

# Qualification Guide



## NOCN Level 3 Certificate in Information Advice and Guidance

National Accreditation No. 100/2406/2

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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 3 Certificate in Information, Advice and Guidance is designed to fit within NOCN's flexible framework. The qualification develops the skills and knowledge that will enable people to become more aware of the role of an information, advice and guidance worker and to perform it in a more informed and confident way; an understanding of the necessary skills which need to be developed to take on the role, and knowledge of the boundaries and the principles underpinning practice.

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 3 Certificate in Information, Advice and Guidance 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.

The qualification will prove beneficial in three crucial areas:

- 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 herself or himself.
- 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.
- 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 Level 3 Certificate in Information, Advice and Guidance forms part of a suite of Information, Advice and Guidance qualifications, ranging from Level 1 to Level 3. 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 Level 3 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 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 at present without any formal recognition.
- Help people who belong to the identified target groups to establish good practice and to build confidence in their ability to fulfil their role.

### **Guided Learning Hours**

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours is 240, plus additional time for final/external assessment. This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification. 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

Each unit within the qualification has been mapped to identify where opportunities exist for learners to achieve key skills. In designing activities for unit assessment you will be able to use the mapping to identify which key skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

<b>Unit Title</b>	<b>Application of Number Level Three</b>	<b>Communication Level Three</b>	<b>Information Technology Level Three</b>
Information, Advice and Guidance: Principles and Practice		<b>C3.1a, C3.2</b>	
Developing Practice for Information, Advice and Guidance Interactions		<b>C3.1a, C3.1b</b>	
Contextualising Information, Advice and Guidance		<b>C3.1a, C3.2, C3.3</b>	<b>IT3.1</b>
Referral in Practice		<b>C3.1a, C3.2, C3.3</b>	
Ethical Issues in Information, Advice and Guidance		<b>C3.1a, C3.2</b>	
Providing Information to Clients		<b>C3.1a, C3.2</b>	<b>IT3.1</b>
Managing Information Resources		<b>C3.1a, C3.2, C3.3</b>	<b>IT3.1, IT3.3</b>
Information, Advice and Guidance Work with Groups		<b>C3.1a, C3.1b</b>	
Working Within Networks to Support Information, Advice and Guidance Practice		<b>C3.1a, C3.2, C3.3</b>	
Organising and Using Information, Advice and Guidance Systems	<b>N3.1, N3.3</b>	<b>C3.1a, C3.2, C3.3</b>	<b>IT3.1, IT3.2, IT3.3</b>
Working Within Information, Advice and Guidance Standards Frameworks		<b>C3.1a, C3.2, C3.3</b>	

<b>Unit Title</b>	<b>Improve Own Learning and Performance Level Three</b>	<b>Working with Others Level Three</b>	<b>Problem Solving Level Three</b>
Information, Advice and Guidance: Principles and Practice		<b>WO3.1, WO3.2, WO3.3</b>	<b>PS3.1, PS3.2, PS3.3</b>
Developing Practice for Information, Advice and Guidance Interactions	<b>LP3.1, LP3.2, LP3.3</b>	<b>WO3.1, WO3.2, WO3.3</b>	<b>PS3.1, PS3.2, PS3.3</b>
Contextualising Information, Advice and Guidance	<b>LP3.1, LP3.2, LP3.3</b>	<b>WO3.1, WO3.2</b>	<b>PS3.1</b>
Referral in Practice		<b>WO3.1</b>	<b>PS3.1</b>
Ethical Issues in Information, Advice and Guidance	<b>LP3.3</b>	<b>WO3.2,</b>	<b>PS3.1</b>
Providing Information to Clients		<b>WO3.1, WO3.2</b>	<b>PS3.1, PS3.2, PS3.3</b>
Managing Information Resources		<b>WO3.1, WO3.2, WO3.3</b>	<b>PS3.1, PS3.2, PS3.3</b>
Information, Advice and Guidance Work with Groups	<b>LP3.1, LP3.2, LP3.3</b>	<b>WO3.1, WO3.2, WO3.3</b>	<b>PS3.1, PS3.2, PS3.3</b>
Working Within Networks to Support Information, Advice and Guidance Practice	<b>LP3.1</b>	<b>WO3.1, WO3.2, WO3.3</b>	<b>PS3.1, PS3.2, PS3.3</b>
Organising and Using Information, Advice and Guidance Systems		<b>WO3.1</b>	<b>PS3.1, PS3.2, PS3.3</b>
Working Within Information, Advice and Guidance Standards Frameworks	<b>LP3.1, LP3.2, LP3.3</b>	<b>WO3.1</b>	<b>PS3.1, PS3.2, PS3.3</b>

### How the Qualification Relates to Wider Education and Training 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. To achieve this, learning outcomes have been developed to underpin this commitment and broaden the awareness and knowledge of learners across educational, cultural and social issues.

References to the ways in which this qualification addresses these issues are signposted below:

<b>Unit Title</b>	<b>Social, Cultural and Ethical Issues</b>	<b>Health and Safety</b>	<b>Equal Opportunities</b>	<b>Environmental Issues</b>	<b>European Awareness/ Legislation</b>
Information, Advice and Guidance: Principles and Practice	x		x		x
Developing Practice for Information, Advice and Guidance Interactions	x		x		
Contextualising Information, Advice and Guidance	x		x		x
Referral in Practice	x		x		
Ethical Issues in Information, Advice and Guidance	x		x		x
Providing Information to Clients	x		x		
Managing Information Resources	x		x		
Information, Advice and Guidance Work	x		x		

<b>Unit Title</b>	<b>Social, Cultural and Ethical Issues</b>	<b>Health and Safety</b>	<b>Equal Opportunities</b>	<b>Environmental Issues</b>	<b>European Awareness/ Legislation</b>
with Groups					
Working within Networks to Support Information, Advice and Guidance Practice	<b>x</b>		<b>x</b>		
Organising and Using Information, Advice and Guidance Systems	<b>x</b>		<b>x</b>		
Working within Information, Advice and Guidance Standards Frameworks	<b>x</b>		<b>x</b>		<b>x</b>

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## **Relationship with national occupational standards**

The NOCN Level 3 Certificate in Information, Advice and Guidance 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 NVQ Level 2 and 3 in Advice and Guidance.

Each unit within the qualification has been carefully mapped to the relevant standards against each learning outcome.

### **NOTE:**

**This qualification has also been approved by the Employment NTO and QCA as a Technical Certificate in Educational Guidance to provide the underpinning knowledge for NVQ 3.**

## **Language Requirements**

If you have a requirement for this qualification in Welsh, please contact NOCN who will review demand and provide as appropriate. 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 qualification is particularly suitable for:

- People who have responsibility for giving Information, Advice and Guidance in a range of locations and contexts, while not pursuing Information, Advice and Guidance as a career.
- People delivering Information, Advice and Guidance who want recognition for the work that they do. For example:
  - People working with further, adult or community groups, for example full-time or part-time tutors, outreach workers.
  - Admissions tutors.
  - People working in voluntary organisations.
  - Experienced front line staff.
  - People wanting to progress from the NOCN Level 2 Award in Developing Information, Advice and Guidance or wanting to use this qualification as a route to higher education.
  - Health 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 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.

**The minimum age for access to the qualification is 18.**

### **Restrictions on Learner Entry**

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

### **Recommended Prior Learning**

No specific prior learning, experience and/or qualification is required for learners undertaking the NOCN Level 3 Certificate in Information, Advice and Guidance. However, the demands and nature of the qualification and the assessment requirements are such that learners will need sound literacy skills, study skills and the ability to think analytically. Therefore, learners will be expected to provide evidence of the ability to work at this level.

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
3	<ul style="list-style-type: none"> <li>• Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</li> <li>• Access and evaluate information independently</li> <li>• Analyse information and make reasoned judgements</li> <li>• Employ a range of responses to well defined but often unfamiliar or unpredictable problems</li> </ul>	<ul style="list-style-type: none"> <li>• Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills</li> <li>• Select from a considerable choice of procedures</li> <li>• Give presentations to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in self directed activity with guidance /evaluation</li> <li>• Accept responsibility for quality and quantity of output</li> <li>• Accept limited responsibility for the quantity and quality of output from others</li> </ul>

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## **Progression Opportunities**

NOCN Level 3 Certificate in Information, Advice and Guidance enables progression to counselling courses or other appropriate Level 3 provision, for example teaching adult learners, facilitating group learning or mentoring. It would also be a useful qualification for people involved in community development and working in voluntary organisations and for anyone intending to enter 'people professions', for example, 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 the justice system.

NOCN Level 3 Certificate in Information, Advice and Guidance relates academically to Advanced Level subjects such as sociology, psychology or English language and also citizenship and key skills, so learners will be able to progress to:

- NVQ Level 3 in Advice and Guidance
- NVQ Level 3 in Counselling
- Other appropriate Level 3 provision
- Other appropriate Level 4 provision

## **Learners with Particular Requirements**

Assessment within NOCN Level 3 Certificate in Information, Advice and Guidance is designed to be accessible and inclusive. The unit based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should use the guidance in the NOCN Handbook in applying for reasonable adjustments.

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

To achieve the qualification the learner must successfully complete:

- 18** Mandatory unit credits
- 6** Optional unit credits

The qualification contains the following units:

<b>NOCN Unit Code</b>	<b>QCA Accredited Number</b>	<b>Unit Title</b>	<b>Mandatory or Optional</b>	<b>10 Hour Credit Value</b>	<b>Level</b>	<b>OPUS ID</b>
PS3/3/QQ/002	L/101/4980	Information, Advice and Guidance: Principles and Practice	Mandatory	3	Three	AFY927
PS3/3/QQ/003	R/101/4981	Developing Practice for Information, Advice and Guidance Interactions	Mandatory	3	Three	AFY932
PS3/3/QQ/004	Y/101/4982	Contextualising Information, Advice and Guidance	Mandatory	6	Three	AFY935
PS3/3/QQ/005	D/101/4983	Referral in Practice	Mandatory	3	Three	AFY936
PS3/3/QQ/006	H/101/4984	Ethical Issues in Information, Advice and Guidance	Mandatory	3	Three	AFY939
PS3/3/QQ/007	K/101/4985	Providing Information to Clients	Optional	3	Three	AFY941
PS3/3/QQ/008	M/101/4986	Managing Information Resources	Optional	3	Three	AFY943
PS3/3/QQ/009	T/101/4987	Information, Advice and Guidance Work with Groups	Optional	3	Three	AFY945
PS3/3/QQ/010	A/101/4988	Operating within Networks to Support Information, Advice and Guidance	Optional	3	Three	AFY947
PS3/3/QQ/011	F/101/4989	Organising and Using Information, Advice and Guidance Systems	Optional	3	Three	AFY988

<b>NOCN Unit Code</b>	<b>QCA Accredited Number</b>	<b>Unit Title</b>	<b>Mandatory or Optional</b>	<b>10 Hour Credit Value</b>	<b>Level</b>	<b>OPUS ID</b>
PS3/3/QQ/012	T/101/4990	Working within Information, Advice and Guidance Standards Frameworks	Optional	3	Three	AFY989

The assessment activities for the units are indicated in the assessment grid table on the individual units.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is in Section 4.

The qualification requires learners to successfully achieve the required units and in addition complete a summative assessment that is externally set. NOCN has set assessment tasks/activity and provided a set of achievement criteria. Required unit achievement and successful completion of the external summative assessment therefore determine achievement. See External Assessment Pack.

The methodology is therefore:

- Externally set assessment (NOCN)
- Externally assessed (NOCN Assessors)

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

**UNIT TITLE:** Information, Advice and Guidance: Principles and Practice

**LEVEL:** Three

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** PS3/3/QQ/002

**ACCREDITED UNIT NO:** L/101/4980

This unit has 5 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 relationship between Information, Advice and Guidance. <b>(AG1,AG5,AG12,AG14,AG15, AG16)</b>	1.1 Define Information, Advice and Guidance and explain the relationship between them. 1.2 Analyse the scope of provision within the context of her/ his Information, Advice and Guidance practice. 1.3 Evaluate her/ his own role in providing Information, Advice and Guidance.
2. Have an understanding of ways of meeting Information, Advice and Guidance needs of clients. <b>(AG2,AG15,AG16)</b>	2.1 Analyse Information, Advice and Guidance needs of a range of clients. 2.2 Explain a range of ways of meeting identified client need. 2.3 Evaluate her/ his effectiveness in responding to client need.
3. Recognise limits of her/ his own competence in relation to delivering Information, Advice and Guidance. <b>(AG3,AG5,AG12,AG13,AG14)</b>	3.1 Explain how s/he recognises limits of her/ his own competence. 3.2 Explain how s/he makes clients aware of these limits. 3.3 Identify appropriate alternative agencies and explain her/ his selection of these. 3.4 Explain how s/he would agree referral to another agency.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>4. Apply current Equal Opportunities legislation and policy in relation to Information, Advice and Guidance practice. <b>(AG2,AG3,AG4,AG6,)</b></p>	<p>4.1 Explain ways in which her/ his practice adheres to current Equal Opportunities policy and legislation in interactions with individual clients.</p> <p>4.2 Explain ways in which behaviour inconsistent with Equal Opportunities policy can be challenged in relation to her/ his Information, Advice and Guidance practice.</p>
<p>5. Ensure confidentiality of client information. <b>(AG2,AG3,AG4,AG6,AG12,AG15)</b></p>	<p>5.1 Explain ways in which boundaries of confidentiality are agreed with clients.</p> <p>5.2 Evaluate the effectiveness of record keeping systems for maintaining client confidentiality.</p>

**UNIT TITLE:** Information, Advice and Guidance: Principles and Practice

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/002  
**ACCREDITED UNIT NO:** L/101/4980

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

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

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<b>BENCHMARK ASSESSMENT</b>
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**Qualification Title:** Level 3 Certificate in Information Advice and Guidance

**Unit Title:** Information, Advice and Guidance: Principles and Practice L/101/4980

**NOCN Code:** PS3/3/QQ/002

**Unit Status:** Mandatory

### **Introduction**

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

### **Assessment Tasks**

Two tasks are used to assess this unit, Information, Advice and Guidance: Principles and 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 core values of Information, Advice and Guidance delivery, through reflection on practice and policy. Both tasks have been designed to concentrate on the boundaries of the role of someone delivering Information, Advice and Guidance, ways in which boundaries are recognised and methods by which client needs can be met effectively. They are also intended to encourage the learner to consider Equal Opportunities issues and the learner's role in promoting these.

### **Tutor Guidance**

Completed pro-forma with commentary; responses to set Case Study questions.

<b>TASK</b>	<b>EVIDENCE</b>
Task A: Identify relationship between Information, Advice and Guidance, provision of this and own role within it.	Completed pro-forma with commentary.

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<b>TASK</b>	<b>EVIDENCE</b>
Task B: Responses to given case studies relevant to individual learner contexts, requiring learners to analyse Information, Advice and Guidance needs of individual clients, boundaries of confidentiality, limits of competence, agreement of referral.	Responses to Case Studies under given headings, to include reference to Equal Opportunities issues.

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**TASK 1: INFORMATION, ADVICE AND GUIDANCE - PRINCIPLES AND PRACTICE**

<b>Definitions of Information, Advice and Guidance and my role in relation to these.</b>		
	<b>Definition</b>	<b>My Role</b>
<b>Information</b>		
<b>Advice</b>		
<b>Guidance</b>		

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**Explain:**

i) The distinction and the relationship between Information, Advice and Guidance.

ii) The scope of provision within the context of your Information, Advice and Guidance practice.

**TASK 2:  
CASE STUDIES**

**[One to be given to learners]**

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### Case Study 1

Mr. X left school without qualifications. He feels that this was largely the result of a disrupted home life, his parents split up when he was nine and he went to live with his grandmother. She died when he was fourteen and he spent the next year in local authority care, leaving before his sixteenth birthday to live in a succession of squats.

Mr. X is now 28 and currently unemployed. He has recently come out of prison where he served a two-year sentence for shoplifting. He has a number of convictions, most of which are related to theft, although he was convicted of possession of cannabis ten years ago. While in prison, he studied Open College Network Social and Life Skills and Literacy units at Level Two. He began to enjoy educational work in prison and is now keen to engage in further study. While he is interested in both History and English, he is not sure what he would like to study. He would like to work with people in the long run, possibly as a teacher or youth worker, where he believes that his own experiences will enable him to relate to deprived young people and prevent them from making the mistakes that he made when he was younger. As an alternative, he would like any qualification that will enable him to get a steady job locally.

Mr. X lives with his partner and their three-year-old daughter. He lost the sight of one eye in a fight in prison and is now registered as disabled. His girlfriend works for a housing association. They have discussed his future, and she is prepared to support him although they are both concerned about how much it will cost to continue with his education. She earns £12,000 annually.

### Case Study 2

Mrs. Y is 32 and is not in paid employment. She worked in the personnel department of the local council until three years ago, when her husband left her and she suffered depression as a result. They are now divorced, but he is not working and therefore, pays nothing towards the upkeep of their three children. Ms. Y does not feel that she can leave the children – the youngest of whom is only two and a half - to go back to work, particularly because the older children were briefly taken into care when she was suffering from depression.

She would now like to take a qualification in childcare that will enable her to work at home as a childminder or become a nursery nurse.

Mrs. Y has four good GCSEs, which include English but not Maths, an NVQ in Office Administration and a range of certificates on using IT Applications – an aspect of her job that she enjoyed. Before leaving work, she was studying with the Institute of Personnel Management to become a manager, although she cannot remember the name of the course. All of her certificates were lost when her parents retired and moved house.

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**Case Study 3**

Mrs. Z is aged 52 and works in a local supermarket on the checkout and as a shelf filler. She left school at 16 without any qualifications and worked as a hospital cleaner for many years, moving to the supermarket after her service was privatised. Details of her employment are a little difficult to ascertain, as Mrs Z has been unable to fill in the form explaining her background, stating on more than one occasion that she has forgotten her glasses.

Mrs. Z had recently had the opportunity to apply for a supervisor's job but was concerned about her lack of education and her ability in IT. Supervisors are expected to record information about customer interaction on a computer.

Mrs. Z would like to learn to use a computer and also improve her general educational skills. She needs to study part-time and is concerned about finding a course that will fit in with her shift pattern at the supermarket.

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**TASK 2: INFORMATION, ADVICE AND GUIDANCE - PRINCIPLES AND PRACTICE**

**Questions relating to the Case Studies**

**Name:** .....

**Date:** .....

**Centre:** .....

**Case Study No:** .....

1. What needs would the client have in terms of:

Information

Advice

Guidance

2a. What alternative ways of meeting these needs could you suggest?

2b. How far do you feel that your suggestions would meet the needs of the client?

(Continued overleaf)

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3. How would you explain the limits of your competence to a client?

4a. Given the remit and mission of your place of work and your role, which aspects of the clients needs would have to be referred to other agencies? Identify the agencies and justify your choices.

4b. How would you agree the referral with this agency?

5a. How does your action for this client fit in with Equal Opportunities principles and policies? Make reference to Local and National policies.

(Continued overleaf)

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5b. If one of the agencies to whom you referred the client did not act in a way that was consistent with Equal Opportunities policy and/ or legislation, how would you challenge their actions?

6a. Identify aspects of this case that might force you to reveal parts of the client's history that they would prefer to remain confidential.

6b. How would you negotiate this with the client?

7a. Explain your procedures for recording interactions and referrals with clients.

7b. Explain ways in which the system you use maintains client confidentiality.

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Information, Advice and Guidance: Principles and Practice L/101/4980

**NOCN Code:** PS3/3/QQ/002

**Unit Status:** Mandatory

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>Task 1</b> Identifies relationship between Information, Advice and Guidance, provision of this and their own role within it.</p>	<ul style="list-style-type: none"> <li>• Defines Information, Advice and Guidance and explains the relationship between them.</li> <li>• Analyses the scope of provision within the context of her/ his Information, Advice and Guidance practice.</li> <li>• Evaluates her/ his own role in providing Information, Advice and Guidance.</li> </ul>
<p><b>Task 2</b> Responds to given case study relevant to individual learner contexts, requiring learners to analyse Information, Advice and Guidance needs of individual clients, boundaries of confidentiality, limits of competence, agreement of referral.</p>	<ul style="list-style-type: none"> <li>• Analyses Information, Advice and Guidance needs of client.</li> <li>• Explains a range of ways of meeting identified client need.</li> <li>• Evaluates her/ his effectiveness in responding to client need.</li> <li>• Explains how s/he recognises limits of her/ his own competence.</li> <li>• Explains how s/he makes clients aware of these limits.</li> <li>• Identifies appropriate alternative agencies and explains her/ his selection of these.</li> <li>• Explains how s/he would agree referral to another agency.</li> <li>• Gives a range of examples of legislation relating to relevant current Equal Opportunities policy and legislation.</li> <li>• Explains ways in which her/ his practice adheres to current Equal Opportunities policy and legislation in interactions with individual clients.</li> <li>• Explains ways in which behaviour inconsistent with Equal Opportunities policy can be challenged in relation to her/ his Information, Advice and Guidance practice.</li> <li>• Explains ways in which boundaries of confidentiality are agreed with clients.</li> </ul>

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	<ul style="list-style-type: none"><li>• Explains the principles of confidentiality which underpin record keeping systems and evaluates the effectiveness of own record keeping system for maintaining client confidentiality.</li></ul>
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**UNIT TITLE:** **Developing Practice for Information, Advice and Guidance Interactions**

**LEVEL:** **Three**  
**CREDIT VALUE:** **3**  
**NOCN UNIT CODE:** **PS3/3/QQ/003**  
**ACCREDITED UNIT NO:** **R/101/4981**

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Have a client-centred approach to guidance interviews. <b>(AG1,AG2,AG3,AG4,AG14,AG15)</b>	1.1 Explain advantages of using a structured approach to interviews. 1.2 Explain the process of interview to individual clients. 1.3 Carry out client-centred interviews to set criteria. 1.4 Agree and record action points with individual clients. 1.5 Evaluate effectiveness of own performance against the set criteria and identify areas for development.
2. Evaluate effectiveness of use of skills in interactions with clients. <b>(AG2,AG3,AG4,AG5,AG6)</b>	2.1 Analyse the effectiveness of different types of questions, for example open/ closed to enable the client to communicate needs. 2.2 Analyse the impact of different environments on the effectiveness of interactions with clients. 2.3 Analyse and demonstrate how non-verbal communication can be used to demonstrate active listening.
3. Have an understanding of ways in which personal beliefs and values can affect interaction with clients. <b>(AG1,AG2,AG3,AG4,AG14,AG15)</b>	3.1 Analyse ways in which beliefs and values can impact on the relationship between practitioner and client. 3.2 Evaluate her/ his own practice in dealing with clients' expression of beliefs and values.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>4. Make appropriate referrals in a positive manner. <b>(AG12,AG13,AG15,AG19)</b></p>	<p>4.1 Explain limits of own competence in delivering Information, Advice and Guidance to individual clients. 4.2 Explain the need to demonstrate a positive manner in interviews with clients. 4.3 Agree appropriate referrals with individual clients, considering advantages and disadvantages. 4.4 Evaluate effectiveness of own practice in making referrals.</p>
<p>5. Ensure client confidentiality in relation to her/ his Information, Advice and Guidance practice. <b>(AG1,AG2,AG3,AG4,AG5,AG6)</b></p>	<p>5.1 Explain boundaries of confidentiality in working with clients, for example differences between individual and group settings. 5.2 Explain information relating to clients that can and cannot be revealed to others. 5.3 Enable the client to participate in defining the boundaries of confidentiality, in interviews with individual clients.</p>
<p>6. Set personal and professional targets in relation to Information, Advice and Guidance practice. <b>(AG15,AG16,AG22,AG23)</b></p>	<p>6.1 Produce an overview of overall effectiveness from evaluations of Information, Advice and Guidance practice. 6.2 Produce a personal development plan in relation to Information, Advice and Guidance practice based on the overview. 6.3 Identify appropriate opportunities to meet personal and professional development needs in relation to Information, Advice and Guidance practice.</p>

**UNIT TITLE:** Developing Practice for Information, Advice and Guidance Interactions

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/003  
**ACCREDITED UNIT NO:** R/101/4981

### 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	O
Written question & answer/test/exam		Role play/simulation	P
Essay		Practical demonstration	
Report	P	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary	P	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:

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

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Developing Practice for Information, Advice and Guidance Interactions  
R/101/4981

**NOCN Code:** PS3/3/QQ/003

**Unit Status:** Mandatory

**ASSESSMENT TASKS**

One task is used in the Benchmark Assessment for this unit, Developing Practice for Information, Advice and Guidance Interactions.

The task is intended to assess the learner’s communication skills and interview technique through observed interactions with clients. It has also been developed to encourage the learner to reflect on performance and to set personal and professional targets based on observation and reflection.

**TUTOR GUIDANCE**

<b>TASK</b>	<b>EVIDENCE</b>
<p>TASK: At least two observed interactions with clients, (real or simulated), to set criteria.</p>	<p>Observation reports for at least two interactions with clients to set criteria.</p> <p>Rationale to explain how set criteria were used and ways in which this approach is a useful aid to interviewing.</p> <p>Record of action points agreed with clients, and results of these.</p> <p>Reflective response to observation reports.</p> <p>Personal Development Plan based on responses to observation reports.</p>

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### **Further Tutor Guidance**

The purpose of this task is to assess the learner's understanding of the basis of effective Information, Advice and Guidance delivery. Learners are asked to reflect on personal values and beliefs and ways in which these might impact upon interactions with clients. The task focuses on communication skills and the need for confidentiality. It also stresses the importance of a client-centred approach. By using set criteria for interactions, learners are guided towards recognition and application of good practice.

This task is also about reflection on practice and target setting, based on observation of practice. It encourages learners to take responsibility for own personal and professional development by identifying areas for development, and ways in which these can be achieved.

Learners should complete the attached task sheets for at least two interactions with clients. (The tutor will determine whether the interactions are real or simulated.) Learners will be observed using the same set criteria.

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**Developing Practice for Information, Advice and Guidance Interactions**

**Observation of Interactions with Clients (1 of 2 Observations)**

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Learner:

Client:

Observer:

Interaction:

Date of Observation:

Location of Interaction:

<b>STAGE 1 - AGREEING AN AGENDA FOR THE INTERACTION</b>			
	<b>Criteria</b>	<b>Observation Notes</b>	<b>Reflection/Evaluation (6.1) (Learner Notes)</b>
1	Introductions are made and an atmosphere is created which builds rapport, including environmental constraints and factors of personal safety. (2.2)	* 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. (5.1, 5.2, 5.3, 4.1)	P.C. MET YES/NO	
3	Appropriate forms of communication are used to enable the client to identify their current situation and guidance needs. (2.1, 2.3)	P.C. MET YES/NO	
4	The significance of what is being said is checked to ensure understanding. (2.1, 2.3)	P.C. MET YES/NO	
5	The client's immediate position is summarised in order to clarify topics and issues. (2.1, 2.3)	P.C. MET YES/NO	
6	An agenda for the interview is established with the client, identifying and prioritising their objectives. (1.2)	P.C. MET YES/NO	

\* P.C. = Performance Criteria

(1 of 2 continued)

<b>STAGE 2 – EXPLORING ISSUES AND IDENTIFYING GOALS</b>			
	<b>Criteria</b>	<b>Observation Notes</b>	<b>Reflection/Evaluation (6.1) (Learner Notes)</b>
1	The client is encouraged to explore ideas and options through investigation of relevant issues. (2.1, 2.3)	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. (3.1, 3.2)	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. (4.3, 4.4)	P.C. MET YES/NO	
4	Where referral is made to another service it is done in a positive way. (4.2, 4.3, 4.4)	P.C. MET YES/NO	
5	Original objectives for the interview are evaluated with the client and re-negotiated if appropriate. (2.1, 2.3)	P.C. MET YES/NO	
6	Goals are discussed and any unrealistic goals are identified and possible modifications discussed. (2.1,2.3)	P.C. MET YES/NO	
7	The client is assisted in deciding on the most appropriate goals for their requirements and personal circumstances. (2.1, 2.3)	P.C. MET YES/NO	

(1 of 2 continued)

<b>STAGE 3 - PLANNING ACTION</b>			
	<b>Performance Criteria</b>	<b>Observation Notes</b>	<b>Reflection/Evaluation (6.1)</b>
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. (2.1, 2.3)	P.C. MET YES/NO	
2	Sources of further support are identified and clarified. (4.2)	P.C. MET YES/NO	
3	A summary takes place and the next steps, including timescales, are agreed with the client. (1.4)	P.C. MET YES/NO	
4	An action plan, written or verbal, is agreed with the client. (1.4)	P.C. MET YES/NO	
5	Any records are completed accurately and stored in a way which conforms with policy on confidentiality. (5.1, 5.2, 5.3)	P.C. MET YES/NO	
<p><b>OBSERVATION NOTES:</b></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>			

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**Developing Practice for Information, Advice and Guidance Interactions**  
**Observation of Interactions with Clients (2 of 2 Observations)**

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Learner:

Client:

Observer:

Interaction:

Date of Observation:

Location of Interaction:

<b>STAGE 1 - AGREEING AN AGENDA FOR THE INTERACTION</b>			
	<b>Criteria</b>	<b>Observation Notes</b>	<b>Reflection/Evaluation (6.1) (Learner Notes)</b>
1	Introductions are made and an atmosphere is created which builds rapport, including environmental constraints and factors of personal safety. (2.2)	* 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. (5.1, 5.2, 5.3, 4.1)	P.C. MET YES/NO	
3	Appropriate forms of communication are used to enable the client to identify their current situation and guidance needs. (2.1, 2.3)	P.C. MET YES/NO	
4	The significance of what is being said is checked to ensure understanding. (2.1, 2.3)	P.C. MET YES/NO	
5	The client's immediate position is summarised in order to clarify topics and issues. (2.1, 2.3)	P.C. MET YES/NO	
6	An agenda for the interview is established with the client, identifying and prioritising their objectives. (1.2)	P.C. MET YES/NO	

\* P.C. = Performance Criteria

(2 of 2 continued)

<b>STAGE 2 – EXPLORING ISSUES AND IDENTIFYING GOALS</b>			
	<b>Criteria</b>	<b>Observation Notes</b>	<b>Reflection/Evaluation (6.1) (Learner Notes)</b>
1	The client is encouraged to explore ideas and options through investigation of relevant issues. (2.1, 2.3)	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. (3.1, 3.2)	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. (4.3, 4.4)	P.C. MET YES/NO	
4	Where referral is made to another service it is done in a positive way. (4.2, 4.3, 4.4)	P.C. MET YES/NO	
5	Original objectives for the interview are evaluated with the client and re-negotiated if appropriate. (2.1, 2.3)	P.C. MET YES/NO	
6	Goals are discussed and any unrealistic goals are identified and possible modifications discussed. (2.1,2.3)	P.C. MET YES/NO	
7	The client is assisted in deciding on the most appropriate goals for their requirements and personal circumstances. (2.1, 2.3)	P.C. MET YES/NO	

(2 of 2 continued)

<b>STAGE 3 - PLANNING ACTION</b>			
	<b>Performance Criteria</b>	<b>Observation Notes</b>	<b>Reflection/Evaluation (6.1)</b>
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. (2.1, 2.3)	P.C. MET YES/NO	
2	Sources of further support are identified and clarified. (4.2)	P.C. MET YES/NO	
3	A summary takes place and the next steps, including timescales, are agreed with the client. (1.4)	P.C. MET YES/NO	
4	An action plan, written or verbal, is agreed with the client. (1.4)	P.C. MET YES/NO	
5	Any records are completed accurately and stored in a way which conforms with policy on confidentiality. (5.1, 5.2, 5.3)	P.C. MET YES/NO	
<p><b>OBSERVATION NOTES:</b></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>			

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**(2 of 2 continued)**

1. In what ways does the use of a structured approach to interactions differ from an unstructured approach? (1.1)

2. What framework can be used to ensure interactions are effective? (1.1)

3. What is meant by a client-centred approach to interactions? How can this be achieved? (1.3)

4. To what extent have I developed a client-centred approach to interactions?

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**PERSONAL DEVELOPMENT PLAN:**

(6.1, 6.2, 6.3)

Areas of my work in relation to effective interactions which I have identified as needing development:

The specific actions I need to take:

The ways in which I can achieve these, and the opportunities I will access:

My time-frame for achieving my development plan:

People who can help me to achieve my development plan:

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Developing Practice for Information, Advice and Guidance Interactions R/101/4981

**NOCN Code:** PS3/3/QQ/003

**Unit Status:** Mandatory

<b>Task</b>	<b>Achievement Criteria</b>
TASK 1: At least two observed interactions with clients, (real or simulated), to set criteria	<ul style="list-style-type: none"> <li>• Evaluates the use of structured and unstructured approaches to Information, Advice and Guidance interactions.</li> <li>• Explains the process of interview to individual clients.</li> <li>• Carries out client-centred interviews to set criteria.</li> <li>• Agrees and records action points with individual clients.</li> <li>• Evaluates the effectiveness of own performance against the set criteria and identifies areas for development.</li> <li>• Analyses the effectiveness of different types of questions, for example open/ closed to enable the client to communicate needs.</li> <li>• Analyses the impact of different environments on the effectiveness of interactions with clients.</li> <li>• Analyses and demonstrates how non-verbal communication can be used to show active listening.</li> <li>• Analyses ways in which beliefs and values can impact on the relationship between practitioner and client.</li> <li>• Evaluates her/his own practice in dealing with clients' expression of beliefs and values.</li> </ul>

(Continued overleaf)

(Continued)

Task	Achievement Criteria
	<ul style="list-style-type: none"> <li>• Explains limits of own competence in delivering Information, Advice and Guidance to individual clients.</li> <li>• Explains the need to demonstrate a positive manner in interviews with clients.</li> <li>• Agrees appropriate referrals with individual clients, considering advantages and disadvantages.</li> <li>• Evaluates effectiveness of own practice in making referrals.</li> <li>• Explains boundaries of confidentiality in working with clients, e.g. differences between individual and group settings.</li> <li>• Explains information relating to clients that can and cannot be revealed to others.</li> <li>• Enables the client to participate in defining the boundaries of confidentiality, in interactions with individual clients.</li> <li>• Produces an overview of overall effectiveness from evaluations of Information, Advice and Guidance practice.</li> <li>• Produces a personal development plan in relation to Information, Advice and Guidance practice based on the overview.</li> <li>• Identifies appropriate opportunities to meet personal and professional development needs in relation to Information, Advice and Guidance practice.</li> </ul>

**UNIT TITLE:** Contextualising Information, Advice and Guidance

**LEVEL:** Three  
**CREDIT VALUE:** 6  
**NOCN UNIT CODE:** PS3/3/QQ/004  
**ACCREDITED UNIT NO:** Y/101/4982

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Have an understanding of barriers to learning and work for specific client groups. <b>(AG2,AG4,AG5,AG6)</b>	1.1 Explain ways in which Information, Advice and Guidance delivery has to be flexible to meet needs of different client groups. 1.2 Explain differences between physical, attitudinal and cultural barriers to learning and work faced by at least two specific client groups. 1.3 Analyse barriers to learning and work faced by at least two specific client groups.
2. Have an awareness of the need to advocate on behalf of specific client groups. <b>(AG8,AG9,AG10,AG11)</b>	2.1 Explain the difference between advocacy and enabling in Information, Advice and Guidance practice. 2.2 Explain why it is appropriate to advocate on behalf of individual clients from specific client groups. 2.3 Analyse ways in which advocacy can enable Information, Advice and Guidance clients to progress.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>3. Engage in research and present findings in relation to the context of Information, Advice and Guidance practice. <b>(AG19)</b></p>	<p>3.1 Produce an outline for an Information, Advice and Guidance research project based on a specific client group, identifying aims and objectives. 3.2 Utilise a range of primary and/or secondary sources of information to inform project work, e.g. questionnaires, oral/ visual sources, the internet etc. 3.3 Submit a completed research project which is well organised, logically argued and refers to the range of information sources. 3.4 Produce a bibliography for the completed project, adhering to academic convention. 3.5 Draw conclusions from research findings.</p>
<p>4. Relate findings of Information, Advice and Guidance research project to own practice. <b>(AG19,AG22)</b></p>	<p>4.1 Critically evaluate research findings. 4.2 Explain ways in which Information, Advice and Guidance research findings will inform own practice. 4.3 Analyse the relationship between current policy and Information, Advice and Guidance findings in relation to the specific client group.</p>

**UNIT TITLE:** Contextualising Information, Advice and Guidance

**LEVEL:** Three  
**CREDIT VALUE:** 6  
**NOCN UNIT CODE:** PS3/3/QQ/004  
**ACCREDITED UNIT NO:** Y/101/4982

### 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	P
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log / diary	O	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:

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

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance  
**Unit Title:** Contextualising Information, Advice and Guidance Y/101/4982  
**NOCN Code:** PS3/3/QQ/004  
**Unit Status:** Mandatory

**Assessment Tasks**

Two tasks are used for assessing this unit, Contextualising Information, Advice and Guidance. 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 knowledge of a specific client group obtained through research and analysis of findings. It will increase the learner's understanding of barriers to learning and work and the need for advocacy faced by a range of client groups, thereby providing underpinning knowledge to enhance practice.

Learners must complete both tasks.

**TUTOR GUIDANCE**

<b>TASK</b>	<b>EVIDENCE</b>
<p>TASK 1: Completion of a matrix to identify barriers to learning and work faced by at least two different client groups.</p> <p>TASK 2: Completed research project relating to a specific client group.</p>	<p>Completed matrix with commentary.</p> <p>Project outline which includes aims and objectives, research method(s).</p> <p>Completed project which includes analysis of results, bibliography, overview of relationship between project findings and current practice, overview of relationship between project findings and current policy.</p>

**CONTEXTUALISING INFORMATION, ADVICE AND GUIDANCE: TASK 1**

**BARRIERS TO LEARNING AND WORK**

Name: ..... Date: ..... Centre: .....

	Type of barrier to Learning and Work		
	Physical (if appropriate)	Attitudinal	Cultural
<b>Group 1:</b>			
<b>Group 2:</b>			

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**CONTEXTUALISING INFORMATION, ADVICE AND GUIDANCE: TASK 1**

**BARRIERS TO LEARNING AND WORK – CONTINUED**

**Name:** ..... **Date:** ..... **Centre:** .....

**How can guidance be adapted to suit the needs of the group?**

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<i>GROUP 1</i>	<i>GROUP 2</i>

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**TASK 2: Research Project – Information, advice and guidance needs of a specific client group.**

**Guidelines**

The outline should be submitted to the tutor for discussion before the learner starts work on the project. It should be brief (300 words) and cover:

- The specific client group.
- The aims and objectives of the study (these should be directly relevant to the provision of Information, Advice and Guidance to the group).
- The research methods proposed.

**Introduction**

The introduction to the project should:

- Explain your aims and objectives.
- Set out the background to your study. In the case of a project that involves your own research, this will involve a brief account of any previous work on the subject. You may also use this section to provide general information about the specific group whom you are studying.

**Methods**

Briefly explain the appropriateness of the method(s) adopted, (questionnaires, interviews, internet, library research, etc).

**Results**

In the case of library/internet research this may merge with the discussion of results. In the case of your own use of primary research it will be useful to present the results of interviews, questionnaires etc. separately using tables and/or diagrams where they help to shed light on the data.

**Discussion of results and conclusions**

This section should form a substantial part of the piece of work submitted, there is no point in doing research unless we can draw conclusions from it. It should include:

- A critical account of the methods that you have used.
- The overall conclusions that follow from your study.
- The implications of your study for the delivery of guidance.
- Suggestions for future/alternative studies that might follow from yours.

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## **Bibliography**

You should include a bibliography that follows a recognised academic convention, for example:

**1) Initial / first name 2) Surname 3) Year of publication 4) Title, underlined 5) Place of publication 6) Publisher**

The bibliography should be in alphabetical order.

Where there has been more than one edition of a text printed, the latest edition date should be used and edition number indicated in brackets after the year.

When references are made, the relevant section should be indented and underneath, in brackets, the reference should be indicated in the following way:

*(Surname; Year: Page number)*

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance  
**Unit Title:** Contextualising Information, Advice and Guidance Y/101/4982  
**NOCN Code:** PS3/3/QQ/004  
**Unit Status:** Mandatory

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1</b>                      Completion of a matrix to identify barriers to learning and work faced by at least two different client groups.</p>	<ul style="list-style-type: none"> <li>• Explains ways in which Information, Advice and Guidance delivery has to be flexible to meet needs of different client groups.</li> <li>• Identifies and analyses a range of physical, attitudinal and cultural barriers to learning and work faced by at least two specific client groups.</li> <li>• Analyses barriers to learning and work faced by at least two specific client groups.</li> <li>• Explains why and when it is appropriate to advocate on behalf of individual clients from specific client groups.</li> <li>• Analyses ways in which advocacy can enable Information, Advice and Guidance clients to progress.</li> <li>• Explains features of good practice in advocating for specific clients.</li> </ul>

Task	Achievement Criteria
<p><b>TASK 2</b></p> <p>Completed research project relating to a specific client group.</p>	<ul style="list-style-type: none"> <li>• Produces an outline for an Information, Advice and Guidance research project based on a specific client group, identifying aims and objectives.</li> <li>• Utilises a range of primary and/or secondary sources of information to inform project work, e.g. questionnaires, oral/ visual sources, the Internet.</li> <li>• Submits a completed research project which is well organised, logically argued and refers to the range of information sources.</li> <li>• Produces a bibliography for the completed project, adhering to academic convention.</li> <li>• Draws conclusions from research findings.</li> <li>• Critically evaluates research findings.</li> <li>• Explains ways in which Information, Advice and Guidance research findings will inform own practice.</li> <li>• Analyses the relationship between current policy and Information, Advice and Guidance findings in relation to the specific client group.</li> </ul>

**UNIT TITLE: Referral in Practice**

**LEVEL: Three**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: PS3/3/QQ/005**  
**ACCREDITED UNIT NO: D/101/4983**

This unit has 4 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 referral policy in relation to a specific organisation. <b>(AG12, AG13)</b>	1.1 Identify and explain key features of referral policy of a specific organisation. 1.2 Explain how policy is implemented within the organisation. 1.3 Explain ways in which referral policy relates to an ethical code of practice/ principles and equal opportunities. 1.4 Explain ways in which referral policy relates to policies of at least one other organisation to which clients are referred.
2. Have an understanding of the scope of Information, Advice and Guidance in the context of her/ his own practice. <b>(AG5, AG6, AG12, AG13, AG17, AG18)</b>	2.1 Describe the range of Information, Advice and Guidance provision available within a specific organisation and explain the relevance of service in relation to clients. 2.2 Identify individuals and/ or agencies as potential networking partners in relation to Information, Advice and Guidance practice and explain their relevance. 2.3 Evaluate benefits and challenges of working across organisational boundaries to support Information, Advice and Guidance practice.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<p>3. Have an understanding of the purpose of and process for referral. <b>(AG12, AG13)</b></p>	<p>3.1 Explain reasons for referral of a range of clients. 3.2 Explain the boundaries of service of a specific organisation. 3.3 Describe procedures for referral to alternative organisations or agencies and explain how these are implemented with clients. 3.4 Analyse barriers which prevent clients from accessing referral opportunities and explain ways in which these might be overcome. 3.5 Explain the need to record information on referrals and how an organisation might make use of the records to improve access.</p>
<p>4. Evaluate effectiveness of client referrals to other agencies. <b>(AG12, AG13, AG19)</b></p>	<p>4.1 Identify a range of processes for assessing effectiveness of client referral in relation to a specific organisation. 4.2 Evaluate at least one process for assessing effectiveness of client referral in relation to a specific organisation. 4.3 Explain ways in which referral has impacted upon individual clients.</p>

**UNIT TITLE:** Referral in Practice

**LEVEL:** Three

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** PS3/3/QQ/005

**ACCREDITED UNIT NO:** D/101/4983

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

**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:

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

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Referral in Practice D/101/4983

**NOCN Code:** PS3/3/QQ/005

**Unit Status:** Mandatory

**Assessment Tasks**

Two tasks are used to assess the unit Referral 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). Task 1 and Task 2 may be incorporated into one piece or treated as two separate tasks.

The tasks assess knowledge of principles and practice relating to referral of clients. They encourage learners to examine referral policy in relation to a specific organisation and the mechanisms by which clients' needs are identified and met through the referral process. They also encourage learners to reflect on how to deal with issues relating to Equal Opportunities and confidentiality within the referral process.

**TUTOR GUIDANCE**

<b>TASK</b>	<b>EVIDENCE</b>
TASK 1: Respond to questions relating to an organisation's referral policy document.	Responses to questions relating to the referral policy of a specific organisation and relationship to at least one other organisation to which clients are referred.
TASK 2: An analytical report on referral in practice within a specific organisation.	An analysis of the referral processes of a specific organisation based on practical research, responding to set headings.

**Presentation**

Responses to set questions on referral policy and an analytical report.



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## **TASK 2: ANALYSIS OF AN ORGANISATION'S REFERRAL POLICY**

The analysis should concentrate on a specific organisation and be approximately 1,000 – 1,500 words, responding to the points below. The use of diagrammatic evidence such as flow charts should be encouraged to illustrate key points, for example roles within an organisation and networking between organisations. The completed piece of work should be presented as small scale practical research based on primary sources and current practice. Task 1 and Task 2 may be incorporated into one piece or treated as two separate tasks, as appropriate.

1. Describe the range of Information, Advice and Guidance available within the organisation under review and its relevance to clients.
2. Identify individuals/ agencies as potential networking partners and explain their relevance.
3. Evaluate benefits and challenges of working across organisational boundaries to support Information, Advice and Guidance practice.
4. Explain reasons for referral of a range of clients.
5. Explain boundaries of service of an organisation.
6. Describe procedures for referral to alternative agencies and how these are implemented with clients.
7. Analyse barriers which prevent clients from accessing referral opportunities and ways in which they might be overcome.
8. Explain the need to record information and how this information might be used to improve access.
9. Identify a range of processes for assessing effectiveness of client referral and evaluate one of these.
10. Explain ways in which referral has impacted upon individual clients (at least two).

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Referral in Practice D/101/4983

**NOCN Code:** PS3/3/QQ/005

**Unit Status:** Mandatory

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1</b></p> <p>Respond to questions relating to an organisation's referral policy document.</p>	<ul style="list-style-type: none"> <li>• Identifies and explains key features of referral policy of a specific organisation.</li> <li>• Explains how policy is implemented within the organisation.</li> <li>• Explains ways in which referral policy relates to an ethical code of practice/ principles and equal opportunities.</li> <li>• Explains ways in which referral relates to referral procedures of at least one organisation to which clients are referred.</li> </ul>
<p><b>TASK 2</b></p> <p>An analytical report on referral in practice within a specific organisation.</p>	<ul style="list-style-type: none"> <li>• Describes the range of Information, Advice and Guidance provision available within a specific organisation, and explains the relevance of the service in relation to clients.</li> <li>• Identifies individuals and/ or agencies as potential networking partners in relation to Information, Advice and Guidance practice, and explains their relevance.</li> <li>• Evaluates benefits and challenges of working across organisational boundaries to support Information, Advice and Guidance practice.</li> <li>• Explains reasons for referral of a range of clients.</li> <li>• Explains the boundaries of service of a specific organisation.</li> <li>• Describes procedures for referral to alternative organisations or agencies, and explains how these are implemented with clients. <b>(Continued overleaf)</b></li> </ul>

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(Continued)

<b>Task</b>	<b>Achievement Criteria</b>
	<ul style="list-style-type: none"><li>• Identifies barriers which prevent clients from accessing referral opportunities, and explains ways in which these might be overcome.</li><li>• Explains the need to record information on referrals and how an organisation might make use of the records to improve access.</li><li>• Identifies a range of methods for assessing effectiveness of client referral.</li><li>• Evaluates at least one method for assessing effectiveness of client referral in relation to a specific organisation.</li><li>• Explains ways in which referral has impacted upon individual clients.</li><li>• Explains ways in which s/he would feed back on outcomes of the effectiveness of referral.</li></ul>

**UNIT TITLE:** Ethical Issues in Information, Advice and Guidance

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/006  
**ACCREDITED UNIT NO:** H/101/4984

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>1. Have an understanding of ethical issues in relation to Information, Advice and Guidance.  <b>(AG1,AG2, AG4,AG5)</b></p>	<p>1.1 Analyse the potential impact of own values, beliefs and life experience in working with clients.                      1.2 Explain the need for confidentiality within Information, Advice and Guidance practice.                      1.3 Explain ways in which boundaries and limitations of confidentiality in interactions are determined and agreed with clients.                      1.4 Explain what is meant by 'impartiality' in Information, Advice and Guidance and organisational factors which might limit impartiality.</p>
<p>2. Have an understanding of a client centred approach to Information, Advice and Guidance.  <b>(AG5,AG6,AG7)</b></p>	<p>2.1 Explain what is meant by client centeredness in Information, Advice and Guidance.                      2.2 Explain ways in which the client can be enabled to understand and share in the Information, Advice and Guidance process.</p>
<p>3. Have an understanding of equal opportunities in relation to Information, Advice and Guidance practice.  <b>(AG1,AG2,AG4)</b></p>	<p>3.1 Explain ways in which the Equal Opportunities policy of a specific organisation relates to Information, Advice and Guidance practice.                      3.2 Explain ways in which Information, Advice and Guidance provision of a specific organisation is made accessible to eligible users, e.g. appropriate language, location, access.                      3.3 Explain the need and mechanisms for monitoring in relation to Equal Opportunities.</p>

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<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
4. Have an understanding of the need for accountability in Information, Advice and Guidance. <b>(AG1,AG2,AG3,AG18)</b>	4.1 Explain ways in which Information, Advice and Guidance providers are accountable and to whom. 4.2 Explain the purpose of codes of good practice in maintaining the quality of Information, Advice and Guidance provision.

**UNIT TITLE:** Ethical Issues in Information, Advice and Guidance

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/006  
**ACCREDITED UNIT NO:** H/101/4984

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

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

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance  
**Unit Title:** Ethical Issues in Information, Advice and Guidance H/101/4984  
**NOCN Code:** PS3/3/QQ/006  
**Unit Status:** Mandatory

**Assessment Tasks**

Two tasks are used to assess the unit, Ethical Issues in Information, Advice and Guidance. 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 ability to recognise personal prejudices or attitudes which might impact on Information, Advice and Guidance delivery. This task requires the learner to recognise barriers to her or his professional effectiveness and to develop strategies for dealing with these in future practice. The assignment also requires learners to scrutinise a Code of Principles/ Practice and to respond to questions which encourage the learner to understand the need for and purpose of a robust Code of Principles/ Practice in Information, Advice and Guidance provision.

**Evidence to be Produced**

<b>TASK</b>	<b>EVIDENCE</b>
TASK 1: Respond to questions requiring the learner to reflect on situations in which s/he felt uncomfortable in her/ his role in delivering Information, Advice and Guidance, because of a conflict between the professional role and own beliefs and values.	Reflective piece, based on responses to questions on own values and beliefs and the impact of these on practice.
TASK 2: Respond to a list of detailed questions relating to a Code of Principles/Practice.	Completed set of detailed answers responding to questions on a Code of Principles/ Practice.

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## ASSESSMENT TASKS

<b>Qualification Title:</b>	Level 3 Certificate in Information, Advice and Guidance
<b>Unit Title:</b>	Ethical Issues in Information, Advice and Guidance H/101/4984
<b>NOCN Code:</b>	PS3/3/QQ/006
<b>Unit Status:</b>	Mandatory

### **TASK 1**

This task is about reflection on your own values and beliefs and ways in which these might impact upon Information, Advice and Guidance delivery. You should be able to recognise your own barriers to professional effectiveness and to develop strategies for dealing with these.

### **TASK 2**

This task is about analysing the Code of Principles/ Guidance Council to gain an informed overview of ethical issues within Information, Advice and Guidance. The purpose of the task is to assess your understanding of the need for a Code of Principles/ Practice and the elements within it. It also assesses your understanding of the term 'Client-centred approach' and ways in which this relates to a Code of Principles/ Practice.





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## **ETHICAL ISSUES IN INFORMATION, ADVICE AND GUIDANCE**

### **TASK 2: Responding to a Code of Principles**

#### **Impartiality**

What is meant by an impartial service? Why might organisations discourage impartiality?

#### **Confidentiality**

Why should the Information, Advice and Guidance process be confidential? What are the limitations of confidentiality and how do you ensure that the client understands them?

#### **Client-individual/Individual ownership**

How might the needs of the individual differ from those of other stakeholders such as the Information Advice and Guidance provider, employers etc.?

#### **Transparency**

What steps should be taken to ensure that the client understands the process and is able to participate effectively?

**(Continued overleaf)**

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(Continued)

**Equality of opportunity**

How does the Equal Opportunities Policy underpin the provision of Information, Advice and Guidance? Why do we need to monitor the ethnicity, gender etc. of clients? How can this be achieved?

**Accessibility**

What factors might contribute to an organisation being inaccessible to particular groups? How can Information, Advice and Guidance providers improve access to their services?

**Quality of Provision**

How does a Code of Good Practice/Code of Principles enable a provider of Information, Advice and Guidance Services to maintain the quality of their provision?

**Accountability**

What does “Accountability” mean in relation to providers of Information, Advice and Guidance Services? To whom are they accountable?

*Many thanks to The Guidance Council for giving permission for use of the current code of Principles in relation to the Advanced Certificate in Information, Advice and Guidance assessments.*

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance  
**Unit Title:** Ethical Issues in Information, Advice and Guidance H/101/4984  
**NOCN Code:** PS3/3/QQ/006  
**Unit Status:** Mandatory

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1:</b> Respond to questions requiring the learner to reflect on situations in which s/he felt uncomfortable in her/ his role in delivering Information, Advice and Guidance, because of a conflict between the professional role and own beliefs and values.</p>	<ul style="list-style-type: none"> <li>• Reflects on and analyses the potential impact of his/her values, beliefs and life experience in working with clients.</li> </ul>
<p><b>TASK 2:</b> Respond to a list of detailed questions relating to a Code of Principles/Practice.</p>	<ul style="list-style-type: none"> <li>• Explains the need for confidentiality within Information, Advice and Guidance practice.</li> <li>• Explains ways in which boundaries and limitations of confidentiality in interactions are determined and agreed with clients.</li> <li>• Explains what is meant by 'impartiality' in Information, Advice and Guidance and organisational factors which might limit impartiality.</li> <li>• Explains organisational factors which might influence ethical Information, Advice and Guidance practice.</li> <li>• Explains what is meant by a 'client-centred approach' in Information, Advice and Guidance.</li> <li>• Explains ways in which the client can be enabled to understand and share in the Information, Advice and Guidance process.</li> <li>• Explains ways in which the Equal Opportunities Policy of a specific organisation relates to Information, Advice and Guidance practice.</li> <li>• Explains ways in which Information, Advice and Guidance provision of a specific organisation is made accessible to eligible users, e.g. appropriate language, location, access. <b>(Continued overleaf)</b></li> </ul>

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(Continued)

<b>Task</b>	<b>Achievement Criteria</b>
	<ul style="list-style-type: none"><li>• Explains the need and mechanisms for monitoring in relation to equal opportunities.</li><li>• Explains ways in which Information, Advice and Guidance providers are accountable and to whom.</li><li>• Explains the purpose of codes of good practice in maintaining the quality of Information, Advice and Guidance provision.</li></ul>

**UNIT TITLE: Providing Information to Clients**

**LEVEL: Three**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: PS3/3/QQ/007**  
**ACCREDITED UNIT NO: K/101/4985**

This unit has 4 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 client information needs. <b>(AG1,AG2,AG3,)</b>	1.1 Explain ways in which s/he would enable a client to identify and express her/ his information needs. 1.2 Explain different resources available for meeting clients' information needs. 1.3 Evaluate a range of alternative sources of information to meet client needs. 1.4 Explain how information needs of specific clients have been met. 1.5 Explain how the client's understanding of information was explored.
2. Have an understanding of the range and relevance of information available to clients. <b>(AG4,AG5)</b>	2.1 Evaluate a range of up-to-date information available for use within the context of her/ his Information, Advice and Guidance practice. 2.2 Explain ways in which accuracy and bias of information can be checked. 2.3 Explain the importance of using up-to-date information with clients and how currency is maintained.
3. Have an understanding of the use of computer-based packages to identify Information, Advice and Guidance needs. <b>(AG4,AG19)</b>	3.1 Identify a range of computer-based packages which relate to Information, Advice and Guidance and explain how they are used. 3.2 Analyse the usefulness of at least one computer based package in relation to specific clients.

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<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
4. Map progression routes into education, training and work with clients. <b>(AG2,AG3,AG5)</b>	4.1 Identify a range of employment, education and training provision available to clients, within a specific context, e.g. locality, subject area, and explain how it fits into the National Qualifications Framework. 4.2 Analyse potential progression routes for specific clients.

**UNIT TITLE:** Providing Information to Clients

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/007  
**ACCREDITED UNIT NO:** K/101/4985

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

**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	

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Providing Information to Clients K/101/4985

**NOCN Code:** PS3/3/QQ/007

**Unit Status:** Optional

**Assessment Tasks**

Two tasks are used to assess the unit, Providing Information to Clients. 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 familiarity with a range of sources and materials which can be used in Information, Advice and Guidance delivery and to assess good practice in facilitating selection of materials with clients. It is also intended to promote awareness of computer-based packages and their uses in Information, Advice and Guidance delivery.

**TASK 1**

Comprise two case studies based on real people and / or situations where possible. The learner should omit real identities. The learner will need to demonstrate understanding of good practice in identifying and meeting client information needs and maintaining currency of information available to the client. Case Studies from the Core Units may be used for reference, but each learner's Case Studies should be different and independently composed.

**TASK 2**

The learner is asked to identify a range of computer-based packages which relate to Information, Advice and Guidance and explain how they are used. The learner will analyse one of them in detail using the attached questions for guidance.

**TUTOR GUIDANCE**

<b>TASK</b>	<b>EVIDENCE</b>
TASK 1: Two Case Studies composed by the learner, with accompanying analysis of client information needs and ways of meeting these.	Case Studies and responses to set questions based on information needs of clients.

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<b>TASK</b>	<b>EVIDENCE</b>
TASK 2: Analysis of a computer based Information, Advice and Guidance package.	Analysis of a computer-based package from a personal point of view, responding to set questions.

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**TASK ONE: PROVIDING INFORMATION TO CLIENTS**

i) Write your own Case Studies in boxes provided.

**Case Study One**

**Case Study Two**

ii) Analyse the information needs of the case study clients using the guidelines below:

To consider: How were the information needs of the client met? (1.4)

- 
1. How would you enable the client to express her/ his information needs? (1.1)
  2. What different resources are available to meet client information needs? (1.2)
  3. Select a range of information sources, and compare how effective these would be in meeting client need. (1.3)
  4. How would you check accuracy and bias of materials? (2.2)
  5. How would you ensure impartiality in providing information to the client? (2.4)
  6. How would you avoid stereotyping in providing information to the client? (2.5)
  7. How would you confirm client understanding of information? (1.5)
  8. Identify a range of employment, education and training provision available to the client within a specific context, for example locality, subject area. (4.1)
  9. How does this provision fit into the National Qualifications Framework? (4.1)
  10. What progression routes would be available to the client? Give reasons for selection. (4.2)
  11. Select a range of Information, Advice and Guidance materials and evaluate effectiveness in relation to general practice. (2.1)
  12. Explain why it is important to use up-to-date information with clients and how currency is maintained. (2.3)



**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Providing Information to Clients K/101/4985

**NOCN Code:** PS3/3/QQ/007

**Unit Status:** Optional

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1:</b> Two Case Studies composed by the learner, with accompanying analysis of client information needs and ways of meeting these.</p>	<ul style="list-style-type: none"> <li>• Explains ways in which s/he would enable a client to identify and express her/ his information needs.</li> <li>• Explains different resources available for meeting clients' information needs.</li> <li>• Evaluates a range of alternative sources of information to meet client needs.</li> <li>• Explains how information needs of specific clients have been met.</li> <li>• Explains how the clients' understanding of information was explored.</li> <li>• Evaluates a range of up-to-date information available for use within the context of her/ his Information, Advice and Guidance practice, e.g. The Careers Library Classification Index, the DOTs model.</li> <li>• Explains ways in which accuracy and bias of information can be checked.</li> <li>• Explains the importance of using up-to-date information with clients and how currency is maintained.</li> <li>• Explains ways in which s/he ensures impartiality in providing information to clients.</li> <li>• Explains ways in which s/he avoids stereotyping.</li> <li>• Identifies a range of employment, education and training provision available to clients, within a specific context, e.g. locality, subject area, and explains how it fits into national qualifications frameworks.</li> <li>• Analyses potential progression routes for specific clients.</li> </ul>

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<b>Task</b>	<b>Achievement Criteria</b>
<b>TASK 2:</b> Analysis of a computer-based Information, Advice and Guidance package.	<ul style="list-style-type: none"><li>• Identifies a range of computer-based packages which relate to Information, Advice and Guidance and explains how they are used.</li><li>• Analyses the usefulness of at least one computer-based package in relation to specific clients.</li></ul>



LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<p>3. Have an understanding of means of creating and maintaining an information resource. <b>(AG20,AG21)</b></p>	<p>3.1 Identify a range of sources for acquiring relevant information, e.g. colleges, professional bodies, directories, internet, and explain mechanisms for information collection.</p> <p>3.2 Explain ways in which information is collated and stored in accordance with one classification system in the UK.</p> <p>3.3 Explain procedures for ensuring that information is up-to-date, e.g. frequency of checks, disposal of out-of-date information.</p>
<p>4. Comply with Codes of Practice/ Principles in relation to managing information resources. <b>(AG20,AG21)</b></p>	<p>4.1 Identify key features of relevant legislation/ policy in relation to Information, Advice and Guidance practice, e.g. data protection, Equal Opportunities.</p> <p>4.2 Explain the need to ensure that information complies with Information, Advice and Guidance Codes of Practice/ Principles.</p>

**UNIT TITLE:** Managing Information Resources

**LEVEL:** Three

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** PS3/3/QQ/008

**ACCREDITED UNIT NO:** M/101/4986

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

**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	✓

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Managing Information ResourcesM/101/4986

**NOCN Code:** PS3/3/QQ/008

**Unit Status:** Optional

**ASSESSMENT TASKS**

Two tasks are used to assess the unit, Managing Information Resources. 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 practice through reinforcing the learner's knowledge of local provision and ways in which information relating to provision can be stored, presented and adapted to best meet the needs of clients.

**Tutor Guidance**

<b>TASK</b>	<b>EVIDENCE</b>
TASK 1: Production of a Resource Guide for users, classified according to one known Information, Advice and Guidance system, with accompanying commentary.	Resource guide with accompanying commentary.
TASK 2: Production of an information leaflet, adapted to meet the needs of a specific group of clients, e.g. visually impaired, speakers of other languages, with accompanying commentary.	Information leaflet with accompanying commentary.

**Further Tutor Guidance**

Learners should be encouraged to relate both tasks to practice, for example find a leaflet themselves and adapt it to meet the needs of a group of clients with whom they work; use a classification system with which they are familiar or want to become familiar in the 'Resource Guide' etc. The learner must have access to a careers library/resource room, which might be within an organisation in which s/he works. If a learner experiences difficulty in gaining access to a careers library/ resource room in order to produce the user guide, access to a resource room, which could be simulated as part of the programme, should be arranged through the organisation delivering this programme.

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## ASSESSMENT TASKS

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Managing Information ResourcesM/101/4986

**NOCN Code:** PS3/3/QQ/008

**Unit Status:** Optional

### **TASK 1**

The learner is required to produce a Resource Guide for users using the attached guidance. S/he should identify and organise relevant material to meet the information needs of clients. S/he should be able to demonstrate the ability to use systems for storage and retrieval and reflect on procedures for acquiring information and monitoring its usefulness in Information, Advice and Guidance delivery. S/he should also demonstrate knowledge about ways in which storage and use of information adheres to Codes of Practice and current policy/ legislation relating to Information, Advice and Guidance.

### **TASK 2**

The learner is required to adapt an information leaflet to meet the needs of a specific group of clients, for example visually impaired, speakers of other languages, and people with literacy skills needs, and prepare a written commentary on the adaptation.

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## **MANAGING INFORMATION RESOURCES**

### **TASK 1**

#### **RESOURCE GUIDE FOR USERS**

Produce a resource guide for users, using the guidance below. You should identify and organise relevant material to meet the information needs of clients. The guide should include:

- A summary of the range of information/ information media available to clients.
- An explanation of how information is organised and stored and how clients can find the information they want, referring to the relevant classification system and how to use it.

The accompanying commentary should include reference to:

- The relevance of information/ information media presented and the relationship between these.
- How information is presented and displayed to enable clients to use it.
- Reasons for selection of the particular classification system used.
- How resources are kept up-to-date.
- How information and information delivery complies with Information, Advice and Guidance Codes of Practice/ Principles.
- How information and information delivery relates to current policy/ legislation, for example data protection, equal opportunities.

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## **TASK 2**

Produce an adapted information leaflet from a chosen example for a specific audience, for example the visually impaired, speakers of other languages. The leaflet must be consistent in its adaptation and fully accessible to the selected group of clients.

### **Commentary relating to adapting information**

How can materials be adapted to be more accessible to specific groups of clients? (use at least three examples)

How effective do you consider the adaptation of your leaflet to be and how might the leaflet be improved further?

How would you implement adaptations for own practice generally?

Evaluate the effectiveness of at least three adapted information leaflets, (not produced by yourself), and ways in which they might be improved further.

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Managing Information Resources

**NOCN Code:** PS3/3/QQ/008

**Unit Status:** Optional

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1:</b> Production of a Resource Guide for users, classified according to one known Information, Advice and Guidance system, with accompanying commentary.</p>	<ul style="list-style-type: none"> <li>• Identifies a range of information needed to support Information, Advice and Guidance practice and explains its relevance.</li> <li>• Explains ways in which information can be organised and stored to enable clients to access it for own needs.</li> <li>• Explains ways in which information can be presented or displayed to enable clients to use it, e.g. attractiveness, accessibility.</li> <li>• Explains systems for retrieving information, including use of suitable classification.</li> <li>• Identifies a range of media which can be used to provide information for clients, e.g. leaflets, computer based packages, and explains ways in which they might complement one another in Information, Advice and Guidance delivery.</li> <li>• Identifies a range of sources for acquiring relevant information, e.g. colleges, professional bodies, directories, internet, and explains mechanisms for information collection.</li> <li>• Explains ways in which information is collated and stored in accordance with one classification system in the UK, e.g. The Careers Library Classification Index, the DOTs model.</li> <li>• Explains procedures for ensuring that information is up-to-date, e.g. frequency of checks, disposal of out-of-date information.</li> </ul>

(Continued overleaf)

(Continued)

Task	Achievement Criteria
	<ul style="list-style-type: none"> <li>Identifies key features of relevant Information, Advice and Guidance practice which relates to current legislation/ policy, e.g. data protection, equal opportunities.</li> <li>Explains the need to ensure that information complies with Information, Advice and Guidance Codes of Practice/ Principles.</li> </ul>
<p><b>TASK 2:</b> Production of an information leaflet, adapted to meet the needs of a specific group of clients e.g. visually impaired, speakers of other languages, with accompanying commentary.</p>	<ul style="list-style-type: none"> <li>Explains ways in which media can be adapted to meet client need, e.g. for visually impaired people, speakers of other languages, and how adaptations can be implemented.</li> <li>Evaluates effectiveness of a selection of adapted materials.</li> </ul>

**UNIT TITLE:** Information, Advice and Guidance Work with Groups

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/009  
**ACCREDITED UNIT NO:** T/101/4987

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Have an awareness of the role of group work in Information, Advice and Guidance. <b>(AG24,AG25,AG27)</b>	1.1 Explain how Information, Advice and Guidance needs can be met in group settings. 1.2 Identify aspects of Information, Advice and Guidance that can be explored within a group setting. 1.3 Explain advantages and disadvantages of group work as an Information, Advice and Guidance activity.
2. Have an understanding of factors which can influence effectiveness of Information, Advice and Guidance group sessions. <b>(AG24,AG25,AG27)</b>	2.1 Explain ways in which individual members of a group can be encouraged to work co-operatively. 2.2 Identify factors that can challenge co-operative group work and explain ways in which these can be overcome. 2.3 Explain ways in which respect for group members' values and beliefs can be facilitated.
3. Plan, conduct and evaluate Information, Advice and Guidance group sessions. <b>(AG24,AG25,AG27)</b>	3.1 Produce a detailed session plan for an Information, Advice and Guidance group, to include aims, learning outcomes and methodology. 3.2 Conduct an Information, Advice and Guidance group session, using the detailed session plan. 3.3 Evaluate the effectiveness of the session in terms of client outcome and practitioner performance.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>4. Have an understanding of skills necessary to establish co-operative working relationships within Information, Advice and Guidance group sessions. <b>(AG14,AG15,AG24,AG25, AG27)</b></p>	<p>4.1 Identify skills necessary for facilitating co-operative group work in Information, Advice and Guidance and explain how they are used.</p> <p>4.2 Analyse own strengths and areas for development in facilitating co-operative group work in Information, Advice and Guidance.</p> <p>4.3 Produce a personal development plan based on analysis of own strengths and areas for development.</p>

**UNIT TITLE:** Information, Advice and Guidance Work with Groups

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/009  
**ACCREDITED UNIT NO:** T/101/4987

**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	O	Role play/simulation	O
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log / diary	P	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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<b>BENCHMARK ASSESSMENT</b>
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**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Information, Advice and Guidance Work with Groups T/101/4987

**NOCN Code:** PS3/3/QQ/009

**Unit Status:** Optional

### **ASSESSMENT TASKS**

Two tasks are used to assess the unit Information, Advice and Guidance with Groups. 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 development of good practice in group work through observation, planning and evaluation.

### **Tutor Guidance**

<b>TASK</b>	<b>EVIDENCE</b>
TASK 1: Production of a session plan pro-forma, identifying aims and objectives, methods etc, prior to delivery of an Information, Advice and Guidance group session.	Completed session plan pro forma.
TASK 2: At least one observed interaction with a group of clients, (real or simulated), to set criteria.	Completed set criteria pack, including feedback, evaluation and personal development plan.

### **Further Tutor Guidance**

The session plan pro forma can be adapted as necessary or appropriate. There should be thorough preparation for learners before they are put in the position of delivering an observed group Information, Advice and Guidance session.

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## ASSESSMENT TASKS

<b>Qualification Title:</b>	Level 3 Certificate in Information, Advice and Guidance
<b>Unit Title:</b>	Information, Advice and Guidance Work with Groups T/101/4987
<b>NOCN Code:</b>	PS3/3/QQ/009
<b>Unit Status:</b>	Optional

### **TASK 1**

The learner is required to complete the attached session plan pro forma. S/he should be able to demonstrate that s/he can plan a group Information, Advice and Guidance delivery session. S/he also needs to demonstrate reflection on what the outcomes of a group session should be, both for clients as a group and as individuals. S/he will need to show that group dynamics, communication skills and possible conflicts are taken into consideration prior to the session, so that adequate preparation for handling the group session has been done prior to actual delivery.

### **TASK 2**

Observed Group Interaction. The tutor will arrange a time to observe the learner in putting the session plan into action. The learner will be observed delivering a group session and will be required to respond to feedback and to complete a personal development plan based on responses to feedback.

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**INFORMATION, ADVICE AND GUIDANCE WORK WITH GROUPS**

**TASK ONE: Group Information, Advice and Guidance Session Plan (3.1)**

Date:                      Time:                      Duration:                      Location:

Topic of group session:

Aims and objectives of group session:

Previous knowledge assumed:

Materials and equipment required, with rationale:

Methods of Delivery:

Ways in which effectiveness of session will be monitored and confirmed:

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**Group Information, Advice and Guidance Session Plan Pro-forma (3.1)**

<b>Time</b>	<b>Content</b>	<b>Activity (Practitioner and Client)</b>	<b>Resources</b>
<b><u>General Comments/ Evaluation</u></b>			



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(Continued)

5. Explain advantages and disadvantages of group work as an Information, Advice and Guidance activity. (1.3)

<b>Advantages</b>	<b>Reasons</b>
<b>Disadvantages</b>	

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**TASK 2: CRITERIA FOR GROUP INTERACTIONS**

Name of Learner:

Observer:

Group:

Topic:

Date:

Start Time:

Finish Time:

Signed.....

<b>STAGE 1 - AGREEING AN AGENDA FOR THE INTERVIEW</b>			
	Performance Criteria	Observation Notes	Reflection/Evaluation
1	Introductions take place and learners are made to feel welcome.		
		*P.C. MET YES/NO	
2	The clients' understanding of the role of the adviser is established, including confidentiality and limits of competence.		
		P.C. MET YES/NO	
3	Learners are actively listened to, and responses are based on appropriate use of verbal and non-verbal communication.		
		P.C. MET YES/NO	
4	Ways of working together in the session are discussed with the group.		
		P.C. MET YES/NO	
5	The purpose, process and intended outcomes of the group activity are summarised and agreed.		
		P.C. MET YES/NO	
6	Any visual aids and/or materials are used effectively.		
		P.C. MET YES/NO	

\* P.C. = Performance Criteria

<b>STAGE 2 – EXPLORING ISSUES AND IDENTIFYING GOALS</b>			
	Performance Criteria	Observation Notes	Reflection/Evaluation (6.1)
1	A range of facilitating skills are used appropriately to investigate issues relevant to the topic.	P.C. MET YES/NO	
2	Information is clear and accurate and presented in a tone, manner, pace and style appropriate to the needs and capabilities of the client group.	P.C. MET YES/NO	
3	The manner of the presentation takes into account the size and composition of the group.	P.C. MET YES/NO	
4	Group members are encouraged to feel comfortable in order to participate effectively.	P.C. MET YES/NO	
5	Any information and advice given to learners avoids bias and stereotyping.	P.C. MET YES/NO	
6	Information is given to clients in a positive manner.	P.C. MET YES/NO	

7	Group members are encouraged to reflect on the learning that has been achieved.	P.C. MET YES/NO	
8	In order to reinforce key points, clear and accurate summary information is given.	P.C. MET YES/NO	
9	Clients are given clear and relevant information on sources of additional support.	P.C. MET YES/NO	

**OBSERVATION NOTES:**

General comments on the interaction and the use of skills, e.g. listening, questioning, reflecting, appropriate body language:

Agreed key learning points from this interaction:



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**PERSONAL DEVELOPMENT PLAN (4.3):**

Areas of my work, in relation to effective interactions, which I have identified as needing development: (4.2)

The specific actions which I need to take: (4.2)

The ways in which I can achieve these, and the opportunities I will access: (4.2)

Time-frame for achieving my Personal Development Plan: (4.2)

People who can help me to achieve my Personal Development Plan: (4.2)

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance  
**Unit Title:** Information, Advice and Guidance Work with Groups T/101/4987  
**NOCN Code:** PS3/3/QQ/009  
**Unit Status:** Optional

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1:</b>                      Production of a session plan pro forma, identifying aims and objectives, methods etc, prior to delivery of an Information, Advice and Guidance group session.</p>	<ul style="list-style-type: none"> <li>• Explains how Information, Advice and Guidance needs can be met in different group settings.</li> <li>• Identifies aspects of Information, Advice and Guidance which can be explored within a group setting.</li> <li>• Explains advantages and disadvantages of group work as an Information, Advice and Guidance activity.</li> <li>• Identifies factors which can challenge co-operative group work and explains ways in which these can be overcome.</li> <li>• Explains ways in which respect for group members' values and beliefs can be facilitated.</li> <li>• Produces a detailed session plan for an Information, Advice and Guidance group, to include aims, learning outcomes and methodology.</li> </ul>

Task	Achievement Criteria
<p><b>TASK 2:</b> At least one observed interaction with a group of clients, (real or simulated), to set criteria.</p>	<ul style="list-style-type: none"> <li>• Explains ways in which individual members of a group can be encouraged to work co-operatively.</li> <li>• Conducts an Information, Advice and Guidance group session, using the detailed session plan.</li> <li>• Evaluates the effectiveness of the session in terms of client outcome and practitioner performance.</li> <li>• Identifies skills necessary for facilitating co-operative group work in Information, Advice and Guidance and explains how they are used.</li> <li>• Analyses own strengths and areas for development in facilitating co-operative group work in Information, Advice and Guidance.</li> <li>• Produces a personal development plan based on analysis of own strengths and areas for development.</li> </ul>

**UNIT TITLE:** **Operating within Networks to Support Information, Advice and Guidance**

**LEVEL:** **Three**  
**CREDIT VALUE:** **3**  
**NOCN UNIT CODE:** **PS3/3/QQ/010**  
**ACCREDITED UNIT NO:** **A/101/4988**

This unit has 4 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Have an awareness of the role of networks in supporting Information, Advice and Guidance practice. <b>(AG12,AG13,AG18)</b>	1.1. Identify existing networks which could be accessed to support Information, Advice and Guidance practice and explain how these might be used. 1.2. Explain ways in which an organisation can become part of a network. 1.3. Explain differences between formal and informal Information, Advice and Guidance networks.
2. Have an understanding of the need for networks to operate within Codes of Practice/ Principles. <b>(AG12,AG13,AG14)</b>	2.1. Explain the need for members of networks to have a shared Code of Practice/ Principles, e.g. in relation to Equal Opportunities, confidentiality, and ways in which this can be achieved.
3. Have an understanding of different roles within networks. <b>(AG12,AG13,AG14)</b>	3.1. Identify different roles and responsibilities within a network and explain how they work together. 3.2. Identify own contribution to a network, and explain how it enhances her/ his own practice. 3.3. Explain ways in which s/he maintains her/ his role within a network. 3.4. Evaluate benefits and challenges of working within a network.
4. Actively participate in networking activities. <b>(AG12,AG13,AG14,AG16)</b>	4.1. Explain ways in which s/he actively participates in networking activities. 4.2. Evaluate own contributions to networking activities.

**UNIT TITLE:** Operating within Networks to Support Information, Advice and Guidance

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/010  
**ACCREDITED UNIT NO:** A/101/4988

**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	O
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log / diary	O	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:

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

## BENCHMARK ASSESSMENT

<b>Qualification Title:</b>	Level 3 Certificate in Information, Advice and Guidance
<b>Unit Title:</b>	Operating within Networks to Support Information, Advice and Guidance A/101/4988
<b>NOCN Code:</b>	PS3/3/QQ/010
<b>Unit Status:</b>	Optional

### Assessment Tasks

Two tasks are used to assess the unit Operating within Networks to Support Information, Advice and Guidance. 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 reflect on their role in context, i.e. in relation to local educational and training provision. It is intended to help the learner to focus on ways in which they operate as part of a network and ways in which practice is enhanced through networking and partnership activities.

### TUTOR GUIDANCE

TASK	EVIDENCE
TASK 1: Production of a detailed diagram, e.g. flow chart, spider chart, to identify existing networking partners and potential partners, with accompanying commentary.	Detailed diagram with commentary.
TASK 2: Production of a portfolio of evidence to demonstrate networking activities.	Portfolio of evidence of networking activities.

### Further Tutor Guidance

Tutors should spend time discussing the level of networking activities in which learners are involved, i.e. whether learners operate at strategic level and to what extent they are in a position to make decisions, or to set up networks themselves. Time should also be spent discussing how networks might be set up.

For Task 2 learners will be required to produce verification of evidence of attendance at networking meetings and responsibilities undertaken as a member of a network, in the form of a signature

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from a senior member of the network, for example the Chair, member of the steering group, someone with senior responsibility from her/ his own organisation.

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<b>ASSESSMENT TASKS</b>
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<b>Qualification Title:</b>	Level 3 Certificate in Information, Advice and Guidance
<b>Unit Title:</b>	Operating within Networks to Support Information, Advice and Guidance A/101/4988
<b>NOCN code:</b>	PS3/3/QQ/010
<b>Unit Status:</b>	Optional

### **TASK 1**

Using the attached task sheet, the learner is required to produce a detailed diagram to identify existing network partners. S/he should also identify own role and responsibilities in working as a member of the network.

### **TASK 2**

The learner is required to produce a portfolio of evidence which demonstrates networking activities. S/he should show his/her involvement in a network or networks and particular role and responsibilities as a member of the network. S/he should also complete the attached commentary.

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**OPERATING WITHIN NETWORKS TO SUPPORT INFORMATION, ADVICE AND  
GUIDANCE**

**TASK 1**

Use this space to produce a diagram to identify existing networking partners and potential partners.

Use this space to identify roles of individuals within one specific network and the responsibilities of each person identified.



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## **TASK 2**

Produce a portfolio of evidence of your networking activities to demonstrate your own contributions to a network. The portfolio should include reference to ways in which belonging to a network enhances practice, your experiences of the benefits and challenges of working within a network and evaluations of own contributions and overall success of the network in achieving its aims.

The portfolio evidence should include the following:

- Copy of Terms of Reference for the network.
- Verified evidence of attendance at a meeting of the network.
- Copy of minutes from a networking meeting, highlighting own involvement where possible.
- Verified evidence of responsibilities undertaken as a member of the network.
- ***Report evaluating benefits and challenges of working within a network, own contributions to the network and the success of the network in meeting its targets\****.

\*This is a Mandatory element of the portfolio evidence. Normally, the portfolio should have at least three other pieces of evidence from networking activities in addition to the reflective report.

### **NOTE:**

Verification should take the form of a signature from a senior member of the specified network, for example the Chair, member of the steering group, someone in a senior position within her/ his own organisation.

This is to certify that the evidence produced for this task is a true representation of:

(Name) \_\_\_\_\_ 's involvement in the networking activities described.

(Signature) \_\_\_\_\_

(Position held) \_\_\_\_\_

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Operating within Networks to Support Information, Advice and Guidance A/101/4988

**NOCN code:** PS3/3/QQ/010

**Unit Status:** Optional

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1</b> Production of a detailed diagram, e.g. flow chart, spider chart, to identify existing networking partners and potential partners, with accompanying commentary.</p>	<ul style="list-style-type: none"> <li>• Identifies existing networks which could be accessed to support Information, Advice and Guidance practice and explains how these might be used.</li> <li>• Explains ways in which an organisation can become part of a network.</li> <li>• Explains the differences between formal and informal networks.</li> <li>• Explains the need for members of networks to have a shared Code of Practice/ Principles, e.g. in relation to Equal Opportunities, confidentiality, and ways in which this can be achieved.</li> <li>• Identifies different roles and responsibilities within a network, and explains how they work together.</li> </ul>
<p><b>TASK 2</b> Production of a portfolio of evidence to demonstrate networking activities.</p>	<ul style="list-style-type: none"> <li>• Identifies own contribution to a network, and explains how it enhances her/ his own practice.</li> <li>• Explains ways in which s/he maintains her/ his role within a network.</li> <li>• Evaluates benefits and challenges of working within a network.</li> <li>• Explains ways in which s/he actively participates in networking activities.</li> <li>• Evaluates own contributions to networking activities.</li> </ul>

**UNIT TITLE:** Organising and Using Information, Advice and Guidance Systems

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/011  
**ACCREDITED UNIT NO:** F/101/4989

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Have an understanding of Information, Advice and Guidance systems in place within an organisation. <b>(AG2,AG3,AG5,AG19,AG20)</b>	1.1 Explains ways in which Information, Advice and Guidance systems operate within an organisation. 1.2 Evaluates the effectiveness of an Information, Advice and Guidance system within an organisation in relation to the organisation's overall strategy.
2. Have an understanding of organisational procedures which enable clients to access services. <b>(AG2,AG3,AG5,AG19 AG20)</b>	2.1 Explains the process for clients to access Information, Advice and Guidance within her/ his organisation. 2.2 Maps the roles of individuals involved in Information, Advice and Guidance within her/ his organisation to show how they relate to the overall process.
3. Have an understanding of the use of computerised databases in Information, Advice and Guidance systems. <b>(AG2,AG3,AG5,AG19,AG20)</b>	3.1 Explains the use of a range of computerised databases in Information, Advice and Guidance. 3.2 Selects, enters and retrieves information in an appropriate database for two different purposes. 3.3 Produces database reports from at least two different sources, to include text and statistical information. 3.4 Explains how the reports relate to the purpose of the activities.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<p>4. Have an understanding of the requirements of data protection in relation to Information, Advice and Guidance. <b>(AG2,AG3,AG5,AG19,AG20)</b></p>	<p>4.1 Explains the principles behind and key provisions of the Data Protection Act. 4.2 Explains different forms of Data Protection Act registration relevant to Information, Advice and Guidance providers. 4.3 Explains ways in which the Data Protection Act impacts upon storage and disclosure of information. 4.4 Explains ways in which stored data can be secured.</p>

**UNIT TITLE:** Organising and Using Information, Advice and Guidance Systems

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/011  
**ACCREDITED UNIT NO:** F/101/4989

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

**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:

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

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Organising and Using Information, Advice and Guidance Systems  
F/101/4989

**NOCN Code:** PS3/3/QQ/011

**Unit Status:** Optional

**Assessment Tasks**

Two tasks are used to assess the unit, Organising and Using Information, Advice and Guidance Systems. 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 knowledge of Information, Advice and Guidance systems, and how to use systems to trap information which can be used to inform practice. It aims to help learners to gain an overview of how her/ his Information, Advice and Guidance practice fits or might fit within an organisational system, and to enhance the learner's research skills through the requirement to produce and interpret statistical information.

**Tutor Guidance**

<b>TASK</b>	<b>EVIDENCE</b>
TASK 1: Production of a flow chart with accompanying commentary to identify roles of individuals within an organisation and how these relate to the overall process of Information, Advice and Guidance within the organisation.	Flow chart with accompanying commentary.
TASK 2: Production of a monitoring activity report, tracking individual clients through an Information, Advice and Guidance system (to include statistical information consideration of implications of the Data Protection Act).	Monitoring activity report, including statistical information.

**Further Tutor Guidance**

It will be desirable to have access to a computer, if not to produce the evidence for the unit, then to familiarise learners with computerised data information systems as a component of the unit. There will need to be underpinning study skills elements to the unit to ensure that learners understand the distinction between quantitative and qualitative information and ways in which to interpret statistical information.

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## ASSESSMENT TASKS

<b>Qualification Title:</b>	Level 3 Certificate in Information, Advice and Guidance
<b>Unit Title:</b>	Organising and Using Information, Advice and Guidance Systems F/101/4989
<b>NOCN Code:</b>	PS3/3/QQ/011
<b>Unit Status:</b>	Optional

Learners must complete both tasks.

### **TASK 1**

Produce a flowchart, using the attached guidance, to provide an overview of an organisational system and how the roles of individuals working within an organisation contribute to the effective operation of an organisational system.

### **TASK 2**

Using the Task guidance sheet attached, produce an activity monitoring report, including statistical data in the report. You should show that you can use an Information, Advice and Guidance system to produce meaningful information to inform practice.

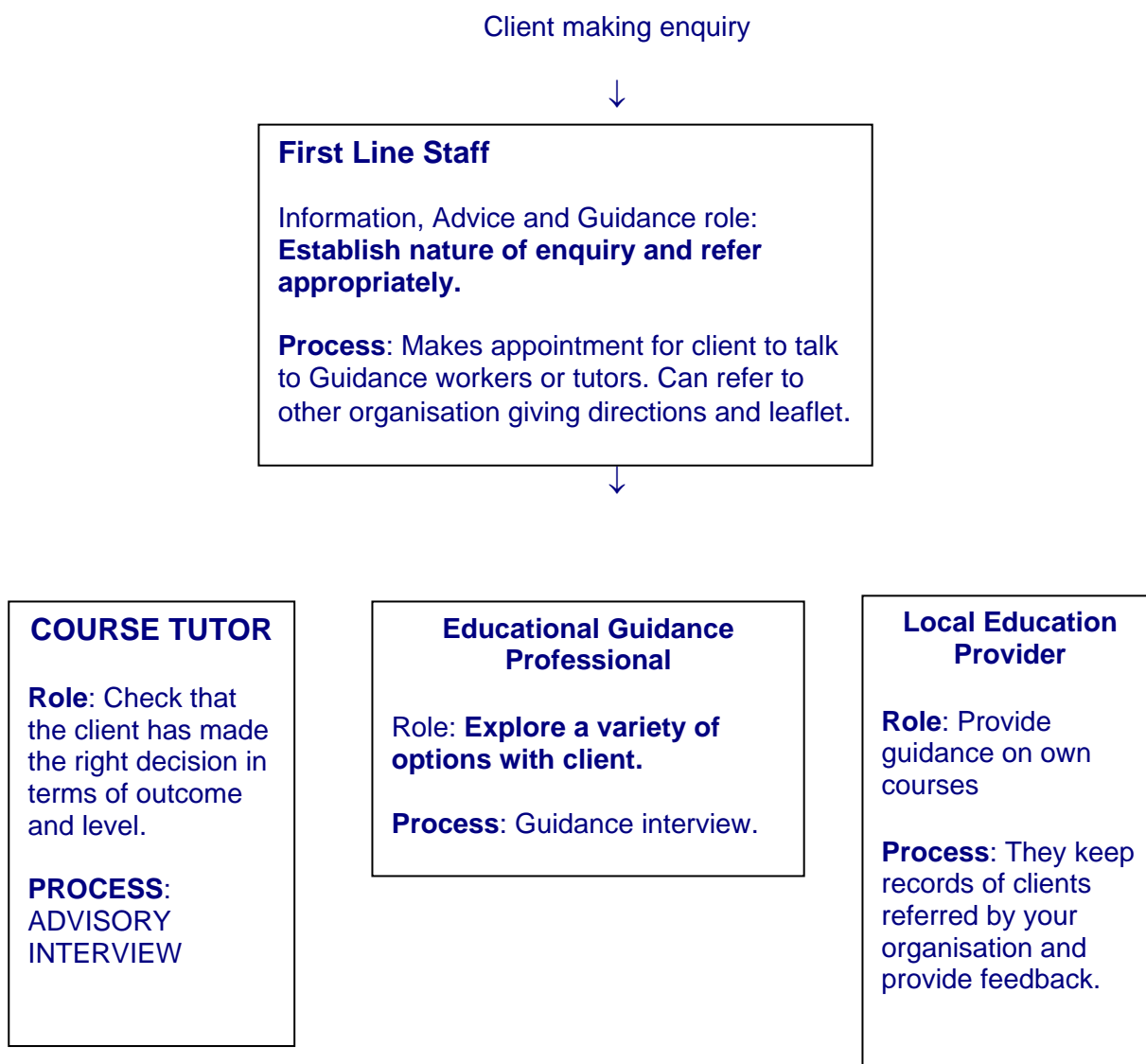
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## **ORGANISING AND USING INFORMATION, ADVICE AND GUIDANCE SYSTEMS**

### **TASK 1**

Produce a flowchart to provide an overview of an organisational system and how the roles of individuals working within an organisation contribute to the effective operation of an organisational system.

Demonstrate how a client seeking information, or an existing learner, would access Information, Advice and Guidance, showing the route that they would take, the processes that s/he would need to go through and the Information, Advice and Guidance roles of the individuals that they would talk to. Here is a simple example:



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Using the diagram, summarise how the organisational system operates and explain ways in which the roles of individuals involved in Information, Advice and Guidance in the organisation relate to one another.

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Using the diagram, assess the effectiveness of the Information, Advice and Guidance system of the organisation in relation to its overall strategy.  
*(In the given example you might want to examine whether the first line staff have sufficient training to carry out an Information, Advice and Guidance role, how effective the outside referral system is etc.)*

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**ORGANISING AND USING INFORMATION, ADVICE AND GUIDANCE SYSTEMS**

**TASK 2**

1. Using a computerised database:

- a) Enter and retrieve information about a client giving their personal details and a brief account of the Information, Advice and Guidance episode.
- b) Enter and retrieve information about a new learning programme or work opportunity.
- c) Produce a report for a client giving information about a range of appropriate opportunities.
- d) Produce a monthly report giving statistical information about the number of clients seen over a given period, their age and gender and the outcomes of their interviews.

2. a) What are the main principles and provisions of the Data Protection Act?

- b) Using the documents provided by the data protection registrar, identify three registrations that an Information, Advice and Guidance provider might have and explain how they would influence interactions with:
  - i) clients
  - ii) other organisations
  - iii) data storage
- c) What physical measures should be used to ensure the security and privacy of data?

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Organising and Using Information, Advice and Guidance Systems  
F/101/4989

**NOCN Code:** PS3/3/QQ/011

**Unit Status:** Optional

<b>Task</b>	<b>Achievement Criteria</b>
<p><b>TASK 1:</b> Production of a flow chart with accompanying commentary to identify roles of individuals within an organisation and how these relate to the overall process of Information, Advice and Guidance within the organisation.</p>	<ul style="list-style-type: none"> <li>• Explains ways in which Information, Advice and Guidance systems operate within an organisation.</li> <li>• Evaluates the effectiveness of an Information, Advice and Guidance system within an organisation in relation to the organisation's overall strategy.</li> <li>• Explains the process for clients to access Information, Advice and Guidance within her/ his organisation.</li> <li>• Maps the roles of individuals involved in Information, Advice and Guidance within her/ his organisation to show how they relate to the overall process.</li> </ul>
<p><b>TASK 2:</b> Production of a monitoring activity report, tracking individual clients through an Information, Advice and Guidance system (to include statistical information and consideration of implications of the Data Protection Act).</p>	<ul style="list-style-type: none"> <li>• Explains the use of a range of data information systems, e.g. computerised, in Information, Advice and Guidance.</li> <li>• Selects, enters and retrieves information in an appropriate system for two different purposes.</li> <li>• Produces a report to include quantitative and qualitative information.</li> <li>• Explains ways in which information is evaluated and can be applied to Information, Advice and Guidance practice.</li> <li>• Explains the principles behind and key provisions of the Data Protection Act.</li> <li>• Explains different forms of Data Protection Act registration relevant to Information, Advice and Guidance providers.</li> <li>• Explains ways in which the Data Protection Act impacts upon storage and disclosure of information.</li> <li>• Explains ways in which stored data can be secured.</li> </ul>

**UNIT TITLE:** Working within Information, Advice and Guidance Standards Frameworks

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/012  
**ACCREDITED UNIT NO:** T/101/4990

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Have an understanding of different Information, Advice and Guidance standards frameworks. <b>(AG17, AG19)</b>	1.1 Identify agencies which set standards relevant to Information, Advice and Guidance. 1.2 Explain the relationship between different Information, Advice and Guidance standards frameworks and related Codes of Practice/ Principles.
2. Have an awareness of the relationship between quality assurance and working within Information, Advice and Guidance standards frameworks. <b>(AG18)</b>	2.1 Explain ways in which working within Information, Advice and Guidance standards frameworks encourages reflection on practice. 2.2 Identify ways in which working within Information, Advice and Guidance standards frameworks can develop and formalise processes in Information, Advice and Guidance. 2.3 Explain ways in which working within Information, Advice and Guidance standards frameworks enhances consistency of Information, Advice and Guidance provision. 2.4 Explain ways in which working within Information, Advice and Guidance standards frameworks enhances provision for clients.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>3. Have an understanding of the importance of monitoring and feedback in working towards requirements of standards frameworks. <b>(AG2, AG3, AG7)</b></p>	<p>3.1 Explain ways in which client feedback is collected and evaluated. 3.2 Explain how client feedback relates to implementation of standards. 3.3 Explain how reflection on practice can enable organisations to identify development opportunities for staff which meet requirements of standards.</p>
<p>4. Provide evidence to meet aspects of standards relevant to her/ his Information, Advice and Guidance practice. <b>(AG14, AG15, AG18, AG19)</b></p>	<p>4.1 Identify evidence appropriate to meet a range of specific Information, Advice and Guidance standards criteria. 4.2 Collect and collate a range of appropriate evidence in an accessible format to include, e.g. indexing, cross-referencing. 4.3 Explain appropriateness of evidence collected in relation to a specific set of Information, Advice and Guidance standards.</p>

**UNIT TITLE: Working within Information, Advice and Guidance  
Standards Frameworks**

**LEVEL:** Three  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** PS3/3/QQ/012  
**ACCREDITED UNIT NO:** T/101/4990

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

**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	✓

**BENCHMARK ASSESSMENT**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Working within Information, Advice and Guidance Standards Frameworks T/101/4990

**NOCN Code:** PS3/3/QQ/012

**Unit Status:** Optional

**Assessment Task**

One task is used to assess the unit, Working Within Information, Advice and Guidance Standards Frameworks. 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 task is intended to assess the learner’s familiarisation with Information, Advice and Guidance standards frameworks and to encourage learners to reflect on ways in which working within standards frameworks underpins good practice. It is also intended to give the learner experience of collecting and collating evidence required to meet standards, thereby enhancing their knowledge of organisational procedures and processes.

**TUTOR GUIDANCE**

<b>TASK</b>	<b>EVIDENCE</b>
TASK 1: Production of evidence to meet a Statement of Service, e.g. A2 in the Guidance Council Quality Standards.	<p>A portfolio of evidence which includes:</p> <ul style="list-style-type: none"> <li>• Rationale to explain: <ul style="list-style-type: none"> <li>- The relevance of the Statement of Service to own practice.</li> <li>- Statement of Service for an Information, Advice and Guidance provider written by the learner.</li> </ul> </li> <li>• Commentary and cross referencing to explain: <ul style="list-style-type: none"> <li>- How evidence accumulated meets the standards.</li> <li>- Why this evidence was selected.</li> <li>- Which examples did not exist in her/ his organisation before.</li> <li>- Why the examples did not exist before.</li> </ul> </li> </ul>

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**FURTHER TUTOR GUIDANCE**

This activity should be approached as if the learner were going to use the evidence in her/ his organisation to meet the 'Statement of Service' standards.

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<b>ASSESSMENT TASKS</b>
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**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Working within Information, Advice and Guidance Standards Frameworks  
T/101/4990

**NOCN Code:** PS3/3/QQ/012

**Unit Status:** Optional

### **TASK 1**

This is a written task to demonstrate an understanding of the relevance of standards frameworks to Information, Advice and Guidance practice. It is also about being confident in selecting and producing appropriate evidence to meet standards.

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## **WORKING WITHIN INFORMATION, ADVICE AND GUIDANCE FRAMEWORKS**

### **TASK 1**

Using Statement of Service standards as a basis for evidence, for example The Guidance Council Standards: A2, the learner should produce evidence to meet the requirements for a Statement of Service. The evidence should be presented in a portfolio which contains:

1. A copy of the Statement of Service standards used.
2. A Statement of Service which the learner has for a specific provider.
3. Relevant accurate cross referencing.
4. All relevant and appropriate evidence for A2.

**The portfolio should be accompanied by a commentary, which includes:**

- Explanation of the relevance of a Statement of Service to own practice.
- How evidence was selected to meet the standards and the process of collection.
- Which examples did not exist in the organisation before, with reasons why.
- An overview of agencies which set standards in Information, Advice and Guidance practice, and the relationship between them and their standards requirements.
- Explanation of the benefits of working within standards frameworks, for example to encourage reflection on practice, to develop and formalise processes, to enhance consistency and provision.
- Explanation of ways in which feedback is collected and evaluated, for example from clients, and how feedback relates to implementation of standards.
- Explanation of ways in which reflection on practice enables organisations to identify development opportunities for staff.

**ACHIEVEMENT CRITERIA**

**Qualification Title:** Level 3 Certificate in Information, Advice and Guidance

**Unit Title:** Working within Information, Advice and Guidance Standards Frameworks  
T/101/4990

**NOCN Code:** PS3/3/QQ/012

**Unit Status:** Optional

Task	Achievement Criteria
<p><b>TASK:</b> Production of evidence to meet a Statement of Service, e.g. A2 in the Guidance Council Quality Standards.</p>	<ul style="list-style-type: none"> <li>• Identifies agencies which set standards relevant to Information, Advice and Guidance.</li> <li>• Explains the relationship between different Information, Advice and Guidance standards frameworks and related Codes of Practice/ Principles.</li> <li>• Explains ways in which working within Information, Advice and Guidance standards frameworks encourages reflection on practice.</li> <li>• Identifies ways in which working within Information, Advice and Guidance standards frameworks can develop and formalise processes in Information, Advice and Guidance.</li> <li>• Explains ways in which working within and/or across Information, Advice and Guidance standards frameworks enhances consistency of Information, Advice and Guidance provision within organisations.</li> <li>• Explains ways in which working within Information, Advice and Guidance standards frameworks enhances provision for clients.</li> <li>• Explains ways in which feedback, e.g. from clients, partner organisations is collected and evaluated.</li> </ul>

(Continued overleaf)

(Continued)

<b>Task</b>	<b>Achievement Criteria</b>
	<ul style="list-style-type: none"><li>• Explains how feedback, e.g. from clients, partner organisations, relates to implementation of standards.</li><li>• Explains how reflection on practice can enable organisations to identify development opportunities for staff which meet requirements of standards.</li><li>• Identifies evidence appropriate to meet a range of aspects of specific Information, Advice and Guidance standards criteria.</li><li>• Collects and collates a range of appropriate evidence in an accessible format, to include, e.g. indexing, cross-referencing.</li><li>• Explains appropriateness of evidence collected in relation to a specific set of Information, Advice and Guidance standards.</li></ul>

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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 verified 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 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.

### **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.

# NOCN Level 3 Certificate in Information, Advice and Guidance



Accreditation start date: 01/08/2002  
Accreditation end date: 31/07/2008  
Certification end date: 31/07/2011

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