved delivery and report to NOCN, through OCNs, on this.

For those learners wishing to achieve the full qualification, the requirements of external assessment must be achieved. Further details on the provision of special assessment arrangements for learners with particular requirements are outlined in the Administration Handbook for NOCN Qualifications.

KEY SKILLS

Opportunities for learners to develop and evidence achievements in Key Skills are inherent within the units of this qualification.

The opportunity to demonstrate coverage of Key Skills has been signposted within individual units of this qualification. This signposting is identified in the grid below:

Unit Title	Application of Number Level Two	Communication Level Two	Information Technology Level Two
Information, Advice and Guidance in Practice		C2.1a, C2.2, C2.3	
Interaction Skills for Information Advice and Guidance		C2.1a, C2.1b	
Networking and Referral		C2.1a, C2.3	
Managing Information		C2.1a, C2.2, C2.3	IT2.1, IT2.2, IT2.3
Information, Advice and Guidance in Context	N2.1	C2.1a, C2.2	

Unit Title	Improving own Learning and Performance Level Two	Working with Others Level Two	Problem Solving Level Two
Information, Advice and Guidance in Practice			PS2.1
Interaction Skills for Information Advice and Guidance	LP2.1, LP2.2, LP2.3	WO2.1, WO2.2, WO2.3	PS2.1, PS2.2, PS2.3
Networking and Referral	LP2.1. 2.3	WO2.1, WO2.2, WO2.3	PS2.1, PS2.2, PS2.3
Managing Information	LP2.1, LP2.3	WO2.1, WO2.2, WO2.3	PS2.1, PS2.2, PS2.3
Information, Advice and Guidance in Context	LP2.3	WO2.1	PS2.1

OTHER ISSUES

The underlying principle upon which NOCN qualifications are based is one of widening participation and offering opportunities for those learners otherwise excluded from the qualification framework. Learning outcomes have been developed to underpin this commitment and broaden the awareness and knowledge of learners across educational, cultural and social issues.

The key purpose of the suite of Information, Advice and Guidance qualifications is to provide the learner with a framework in which s/he will be able to deliver Information, Advice and Guidance effectively, understanding the boundaries of their own role and the importance of respecting individual client need. In order to develop a client-centred approach to Information, Advice and Guidance, the learner must understand issues which impact upon individuals and communities, therefore, both Equal Opportunities and Social, Cultural and Ethical Issues are all integral to the suite of qualifications and addressed in each unit. In addition, Information, Advice and Guidance cannot be delivered effectively or properly without the underpinning knowledge of Health and Safety issues and legislation, and awareness of current policy and legislation including European Policy and Legislation.

Environmental issues as such are not directly relevant to this suite of qualifications. However, consideration of the environment in which Information, Advice and Guidance is delivered is an integral part of each unit, as it directly relates to interactions, confidentiality and individual client need. Where environmental issues impact upon delivery of the qualification, it is understood that these will be addressed appropriately.

Study for this qualification will contribute to an understanding of issues, for example Health and Safety, Environmental issues and European Awareness/Legislation as indicated for each unit below. References to the ways in which this qualification addresses these issues are signposted below:

Unit Title	Social, Cultural and Ethical Issues	Health and Safety
Information, Advice and Guidance in Practice	<p>This is one of two core units where key principles of Information, Advice and Guidance delivery are reinforced. Social, Cultural and Ethical Issues are integral to this unit:</p> <ul style="list-style-type: none"> • A.C.1.4 requires the learner to describe ways in which own practice complements provision in a wider context. • A.C.2.1 requires the learner to identify the Information, Advice and Guidance needs of a range of individual clients. • A.C.3.1 requires the learner to describe ways in which appropriate information is selected and presented to individual clients. • The A.C. of L.O.4 requires the learner to identify boundaries of own role, describe ways to agree referral and identify challenges to maintaining an impartial approach to Information, Advice and Guidance. • The A.C. of L.O.6 requires the learner to describe record keeping procedures and ways in which s/he adheres to principles of client confidentiality. 	
Interaction Skills for Information Advice and Guidance	<p>Consideration of Social, Cultural and Ethical Issues is integral to this unit, which is the core unit, dealing with practical delivery. The set criteria which learners have to meet while undertaking interactions (A.C.1.3) ensure that the interaction is learner-centred, free from stereotyping and personal bias and carried out adhering to principles of client confidentiality.</p> <ul style="list-style-type: none"> • L.O. 3 requires the learner to consider her/his own beliefs and values and ways in which belief and values can impact upon interactions. • L.O.5 requires the learner to identify information which cannot be revealed to others and boundaries of confidentiality with clients. 	<p>Health and Safety is key within this practical unit:</p> <ul style="list-style-type: none"> • A.C.1.3 Requires the learners to carry out interactions to set criteria, the first of which relates to 'environmental constraints and factors of personal safety'. • A.C.4.1 Requires the learner to identify 'limits of competence' including 'limitations imposed by organisational structures', which encompasses consideration of organisational Health and Safety Policy in practice and its impact on the Information, Advice and Guidance practitioner.

Unit Title	Social, Cultural and Ethical Issues	Health and Safety
Networking and Referral	<p>Consideration of Social, Cultural and Ethical Issues is integral to this unit.</p> <ul style="list-style-type: none"> • L.O.1 requires the learner to consider the scope of her/ his practice and ways in which her/ his role relates to other agencies and networking partners. Understanding of potential client barriers to access to education will inform understanding of relevant appropriate agencies to which a client may be referred. • A.C.3.4 requires the learner to identify factors preventing clients from accessing referral opportunities. 	
Managing Information	<p>Consideration of Social, Cultural and Ethical Issues is integral to this unit.</p> <ul style="list-style-type: none"> • L.O.1 requires the learner to describe Information, Advice and Guidance needs of individual clients and ways in which needs can be met through giving information, including information provided by computer based packages. This will generate discussion on partiality and impartiality in giving information, and relates to Ethical Issues. • L.O.4 requires the learner to become familiar with local education, employment and training provision and to identify pathways for clients, which will generate discussion on Social and Cultural issues. 	<ul style="list-style-type: none"> • Discussion of computer based packages and their use, and systems of storage and retrieval relating to Health and Safety Issues.
Information, Advice and Guidance in Context	<p>Consideration of Social, Cultural and Ethical Issues is integral to this unit. The whole unit requires learners to consider the guidance needs and barriers to accessing opportunities for a specific group of clients.</p> <ul style="list-style-type: none"> • L.O.1 requires the learner to consider factors affecting client choice. • L.O.2 requires the learner to consider ways of meeting individual client choice within an group. • L.O.4 requires the learner to gain an understanding of advocacy and ways of advocating. 	

Unit Title	Environmental Issues	Equal Opportunities	European Awareness/Legislation
Information, Advice and Guidance in Practice	Interactions, confidentiality and individual client need.	<p>Equal Opportunities issues are highlighted in L.O.5.</p> <ul style="list-style-type: none"> The A.C. of L.O.5 are concerned with issues relating to equal opportunities, current legislation relating to equal opportunities and potential barriers to access to education faced by clients. 	<ul style="list-style-type: none"> The consideration of current legislation will also take in European Awareness/Legislation.
Interaction Skills for Information Advice and Guidance	Interactions, confidentiality and individual client need.		<ul style="list-style-type: none"> As in the first core unit, issues which impact on client confidentiality and equal opportunities will encompass European Awareness/Legislation.
Networking and Referral	Interactions, confidentiality and individual client need.	<ul style="list-style-type: none"> A.C.3.3 requires the learner to consider ways in which referral takes place within a Code of Practice and Equal Opportunities Framework. 	
Managing Information	Interactions, confidentiality and individual client need.	<ul style="list-style-type: none"> L.O.3 requires the learner to consider a range of media which can be used to provide information and ways in which this can be adapted to meet client need while also addressing Equal Opportunities issues. 	
Information, Advice and Guidance in Context	Interactions, confidentiality and individual client need.	<ul style="list-style-type: none"> L.O.3 requires the learner to explore issues relating to stereotyping and labelling of groups, and ways in which stereotyping can be challenged, which also directly relates to Equal Opportunities issues. L.O.5 requires the learner to consider 'cultural, physical and attitudinal barriers to learning which affect a specific client group'. It also requires the learner to consider ways in which Equal Opportunities policies can help to remove barriers and to explain the need and purpose for monitoring in relation to Equal Opportunities. 	

APPROVAL TO DELIVER THE QUALIFICATION

The OCN standard approval and quality assurance processes will apply.

In summary, the OCN will:

- Provide curriculum support and advice through the OCN.
- Approve the details of your proposals for the delivery of the qualification.
- Approve the details of your internal quality assurance arrangements.
- Appoint an external moderator for the approved programme within which the qualification is delivered.
- Verify the results of internally assessed tasks through external moderation.
- Verify the award of credit for units of the qualification through external moderation.
- Provide unit and qualification certification for learners.

Units from this qualification may be transferred into other NOCN/OCN programmes.

ACHIEVING THE QUALIFICATION

NOCN Intermediate Award in Developing Information, Advice and Guidance Skills

To achieve the qualification, learners must gain five unit credits through completion of the three compulsory units* plus two optional units.

Compulsory Units

NOCN Unit Code	Unit Title	Level	NOCN Credit Value	Accredited Units: Unit Number
PS32QQ001	Information, Advice and Guidance in Practice	Two	3	T/101/5167
PS32QQ002	Interaction Skills for Information, Advice and Guidance	Two	3	A/101/5168
PS32QQ003	Case Study	Two	3	F/101/5169

Optional Units

NOCN Unit Code	Unit Title	Level	NOCN Credit Value	Accredited Units: Unit Number
PS32QQ004	Networking and Referral	Two	3	T/101/5170
PS32QQ005	Managing Information	Two	3	A/101/5171
PS32QQ006	Information, Advice and Guidance in Context	Two	3	F/101/5172

External Assessment

* The External Assessment assesses the Compulsory Unit 'Case Study'. Learners must complete the other two Compulsory Units and two Optional units before they undertake the 'Case Study' unit and External Assessment.

The external assessment requires reflection on learning gained as a result of studying for the qualification, and the ability to make connections between the range of units taken. In this way, the assessment will provide the learner with a greater depth of understanding of ways in which aspects of Information, Advice and Guidance operate across many areas of practice that are relevant to their work context.

QUALITY ASSURANCE

General Information

All providers wishing to deliver the NOCN qualification will need to demonstrate the ability to manage and deliver the qualification including adherence to quality assurance and assessment regulations.

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

The OCN standard quality assurance arrangements and requirements will apply and include the following:

Internal Moderation – carried out by the centre delivering the qualification

The internal assessment process is subject to internal moderation in order to monitor the decisions of assessors. This means that the work of assessors is monitored through Internal Moderation, to ensure that:

- Internally set assessments meet the published benchmark
- Assessment judgements conform to agreed standards

Internal moderation is critical to the success of this qualification, including the maintenance of national standards. Internal moderation will need to be consistent with the assessment methodology of both the internal and external assessment requirements. NOCN recommends that the centre's internal moderator should hold the NOCN Internal Moderators Award or be working towards achieving it.

Key Responsibilities of the Internal Moderator

- Sampling assessment
- Verifying assessment
- Supporting and providing feedback to assessors
- Identifying good practice
- Liaising with NOCN External Moderators
- Identifying training and development requirements
- Maintaining accurate and up-to-date records of internal moderation activity

Guidelines for Internal Moderation Sampling

- The overall sample should be equal to the square root of the number of learners or a minimum of five.
- All methods of assessment must be sampled.
- The overall assessment sample should be drawn from across all tutors/assessors responsible for delivering the qualification.
- Assessment samples must cover all units of the qualification.

External Moderation – carried out by a moderator appointed by NOCN through the local OCN

External Moderators will be appointed by NOCN through its licensed OCNs and will be fully conversant with the subject area and the assessment requirements for the qualification.

Each centre will be subject to external moderation. The role of the External Moderator includes the following:

- Ensuring that internal moderators are undertaking duties satisfactorily.
- Monitoring internal quality assurance and the sampling of assessment activities, tasks, methods and recording.
- Acting as a source of advice and support.
- Promoting best practice.

Key Responsibilities of the External Moderator

- Ensuring compliance with the qualification specification and assessment requirements.
- Ensuring approved centre and programme approval details are followed.
- Assessing the quality of the learner experience.
- Contributing to standardisation activity.
- Reporting to NOCN on the outcomes of external moderation in relation to the maintenance of standards.
- Verifying achievement for unit certification.

External Assessment

External Assessors are appointed by NOCN. The External Assessment Pack for this qualification provides further details on the centre management and administration of external assessment. In each case, external assessments are processed through the local OCN. For further guidance please refer to your Administration Handbook for Centres.

ASSESSMENT

The qualification is awarded to learners who meet the full requirements for both internal and external assessment. Units of the qualification are achieved through internally set tasks which are internally marked and externally moderated. In addition, learners are required to undertake the externally set tasks (based on the Case Study unit) in order to fulfil the requirements for the achievement of the qualification. The External Assessment Pack for this qualification will be made available to assessors through their OCN as a part of the process of approval to deliver the qualification.

Devising Tasks for Unit Assessment

Individual units are assessed through internally set and marked tasks.

Internally set and marked tasks are to be benchmarked against the published benchmarks in this guide. The benchmark assessments in this guide should be scrutinised by assessors prior to devising their own assessment tasks.

Unit assessment may comprise a single task or a series of tasks as long as all the learning outcomes within a unit are covered.

The Benchmark Assessments provided in this guide can be used for the actual assessment of the units. However, tutors are required to ensure that tasks are appropriate to the context of learning. Case studies used in the assessments must be regularly updated and always be appropriate to context.

Completing Tasks

Assessors are responsible for setting tasks when they feel that learners are ready to complete them successfully. Tasks are devised for assessment, not teaching, and it is essential for assessors to ensure that each learner's work is authentic, i.e. that it is genuinely their own work.

Marking Tasks

Each task must be assessed against the achievement criteria identified for it 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 in all tasks in order to achieve the unit. Units are either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit it is expected that a Task Assessment sheet will be completed. This assessment sheet should record the learner's performance against the achievement criteria for the tasks.

Assessments will be internally and externally moderated. The external moderator will report on the level of assessment tasks in relation to the published benchmark.

The assessment methods for units within this Intermediate Award are indicated below:

ASSESSMENT INFORMATION

Compulsory Units

Unit Title	Method of Assessment	Evidence	Conduct
Information, Advice and Guidance in Practice	Pro-formas, response sheets, case studies	Completed pro-forma, responses to case studies	Classroom based or group discussion; supervised but independently completed assignment work.
Interaction Skills for Information, Advice and Guidance	Observation and feedback	Completed 'Observation and Feedback pack'	Supervised but independently completed.
Case Study	Good Practice Case Study EXTERNALLY ASSESSED	Completed Case Study	Supervised but independently researched and produced. EXTERNALLY ASSESSED

Optional Units

Unit Title	Method of Assessment	Evidence	Conduct
Networking and Referral	Case studies	Diagram to demonstrate networking roles, case studies responding to guidelines on referral	Classroom based or group discussion, supervised but independently completed assignment work
Managing Information	Case study reports	Two case studies; Evaluative report	Classroom based or group discussion, supervised but independently completed assignment work
Information Advice and Guidance in Context	Workbook	Completed workbook with accompanying reflective summary	Classroom based or group discussion; supervised but independently completed assignment work

Assessment Evidence – Units

The evidence for unit assessment may be presented within a portfolio for the purposes of external moderation. The portfolio may include a range of appropriate items of assessment evidence, such as:

- Record Sheets
- Tutor /supervisor observations
- Reflective Logs
- Time constrained/independently set assessments
- Task based assessments
- Written Exercises
- Reports
- Tape recordings, audio visual aids, videos
- Peer assessment

COMPULSORY UNITS

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**UNIT TITLE: Information, Advice and Guidance
in Practice T/101/5167**

NOCN UNIT CODE: PS32QQ001

CREDIT VALUE: 3

UNIT STATUS: Compulsory

This unit aims to:

- Encourage the learner to reflect on her or his role in Information, Advice and Guidance delivery, to identify boundaries of the role, and potential agencies for referral.
- Reinforce knowledge of principles underlying Information, Advice and Guidance delivery, with particular reference to Equal Opportunities issues.
- Encourage the learner to reflect on ways in which principles and values can be established and maintained in practice.

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**UNIT TITLE: Information, Advice and Guidance in Practice
T/101/5167**

LEVEL: Two
CREDIT VALUE: 3
UNIT CODE: PS32QQ001

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Have an understanding of the distinction between information, advice and guidance.	1.1 Describe differences between information, advice and guidance. 1.2 Give examples of ways in which clients can benefit from receiving information, advice and guidance. 1.3 Describe the scope of provision of information, advice and guidance within the context of an organisation. 1.4 Describe ways in which own information, advice and guidance work complements provision within a wider local context.
2. Have an understanding of ways of meeting information, advice and guidance needs of clients.	2.1 Identify information, advice and guidance needs of a range of individual clients and describe ways of meeting identified needs.
3. Have an awareness of a range of information available to clients.	3.1 Identify a range of information available to clients. 3.2 Describe how s/he presents and selects appropriate information to give to clients.
4. Have an awareness of boundaries of her/ his role in meeting information, advice and guidance needs of clients.	4.1 Describe her/ his own role in providing information, advice and guidance. 4.2 Describe boundaries of her/ his role in meeting information, advice and guidance needs of individual clients. 4.3 Identify a range of potential agencies for referral. 4.4 Describe how s/he would agree an appropriate referral with an individual client. 4.5 Identify challenges to maintaining an impartial approach within an organisation and in referral to other organisations.
5. Have an understanding of legislation and policy in relation to Information, Advice and Guidance.	5.1 Describe possible barriers to access to education and training which might be faced by clients, for example from minority ethnic groups, disabled people. 5.2 Describe ways in which an organisation adheres to current information, advice and guidance legislation and policy, for example Equal Opportunities. 5.3 Describe ways in which s/he implements current information, advice and guidance policy in practice.

(Continued overleaf)

(Continued)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
<p>6. Understand the need for record keeping, confidentiality and security when providing advice or guidance for clients.</p>	<p>6.1 Describe how client records are kept. 6.2 Describe how s/he adheres to principles of client confidentiality in relation to record keeping, and state why this is important. 6.3 Describe security measures employed to ensure confidentiality of client records.</p>

BENCHMARK ASSESSMENT

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Information, Advice and Guidance in Practice T/101/5167

NOCN Unit Code: PS32QQ001

Unit Status: Compulsory

Assessment Tasks

Two tasks are used in the Benchmark Assessment for this unit; Information, Advice and Guidance in Practice. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's understanding of good practice and the learner's ability to reflect on issues relating to her or his Information, Advice and Guidance work.

Tutor Guidance

TASK	EVIDENCE
TASK 1: Completes pro forma relating to differences between Information, Advice and Guidance and the scope of provision within an organisation.	Completed pro forma
TASK 2: Responds to Case Studies to demonstrate understanding of application of good practice.	Case Study responses

Further Tutor Guidance

Evidence may be presented in alternative forms to written evidence, for example video or cassette tapes, as long as this maintains the depth and standard of work expected from learners at this level.

ASSESSMENT TASKS

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Information, Advice and Guidance in Practice T/101/5167

NOCN Unit Code: PS32QQ001

Unit Status: Compulsory

You must complete both tasks.

TASK 1

Answer the four questions on the attached sheet. The questions relate to the distinction between Information, Advice and Guidance and to identifying the scope of provision within an organisation and your role within a wider local context.

TASK 2

Read the attached Case Studies. For any two of the studies, answer the accompanying questions. The questions relate to identifying client need and ways in which you could meet this as part of your own Information, Advice and Guidance practice. The questions also draw on your understanding of principles and values of Information, Advice and Guidance delivery.

**TASK 2:
CASE STUDIES**

Case Study 1

Mrs T. is aged 25 and married with one child, who is 2 ½ years old. She left school with five GCSEs at the age of 16, because she was fed up of being in the classroom and wanted to earn some money. She gave up her work as a sales assistant when her daughter was born, and is now thinking of returning to study. She doesn't feel that she could go straight into a programme of study, having been out of the habit of learning for some time. She doesn't know what she wants to do when she returns to work, but it is important that whatever she does can fit in with her family commitments.

Mrs T. is artistic and likes making her own and her daughter's clothes. She also enjoys reading. She doesn't have to look for work at the moment for financial reasons and she wants to do something which will be interesting, but insists that she will only attend daytime classes at a place which has a crèche.

Case Study 2

Mr E. has recently been made redundant from the post of Head of Section at a local chemical company, a job he had been doing for ten years. He is in his mid-forties, and married with two teenage children. Despite the fact that he received a generous redundancy package and that his wife works in a full-time post for the council, he feels that he cannot afford not to work.

Mr E. would like to up-date his skills and change direction professionally. However, his confidence has been shattered by the redundancy and he is doubtful that he is employable at his age. He holds an HNC in Chemistry and has certificates for in-house training in Health and Safety, First Aid and Team Skills.

Case Study 3

Mr A. is aged 19, and has recently left his job as a car mechanic and moved to the area to be near his girlfriend. She still lives at home with her mother and younger sister and he is now lodging with her family. He and his girlfriend want to get somewhere to live together, so he is looking for work. He left school with three GCSEs, including Mathematics (Grade C), he is interested in computers, but does not have one at the place where he is living.

Mr A. is dyslexic. His experience of school was not very positive, so he is reluctant to consider returning to study, especially as he feels that he won't be able to earn and learn at the same time.

ACHIEVEMENT CRITERIA

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Information, Advice and Guidance in Practice T/101/5167

NOCN Unit Code: PS32QQ001

Unit Status: Compulsory

Task	Achievement Criteria
TASK 1: Complete pro-forma responding to questions relating to differences between Information, Advice and Guidance and the scope of provision within an organisation.	<ul style="list-style-type: none"> • Describes differences between Information, Advice and Guidance. • Gives valid examples of ways in which clients can benefit from receiving Information, Advice and Guidance. • Accurately describes the scope of provision of Information, Advice and Guidance within the context of an organisation. • Describes ways in which own Information, Advice and Guidance work complements provision within a wider local context.
TASK 2: Respond to Case Studies to demonstrate understanding of application of good practice.	<ul style="list-style-type: none"> • Identifies Information, Advice and Guidance needs of individual clients and describes ways of meeting identified needs. • Identifies a range of information available to clients. • Describes how s/he presents and selects appropriate information to give to client. • Describes her/ his own role in providing Information, Advice and Guidance. • Describes boundaries of her/ his role in meeting Information, Advice and Guidance needs of the client. • Identifies a range of potential agencies for referral. • Describes how s/he would agree an appropriate referral with the client.

(Continued overleaf)

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Task	Achievement Criteria
	<ul style="list-style-type: none"> • Accurately describes possible barriers to access to education and training which might be faced by client. • Describes ways in which a specific policy and/or legislation impacts the Information, Advice and Guidance delivery to the client. • Describes ways in which an organisational policy impacts upon Information, Advice and Guidance practice with client. • Describes how client records would be kept, and shows adherence to principles of confidentiality. • Describes security measures which would be employed to ensure confidentiality of client records.

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**UNIT TITLE: Interaction Skills for Information,
Advice and Guidance A/101/5168**

NOCN UNIT CODE: PS32QQ002

CREDIT VALUE: 3

UNIT STATUS: Compulsory

This unit aims to:

- Provide the learner with an opportunity to carry out observed interactions in order to gain feedback on strengths and areas for improvement in Information, Advice and Guidance delivery.
- Encourage the learner to reflect on own practice and ways in which effectiveness can be reinforced and maintained.
- Encourage the learner to reflect on ways in which Information, Advice and Guidance principles should be an integral part of delivery.

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UNIT TITLE: Interaction Skills for Information, Advice and Guidance A/101/5168

LEVEL: Two
CREDIT VALUE: 3
UNIT CODE: PS32QQ002

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Have an understanding of the process of interactions with clients.	1.1 Describe an appropriate framework for interactions with individual clients. 1.2 Give reasons for using a structured approach for interactions.
2. Have an understanding of and demonstrate skills used in interviewing clients.	2.1 Identify ways of asking questions, for example open/closed, and describe how different types of questions can elicit different responses from clients. 2.2 Describe ways in which the interview environment can influence the effectiveness of interactions with clients. 2.3 Describe and demonstrate how non-verbal communication can be used to show active listening.
3. Have an understanding of ways in which personal beliefs and values can affect interaction with clients.	3.1 Give examples of ways in which beliefs and values can be revealed by clients in interactions. 3.2 Give examples of good and bad practice in dealing with a client's expression of beliefs and values.
4. Have an understanding of appropriate methods of referral.	4.1 Identify personal limits of competence in giving Information, Advice and Guidance to individual clients. 4.2 Identify potential agencies for referral in relation to individual clients, with reasons for selection. 4.3 Describe the process for referring clients.
5. Have an understanding of the need for confidentiality in interacting with clients.	5.1 Identify information relating to clients that can and cannot be revealed to others in both individual and group settings. 5.2 Identify appropriate boundaries of confidentiality in interactions with individual clients.
6. Reflect on own performance in giving Information, Advice and Guidance.	6.1 Describe own strengths and areas for development in relation to Information, Advice and Guidance practice. 6.2 Respond constructively to feedback from observation of Information, Advice and Guidance practice in interactions with clients. 6.3 Set personal and professional targets in relation to Information, Advice and Guidance practice.

BENCHMARK ASSESSMENT

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Interaction Skills for Information, Advice and Guidance
A/101/5168

NOCN Unit Code: PS32QQ002

Unit Status: Compulsory

This unit aims to:

- Provide the learner with an opportunity to carry out observed interactions in order to gain feedback on strengths and areas for improvement in Information, Advice and Guidance delivery.
- Encourage the learner to reflect on own practice and ways in which effectiveness can be reinforced and maintained.
- Encourage the learner to reflect on ways in which Information, Advice and Guidance principles should be an integral part of delivery.

Assessment Tasks

One task is used in the Benchmark Assessment for this unit: Interaction Skills for Information, Advice and Guidance. However, more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks. The task is intended to assess reflection on observation feedback and reflection on best practice in Information, Advice and Guidance delivery. It is intended to enhance effectiveness in interactions and provide the learner with an opportunity to identify professional boundaries and to set personal and professional targets in relation to her/ his Information, Advice and Guidance work.

Tutor Guidance

TASK	EVIDENCE
TASK: Observation of simulated interactions, and responses to feedback, to include professional target setting.	Responses to observation feedback on a pro-forma, to set criteria.

Further Tutor Guidance

The observation should take place under supervised conditions, with three learners at a time acting as a client, the person delivering Information, Advice and Guidance and an observer. The observer will take notes based on set criteria. It is important that all learners have a clear understanding of their roles and responsibilities in relation to the assessment task and that discussion takes place beforehand on how to give constructive criticism.

ASSESSMENT TASKS

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Interaction Skills for Information, Advice and Guidance
A/101/5168

NOCN Unit Code: PS32QQ002

Unit Status: Compulsory

TASK

You are asked to take part in a role-play with two other learners. You will undertake all roles in turn, that of client, person delivering Information, Advice and Guidance and observer.

Part A of this assessment is based on your observation of the interaction between the 'client' and the 'person giving Information, Advice and Guidance'. You will be assessed on your ability to reflect on the interaction observed. Complete the attached worksheet from your observation.

Part B is a reflective commentary and assesses your response to feedback given to you when you are undertaking the role of the 'person giving Information, Advice and Guidance'. It also assesses your ability to reflect on your own strengths and areas for development.

PART A

Developing Practice for Effective Interactions

Observation of Role Play Interactions

Learner:

Client:

Observer:

Interaction:

Date Of Observation:

Location Of Interaction:

STAGE 1 - AGREEING AN AGENDA FOR THE INTERACTION			
	Performance Criteria	Observation Notes	Commentary
1	Introductions are made and an atmosphere is created which builds rapport, including environmental constraints and factors of personal safety.		
		* P.C. MET YES/NO	
2	The client's understanding of the role of the adviser is established, including confidentiality and limits of competence, and the purpose of the interview is clarified.		
		P.C. MET YES/NO	
3	Appropriate questions and communication skills are used to enable the client to identify their current situation and information, advice or guidance needs.		
		P.C. MET YES/NO	
4	The client's immediate position is summarised in order to clarify topics and issues.		
		P.C. MET YES/NO	
5	An agenda for the interview is established with the client, identifying and prioritising their objectives.		
		P.C. MET YES/NO	

* P.C. = Performance Criteria

STAGE 2 – EXPLORING ISSUES AND IDENTIFYING GOALS			
	Performance Criteria	Observation Notes	Commentary
1	The client is encouraged to explore ideas and options through use of appropriate questions.	P.C. MET YES/NO	
2	Any information given is relevant to the client, accurate, up-to-date and free from stereotyping and personal bias.	P.C. MET YES/NO	
3	Where the client's needs are outside the limits of competence of the adviser, alternative services are discussed and the client's agreement about referral gained.	P.C. MET YES/NO	
4	Where referral is made to another service it is done in a positive way.	P.C. MET YES/NO	
5	The client is assisted in deciding on the most appropriate next steps for their requirements and personal circumstances.	P.C. MET YES/NO	

STAGE 3 - PLANNING ACTION			
	Performance Criteria	Observation Notes	Commentary
1	Potential courses of action for meeting the client's goals are clearly identified with them and the client's understanding of what is involved in each course of action is checked.	P.C. MET YES/NO	
2	Sources of further support are identified and clarified.	P.C. MET YES/NO	
3	A summary takes place and the next steps, including timescales, are agreed with the client.	P.C. MET YES/NO	
4	Any records are completed accurately and stored in a way which conforms with policy on confidentiality.	P.C. MET YES/NO	
<p>OBSERVATION NOTES:</p> <p>General comments on the interaction and the use of skills (e.g. listening, questioning, reflecting, summarising, making links, demonstrating acceptance, empathy and appropriate body language) and process:</p>			

ACHIEVEMENT CRITERIA

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Interaction Skills for Information, Advice and Guidance
A/101/5168

NOCN Unit Code: PS32QQ002

Unit Status: Compulsory

Task	Achievement Criteria
<p>TASK: Peer observation of role-play, and responses to feedback, to include professional target setting.</p>	<ul style="list-style-type: none"> • Describes an appropriate framework for interactions with individual clients. • Gives reasons for using a structured approach for interactions. • Carries out role-play interactions with clients to set criteria. • Identifies ways of asking questions, for example open/ closed and elicits different responses from clients from different types of questions. • Demonstrates an awareness of how the environment influences the effectiveness of interactions with clients. • Demonstrates how non-verbal communication can be used to demonstrate active listening. • Gives examples of ways in which beliefs and values can be revealed by clients in interactions. • Gives examples of good and bad practice in dealing with a client's expression of beliefs and values. • Describes ways in which own beliefs and values can impact on interactions with clients. • Identifies personal limits of competence, including limitations imposed by organisational structures, in giving Information, Advice and Guidance to individual clients. • Identifies potential agencies for referral in relation to individual clients, with reasons for selection. • Describes the process for referring clients.

(Continued overleaf)

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Task	Achievement Criteria
	<ul style="list-style-type: none"> • Identifies information relating to clients that can and cannot be revealed to others in both individual and group settings. • Identifies appropriate boundaries of confidentiality in interactions with individual clients. • Describes own strengths and areas for development in relation to Information, Advice and Guidance practice. • Responds constructively to feedback from observation of Information, Advice and Guidance practice in relation to interactions with clients. • Sets personal and professional targets in relation to Information, Advice and Guidance practice.

UNIT TITLE: Case Study F/101/5169

NOCN UNIT CODE: PS32QQ003

CREDIT VALUE: 3

UNIT STATUS: Compulsory

This unit is the External assessment Unit. Learners must complete the two other Compulsory Units before undertaking the Case Study Unit and the External Assessment. Tutors should refer to the External Assessment Pack for this qualification in order to be aware of the external assessment requirements for this unit.

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UNIT TITLE: Case Study F/101/5169

LEVEL: Two

CREDIT VALUE: 3

UNIT CODE: PS32QQ003

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner should be able to:</p> <p>1. Demonstrate knowledge and understanding of Information, Advice and Guidance delivery.</p>	<p>The learner has achieved this outcome because, through a Case Study or Case Studies s/he can:</p> <p>1.1. Describe her/ his role and boundaries of the role in delivering Information, Advice and Guidance to a specific client.</p> <p>1.2. Describe ways in which s/he assesses the Information, Advice and Guidance needs of a specific client.</p> <p>1.3. Describe a client's progress through the Information, Advice and Guidance process, identifying networks utilised and giving reasons for referral.</p> <p>1.4. Describe barriers to progression to learning and/or work opportunities for the client, where they exist.</p> <p>1.5. Identify potential outcomes for the client with reasons to explain these.</p>
<p>2. Demonstrate awareness of ways in which Equal Opportunities and Ethical Issues are integral to Information, Advice and Guidance delivery.</p>	<p>2.1. Describe ways in which Information, Advice and Guidance delivery to a specific client is client centred and adheres to Equal Opportunities.</p> <p>2.2. Describe ways in which s/he adheres to an ethical code of conduct in Information, Advice and Guidance delivery to a specific client profile, i.e. confidentiality, data protection etc.</p>
<p>3. Reflect on ways in which studying for the NOCN Intermediate Award in Developing Information, Advice and Guidance Skills will enhance current and future practice.</p>	<p>3.1. Describe ways in which studying for the NOCN Award in Developing Information, Advice and Guidance Skills has informed her/ his practice.</p> <p>3.2. Describe ways in which studying for the NOCN Award in Developing Information, Advice and Guidance Skills will enhance her/ his future practice.</p>

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OPTIONAL UNITS

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UNIT TITLE: Networking and Referral T/101/5170

NOCN UNIT CODE: PS32QQ004

CREDIT VALUE: 3

UNIT STATUS: Optional

This unit aims to:

- Encourage the learner to accurately assess the extent and limitations of her/ his role in Information, Advice and Guidance delivery.
- Encourage the learner to feel confident in referring a client to suitable alternative provision.
- Encourage the learner to work more effectively with or across organisations and to establish contact with relevant individuals with whom s/he might work to enhance practice.

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UNIT TITLE: Networking and Referral T/101/5170

LEVEL: Two

CREDIT VALUE: 3

UNIT CODE: PS32QQ004

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1. Have an understanding of the scope of Information, Advice and Guidance in the context of her/ his own practice. 2. Have an understanding of how to network effectively. 3. Have an understanding of the purpose and process for referral. 4. Assess effectiveness of client referrals to other agencies. 	<p>The learner has achieved this outcome because s/he can:</p> <ol style="list-style-type: none"> 1.1 Describe an Information, Advice and Guidance context in which s/he operates and how it relates to other agencies. 1.2 Identify relevant individuals and/or agencies as potential networking partners in relation to Information, Advice and Guidance practice. 1.3 Describe benefits of working with a range of agencies to support Information, Advice and Guidance practice. 2.1 Describe ways to establish and maintain co-operative working relationships. 2.2 Describe ways in which different individuals or agencies can contribute to an effective network. 2.3 Describe ways in which s/he can contribute to an effective network. 3.1 Give reasons for referral of individual clients. 3.2 Describe the process by which alternative agencies have been selected in relation to individual clients. 3.3 Describe ways in which referral takes place within a policy framework/ code of practice which includes Equal Opportunities. 3.4 Identify factors which prevent clients from accessing referral opportunities, for example personal relationships, finance, location. 4.1 Describe the process for assessing effectiveness of client referral. 4.2 Give examples of follow-up of individual clients who have been referred.

BENCHMARK ASSESSMENT

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Networking and Referral T/101/5170

NOCN Unit Code: PS32QQ004

Unit Status: Optional

Assessment Tasks

Two tasks are used in the Benchmark Assessment for this unit 'Networking and Referral'. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's ability to identify her/ his role in context, i.e. how it fits in with a range of provision and Information, Advice and Guidance service available locally. It requires the learner to reflect on the benefits and challenges of working across and with a range of agencies, and to identify ways in which her/ his contribution to multi-agency work can benefit Information, Advice and Guidance delivery for clients.

Tutor Guidance

TASK	EVIDENCE
TASK 1 Production of a diagram e.g. flow chart, spider chart etc. to identify networking associates, with accompanying commentary, to identify own role and benefits and challenges of multi-agency approach.	Diagram with commentary
TASK 2: Production of two Case Studies to respond to given guidelines relating to referral.	Case Studies with responses to guidelines

Further Tutor Guidance

Case Studies may be real or fictional, but learners should be encouraged to draw on own experience and practice where possible. Client confidentiality must be observed and identity protected in all cases. For some learners, there may need to be an introductory study skills element, where they are introduced to the concept of producing diagrammatic evidence, for example flow charts and spider charts.

ASSESSMENT TASKS

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Networking and Referral T/101/5170

NOCN Unit Code: PS32QQ004

Unit Status: Optional

TASK 1 - Networking

Complete the attached worksheet, which explores your role in networking in a local context. You are asked to reflect on ways in which co-operative working relationships can be established and maintained, and to identify people and or organisations with whom you might network in order to enhance Information, Advice and Guidance practice.

TASK 2 - Referral

Produce two Case Studies, based on real situations where possible, to illustrate Information, Advice and Guidance referral, working to the guidelines below:

- Brief profile of client and client context.
- Why was it necessary to refer the client?
- How were alternative agencies selected for referral?
- In what ways did referral take place within a policy framework/ Code of Practice (which includes equal opportunities)?
- What factors might prevent the client from accessing referral opportunities?
- How was referral of the client followed up?
- What is the process to assess effectiveness of client referral?
- How effective was the referral for the client?

NETWORKING AND REFERRAL

TASK 1: NETWORKING

Use this space to present a diagram or chart to identify your existing and potential networking associates.

TASK 2: REFERRAL CASE STUDY ONE

- Brief profile of client and client context.
- Why was it necessary to refer the client?
- How were alternative agencies selected for referral?
- In what ways did referral take place within a policy framework/ Code of Practice (which includes equal opportunities)?
- What factors might prevent the client from accessing referral opportunities?
- How was referral of the client followed up?
- What is the process to assess effectiveness of client referral?
- How effective was the referral for the client?

TASK 2: REFERRAL CASE STUDY TWO

- Brief profile of client and client context.
- Why was it necessary to refer the client?
- How were alternative agencies selected for referral?
- In what ways did referral take place within a policy framework/ Code of Practice (which includes equal opportunities)?
- What factors might prevent the client from accessing referral opportunities?
- How was referral of the client followed up?
- What is the process to assess effectiveness of client referral?
- How effective was the referral for the client?

ACHIEVEMENT CRITERIA

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Networking and Referral T/101/5170

NOCN Unit Code: PS32QQ004

Unit Status: Optional

Task	Achievement Criteria
<p>TASK 1: Production of a diagram e.g. flow chart, spider chart etc., to identify networking associates, with accompanying commentary, to identify own role and benefits and challenges of multi-agency approach.</p>	<ul style="list-style-type: none"> • Describes an Information, Advice and Guidance context in which s/he operates and how it relates to other agencies. • Identifies relevant individuals and/or agencies as potential networking partners in relation to Information, Advice and Guidance practice. • Describes benefits and challenges of working with a range of agencies to support Information, Advice and Guidance practice. • Describes ways to establish and maintain co-operative working relationships. • Describes ways in which different individuals or agencies can contribute to an effective network. • Describes ways in which s/he can contribute to an effective network.
<p>TASK 2: Production of two Case Studies to respond to given guidelines relating to referral.</p>	<ul style="list-style-type: none"> • Gives reasons for referral of individual clients. • Describes the process by which alternative agencies have been selected in relation to individual clients. • Describes ways in which referral takes place within a policy framework/ Code of Practice which includes Equal Opportunities. • Identifies factors which prevent clients from accessing referral opportunities e.g. personal relationships, finance, location. • Provides examples of follow-up of individual clients who have been referred. • Describes the process for assessing effectiveness of client referral.

UNIT TITLE: Managing Information A/101/5171

NOCN UNIT CODE: PS32QQ005

CREDIT VALUE: 3

UNIT STATUS: Optional

This unit aims to:

- Encourage the learner to reflect on the use of a range of media to meet the information needs of clients.
- Encourage the learner to investigate ways in which information can be presented to be more accessible and attractive to clients.
- Encourage the learner to identify client career or education pathways across a range of relevant information.

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UNIT TITLE: Managing Information A/101/5171

LEVEL: Two

CREDIT VALUE: 3

UNIT CODE: PS32QQ005

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner should be able to:</p>	<p>The learner has achieved this outcome because s/he can:</p>
<p>1. Have an understanding of client information needs and ways of meeting them.</p>	<p>1.1 Provide examples of differing information needs of clients. 1.2 Describe ways in which a computer-based package can identify Information, Advice and Guidance needs. 1.3 Describe specific information needs of individual clients. 1.4 Describe how the clients' needs were met. 1.5 Describe how the clients' understanding of information was checked.</p>
<p>2. Have an overview of information available to clients.</p>	<p>2.1 Identify a range of up-to-date and accurate information available for use within the context of their Information, Advice and Guidance practice. 2.2 Identify sources of information and describe how to access them. 2.3 Assess the usefulness of a range of information in responding to individual client need.</p>
<p>3. Have an awareness of a range of media which can be used to provide information for clients.</p>	<p>3.1 Identify and describe a range of media which can be used to provide information for clients, for example leaflets, computer based packages. 3.2 Describe ways in which media can be adapted to meet client need, for example for visually impaired clients, speakers of other languages. 3.3 Assess effectiveness of a range of media in meeting client need.</p>
<p>4. Have an overview of potential local progression routes for clients.</p>	<p>4.1 Describe a range of local employment, education and training provision. 4.2 Give examples of pathways for individual client progression.</p>
<p>5. Have an understanding of systems for storage and retrieval of information.</p>	<p>5.1 Describe ways in which information relating to her/ his Information, Advice and Guidance practice is kept. 5.2 Use a system to retrieve information for individual clients. 5.3 Assess effectiveness of the system of storage and retrieval.</p>

BENCHMARK ASSESSMENT

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Managing Information A/101/5171

NOCN Unit Code: PS32QQ005

Unit Status: Optional

Assessment Tasks

Two tasks are used in the Benchmark Assessment for this unit 'Managing Information'. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks assess the learner's awareness of information needs of clients and ways in which information can be adapted and presented to be more accessible. It is intended to reinforce the importance of using systems for storage and retrieval, and to encourage the learner to explore potential local client pathways. This unit also introduces learners to working with computer based Information, Advice and Guidance packages as an aid to practice.

Tutor Guidance

TASK	EVIDENCE
TASK 1: Production of two Case Studies to demonstrate the use of information media with clients.	Completed Case Studies
TASK 2: Evaluation of sample materials and storage systems relating to these (to include reference to presentation and adaptation).	Evaluative report

Further Tutor Guidance

Learners should be encouraged to bring information materials which they have selected themselves for evaluation, possibly working in pairs or small groups to evaluate examples brought in to the sessions. At least one computer based package will be required to be used with learners, so access to computers and a package will be essential for this unit. (The tutor is at liberty to select a relevant package appropriate for use with a particular group of learners.)

ASSESSMENT TASKS

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Managing Information A/101/5171

NOCN Unit Code: PS32QQ005

Unit Status: Optional

Learners must complete both tasks.

TASK 1

Produce two Case Studies to demonstrate use of information media with clients, working to guidelines below. Use real situations where possible:

- Brief profile of client and client context.
- What were the information needs of the Case Study client?
- Did you use a computer-based package to meet the client's information needs? If so, in what ways was it useful?
- How were the client's information needs met?
- How was the client's understanding of information checked?
- Describe the range of information provided for the client.
- Describe a progression route into education or work for the client, to include reference to local provision.
- Describe how you use a system to retrieve information for Information, Advice and Guidance delivery.

TASK 2

Respond to the questions on the attached sheet. For questions 1 and 2, you may present your responses either on the attached sheet or as notes attached to information resources selected.

TASK 1: INFORMATION NEEDS: CASE STUDY ONE

- Brief profile of client and client context.

- What were the information needs of the Case Study client?

- Did you use a computer-based package to meet the client's information needs? If so, in what ways was it useful?

- How were the client's information needs met?

- How was the client's understanding of information checked?

- Describe the range of information provided for the client.

- Describe a progression route into education or work for the client, to include reference to local provision.

- Describe how you use a system to retrieve information for Information, Advice and Guidance delivery.

TASK 1: INFORMATION NEEDS: CASE STUDY TWO

- Brief profile of client and client context.
- What were the information needs of the Case Study client?
- Did you use a computer-based package to meet the client's information needs? If so, in what ways was it useful?
- How were the client's information needs met?
- How was the client's understanding of information checked?
- Describe the range of information provided for the client.
- Describe a progression route into education or work for the client, to include reference to local provision.
- Describe how you use a system to retrieve information for Information, Advice and Guidance delivery.

(Continued)

3. How is the information which you have chosen stored?

4. How effective is the information storage system used and how could it be improved?

ACHIEVEMENT CRITERIA

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Managing Information A/101/5171

NOCN Unit Code: PS32QQ005

Unit Status: Optional

Task	Achievement Criteria
TASK 1: Production of two Case Studies to demonstrate the use of information media with clients.	<ul style="list-style-type: none"> • Provides examples of differing information needs of clients. • Describes ways in which a computer-based package can identify and meet Information, Advice and Guidance needs. • Describes specific information needs of individual clients. • Describes how the client's needs were met. • Describes how the client's understanding of information was checked. • Identifies and describe a range of media which can be used to provide information for clients, for example leaflets, computer based packages. • Describes a range of local employment, education and training provision. • Gives examples of pathways for individual client progression. • Uses a system to retrieve information for individual clients.
TASK 2: Evaluation of sample materials and storage systems relating to these (to include reference to presentation and adaptation).	<ul style="list-style-type: none"> • Describes ways in which media can be adapted to meet client need, for example for visually impaired clients, speakers of other languages. • Assesses effectiveness of a range of media in meeting client need. • Describes ways in which information relating to her/ his Information, Advice and Guidance practice is kept. • Assesses effectiveness of the system of storage and retrieval.

**UNIT TITLE: Information, Advice and Guidance
in Context F/101/5172**

NOCN UNIT CODE: PS32QQ006

CREDIT VALUE: 3

UNIT STATUS: Optional

This unit aims to:

- Encourage the learner to reflect on the Information, Advice and Guidance needs of specific groups of clients.
- Encourage the learner to explore issues relating to stereotyping and ways in which this can be challenged.
- Encourage the learner to identify barriers to learning for adult returners, and ways in which these might be overcome.

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**UNIT TITLE: Information, Advice and Guidance in Context
F/101/5172**

LEVEL: Two
CREDIT VALUE: 3
UNIT CODE: PS32QQ006

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner should be able to:</p> <p>1. Have an understanding of guidance needs of a specific group of clients.</p>	<p>The learner has achieved this outcome because s/he can:</p> <p>1.1 Describe a range of possible guidance needs of a specific group of clients in the context of her/ his Information, Advice and Guidance practice. 1.2 Identify a range of factors which may affect clients' choices, for example locality, qualifications and describe how these might impact upon the clients.</p>
<p>2. Enable a specific group of clients to explore the practicality of their choices.</p>	<p>2.1 Identify a range of realistic opportunities with individual clients from a specific group. 2.2 Describe ways in which s/he has enabled individual clients from a specific group to explore the practicality of their choices.</p>
<p>3. Have an understanding of issues relating to labelling and stereotyping of clients.</p>	<p>3.1 Identify possible labels associated with groups of people. 3.2 Give examples of ways in which labelling and stereotyping of people can be challenged.</p>
<p>4. Have an awareness of the need to advocate on behalf of specific groups of clients.</p>	<p>4.1 Give a definition of advocacy. 4.2 Give examples of situations in which it would be appropriate to advocate on behalf of individuals belonging to specific groups of clients. 4.3 Describe an appropriate way of advocating on behalf of an individual client belonging to a specific group.</p>
<p>5. Have an understanding of barriers to learning which affect specific groups.</p>	<p>5.1 Describe a range of cultural, physical and attitudinal barriers to learning which affect a specific group of clients. 5.2 Describe ways in which these types of barriers can be overcome for a specific group of clients. 5.3 Describe ways in which Equal Opportunities policy can remove barriers to learning for a specific group of clients. 5.4 Explain the need for and purpose of monitoring in relation to Equal Opportunities.</p>

BENCHMARK ASSESSMENT

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Information, Advice and Guidance in Context
F/101/5172

NOCN Unit Code: PS32QQ006

Unit Status: Optional

Assessment Task

One task is used in the Benchmark Assessment for this unit 'Information, Advice and Guidance in Context'. However, more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks.

The task is intended to assess the learner's ability to reflect on the particular challenges faced in working with a specific group of clients, and ways in which barriers to learning or career progression for these clients might be diminished or overcome through effective Information, Advice and Guidance delivery.

Tutor Guidance

TASK	EVIDENCE
TASK 1: Completion of questions/ exercises based on selected materials relating to barriers to learning, advocacy, stereotyping and meeting client need.	Completed task

Further Tutor Guidance

The learner should be guided to select a group with whom s/he is working or has worked, and the unit should be viewed as an aid to enhancing practice with this group. The word 'group' is used loosely, and can be applied to a range of people, for example women returners, unemployed men, people from a range of ethnic backgrounds, people who belong to the 'third age', asylum seekers, refugees etc. In particular, work relating to stereotyping should be handled sensitively, with the emphasis on ways of avoiding stereotyping and challenging it when it occurs.

ASSESSMENT TASKS

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Information, Advice and Guidance in Context F/101/5172

NOCN Unit Code: PS32QQ006

Unit Status: Optional

TASK 1

Using the material presented to you, answer the questions below:

1. Passages from texts explaining barriers to learning for adults, for example by Jenny Rogers, Alan Rogers, Veronica McGivney.

Questions:

- i) From the passages, provide examples of barriers to learning for a range of learners.
- ii) What barriers to learning particularly apply to individuals belonging to the specific group of clients you have chosen to discuss? Give reasons for your answers.
- iii) How can an Equal Opportunities Policy and Practice remove barriers to learning for a specific client group?
- iv) Why is it important to monitor the application of an Equal Opportunities Policy?

2. Texts and images which stereotype individuals or groups

Questions

- i) From the materials given, provide examples of ways in which groups of people are stereotyped.
- ii) Give examples of ways in which the specific group of clients you have chosen to discuss is stereotyped.
- iii) How would you avoid stereotyping clients and challenge stereotyping of clients through Information, Advice and Guidance practice?
- iv) In what ways does stereotyping link with equal opportunities?

3. Brief Case Studies to demonstrate advocacy and appropriate ways to advocate on behalf of clients

Questions

- i) What is meant by Advocacy?
- ii) From the case studies, identify one situation when it would be appropriate to advocate on behalf of a client and one situation when it would not be appropriate to advocate on behalf of a client. Give reasons for your answer.
- iii) Describe how you would advocate on behalf of an individual client belonging to the group you have chosen to discuss.

ACHIEVEMENT CRITERIA

Qualification Title: Intermediate Award in Developing Information, Advice and Guidance Skills

Unit Title: Information, Advice and Guidance in Context
F/101/5172

NOCN Unit Code: PS32QQ006

Unit Status: Optional

Task	Achievement Criteria
<p>TASK A: Completion of questions based on selected materials relating to barriers to learning, advocacy, stereotyping and meeting client need.</p>	<ul style="list-style-type: none"> • Describes a range of possible guidance needs of a specific group of clients in the context of her/his Information, Advice and Guidance practice. • Identifies a range of factors which may affect clients' choices, for example locality, qualifications etc., and describes how these might impact upon the clients. • Describes how s/he would identify a range of opportunities with individual clients from a specific group. • Describes ways in which s/he would enable individual clients from a specific group to explore their choices. • Explores issues relating to stereotyping of groups of people. • Gives examples of ways in which labelling and stereotyping of people can be challenged. • Gives a definition of advocacy. • Gives examples of situations in which it would be appropriate to advocate on behalf of individuals belonging to specific groups of clients. • Describes an appropriate way of advocating on behalf of an individual client belonging to a specific group. • Describes a range of cultural, physical and attitudinal barriers to learning which affect a specific group of clients. • Describes ways in which these types of barriers can be overcome for a specific group of clients. • Describes ways in which equal opportunities policies can remove barriers to learning for a specific group of clients. • Explains the need and purpose for monitoring in relation to equal opportunities.

OCN Contacts

Anglia South Open College Network

University of Essex, Wivenhoe Park, Colchester
Essex C04 3SQ

Tel: 01206 873023 **Fax:** 01206 873956

E-mail: ocn@essex.ac.uk

Web: <http://www.asocn.co.uk>

Contact: Bobbie Clarke

Chiltern Region Open College Network and Access Consortium

Maybrook House, 224 Queensway, Bletchley
Milton Keynes, Buckinghamshire MK2 2GE

Tel: 01908 361520 **Fax:** 01908 365351

E-Mail: crocna@crocnac.org.uk

Web: <http://www.crocn.org.uk>

Contact: Susan Hilton

Greater Manchester Open College Network

4th Floor, Mauldeth House, Nell Lane
Chorlton, Manchester M21 7RL

Tel: 0161 860 2710 **Fax:** 0161 860 2711

E-Mail: gmocn@gmocn.ac.uk and
info@gmocn.ac.uk

Web: <http://www.gmocn.ac.uk>

Contact: Janet Barlow

London Open College Network

15 Angel Gate, City Road, London
EC1V 2SF

Tel: 020 7278 5511 **Fax:** 020 7833 8289

E-Mail: locn@locn.org.uk

Web: <http://www.locn.org.uk>

Contact: Maree Walker

Merseyside Open College Network

Suite 304-306, The Cotton Exchange Building
Old Hall Street

Liverpool L3 9LQ

Tel: 0151 255 0515 **Fax:** 0151 255 0616

E-Mail: ocn@mocn.co.uk

Web: <http://www.mocn.co.uk>

Contact: Tony Smith

North Anglia Open College Network

St Andrews House, St Andrews Street, Norwich
NR2 4RB

Tel: 01603 697640 **Fax:** 01603 663804

E-Mail: naocn@naocn.org.uk

Web:

Contact: Peter Cutting

North East Midlands Open College Network

Parklands Centre, Stanhope Street, Long Eaton
Nottingham NG10 4QN

Tel: 0115 946 1118 **Fax:** 0115 946 2022

E-Mail: nemocn@nemocn.org.uk

Web: <http://www.nemocn.org.uk>

Contact: Mike Lloyd

North East Open College Network

Lloyds Bank Chambers, 1 Heaton Road, Byker
Newcastle-upon-Tyne NE6 1SA

Tel: 0191 224 3434 **Fax:** 0191 224 3488

E-Mail: neocn@neocn.co.uk

Web: <http://www.neocn.co.uk>

Contact: Nigel Todd

North Wales Open College Network

Uned/Unit 2 Llys y Fedwen, Parc Menai, Bangor
Gwynedd LL57 4BF

Tel: 01248 670011 **Fax:** 08700 519 679

E-Mail: croeso@nwocn.org.uk

Web: <http://www.nwocn.org.uk>

Contact: Helen Papworth

Northern Ireland Open College Network

University of Ulster, Art & Design, 1-51 York Street
Belfast BT15 1ED

Tel: 02890 320511 **Fax:** 02890 320558

E-Mail: info@niocn.co.uk

Web: <http://www.niocn.co.uk>

Contact: Annie Moore

Open College Network (North and East London and Hertfordshire)

14 Ladysmith Road, Enfield, Middlesex
EN1 3AA

Tel: 020 8342 2922 **Fax:** 020 8362 9040

E-Mail: enquiries@ocnetwork.co.uk

Web: <http://www.ocnetwork.co.uk>

Contact: Keith Mogford

Open College Network (South Yorkshire and Humber)

Sheffield Hallam University, 37 Broomgrove Road
Sheffield S10 2BP

Tel: 0114 225 2585 **Fax:** 0114 225 2583

E-Mail: ocn@shu.ac.uk

Web: <http://www.shu.ac.uk/ocn>

Contact: John Sanders

Open College Network (TROCN)

PO Box 310, Middlesbrough
TS4 3YH

Tel: 01642 296830 **Fax:** 01642 296845

E-Mail: admin@trocn.co.uk

Web: <http://www.trocn.co.uk>

Contact: David Rippon

Open College Network for Central England

The Gatehouse, Westwood Campus, University of
Warwick

Coventry CV4 7AL

Tel: 024 7652 4728 **Fax:** 024 7652 4680

E-Mail: ocnce@warwick.ac.uk

Web: <http://www.ocnce@warwick.ac.uk>

Contact: Sue Georgious

Open College Network Kent & Medway

Rooms Hg 1-3, Keynes College
University of Kent at Canterbury
Canterbury, Kent CT2 7NP
Tel: 01227 827823 **Fax:** 01227 827823
E-Mail: ocn-km@ukc.ac.uk
Web: <http://www.ocnkm.ac.uk>
Contact: David Gittins

Open College Network North West Midlands
Winton Chambers, Staffordshire University, College
Road

Stoke on Trent ST4 2DE
Tel: 01782 292712 **Fax:** 01782 295981
E-Mail: ocnwm@staffs.ac.uk
Web:
Contact: Gill Evans

Open College Network of the South West

University of Plymouth, Drake Circus, Plymouth
Devon PL4 8AA
Tel: 01752 232381/232385 **Fax:** 01752 232795
E-Mail: ocnsw@plymouth.ac.uk
Web:
Contact: Keith Fletcher

Open College Network West Midlands

Wolverhampton Science Park, Glaisher Drive
Wolverhampton WV10 9RU
Tel: 01902 824212 **Fax:** 01902 824210
E-Mail: ocnwm@wlv.ac.uk
Web:
Contact: Enda Donnelly

Open College Network South East Midlands

249 Derby Road, Loughborough, Leicestershire
LE11 5HJ
Tel: 01509 211881 **Fax:** 01509 211771
E-Mail: ocnsem@sem.u-net.com
Web:
Contact: Mary Riddiford

Open College Network West

T/a Western Region Open College Network
53 Oxford Street, Weston-Super-Mare, Somerset
BS23 1TR
Tel: 01934 612727 **Fax:** 01934 613161
E-Mail: info@wrocn.co.uk
Web:
Contact: Richard Harrison

Open College Network: South Central

Eastpoint Centre, Burgoyne Road, Thornhill
Southampton SO19 6PB
Tel: 02380 363413 **Fax:** 02380 363403
E-Mail: admin@hocn.co.uk
Web:
Contact: Rosie Seth-Smith

Oxfordshire Open College Network

Chatsworth House, Heritage Gate, Sandy Lane
West
Oxford OX4 6LB
Tel: 01865 488135 **Fax:** 01865 488140
E-Mail: ocn@oxocn.org.uk
Web:
Contact: Nick Melliss

South East Wales Open College Network

Forgemasters' Site, Garth Estate, Taff's Well
CF15 7YF
Tel: 02920 811233 **Fax:** 02920 811285
E-Mail: croeso@sewocn.co.uk
Web:
Contact: Anne Bowen

South of England Open College Network

University of Brighton, 'A' Block, Lewes Road
Brighton BN2 4GJ
Tel: 01273 642930/642693 **Fax:** 01273 642617
E-Mail: seocn@bton.ac.uk
Web: <http://www.brighton.ac.uk/seocn/>
Contact: Steve Babbidge

South West Wales Open College Network

The Stebonheath Centre for Enterprise, 'The Old
School' Stebonheath Terrace
Llanelli SA15 1NF
Tel: 01554 747980 **Fax:** 01554 747999
E-Mail: croeso@swwocn.org.uk
Web: <http://www.swwocn.org.uk>
Contact: Val Thomas

Surrey and Region Open College Network

Runnymede Centre, Chertsey Road, Addlestone
Surrey KT15 2EP
Tel: 01932 569894 **Fax:** 01932 564139
E-Mail: socf@surreycc.gov.uk
Web:
Contact: Pat Hand

**Thames Region Accrediting Consortium Open
College Network**

Thames Valley University, Walpole House
18-22 Bond Street, Ealing, London W5 5AA
Tel: 020 8567 6678 **Fax:** 020 8231 2772
E-Mail: TRAC@tvu.ac.uk
Web: <http://www.tracocn.co.uk>
Contact: Paul Phillips

**West and North Yorkshire Open College
Network**

No 4 College Close, Leeds Metropolitan University
Beckett Park Campus
Leeds LS6 3QS
Tel: 0113 283 7460 **Fax:** 0113 283 7461
E-Mail: open.college.network@lmu.ac.uk
Web: <http://www.wnyocn.org.uk>
Contact: Jane Storr



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NATIONAL OPEN
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NOCN Level 2 Intermediate Award in Developing Information Advice and Guidance

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Certification end date: 31/08/2009

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£57.50 per learner

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

Tel. 0114 2270500

Fax. 0114 2270501

Email: nocn@nocn.org.uk

Web: www.nocn.org.uk

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