

Qualification Specification

Focus Awards Level 3 NVQ Certificate in
Advice and Guidance (RQF)

601/7666/0



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Focus Awards Level 3 NVQ Certificate in Advice and Guidance (RQF)

Qualification Details

QRN: 601/7666/0

GLH: 132-144

Credit: 21

Qualification Purpose

The Focus Awards Level 3 NVQ Certificate in Advice and Guidance (RQF) is aimed at those learners working in an environment that provides advice and guidance to clients. The qualification confirms occupational competence in this sector.

The purpose of the Focus Awards Level 3 NVQ Certificate in Advice and Guidance (RQF) is to develop the skills learners require when interacting and communicating with clients and supporting them within the legislative and procedural frameworks.

Qualification Structure/Rules of Combination

Learners must achieve **12 credits from the mandatory units** with the remaining minimum of **9 credits from the optional units** totalling **21 credits**.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory Units				
Establish communication with clients for advice and guidance	J/602/5138	3	20	3
Support clients to make use of the advice and guidance service	L/602/5139	2	20	3
Review own contribution to the service	Y/602/5192	3	20	3
Understand the importance of legislation and procedures	R/602/5210	3	24	3

Optional Units				
Develop interactions with advice and guidance clients	F/602/5140	3	25	4
Interact with clients using a range of media	J/602/5141	2	20	3
Assist advice and guidance clients to decide on a course of action	R/602/5143	4	20	3
Prepare clients through advice and guidance for the implementation of a course of action	A/602/5153	4	20	3
Assist clients through advice and guidance to review their achievement of a course of action	J/602/5172	4	20	3
Negotiate on behalf of advice and guidance clients	M/602/5182	5	35	5
Manage personal case load	Y/602/5189	4	20	4
Evaluate and develop own contribution to the service	H/602/5194	4	20	3
Operate within networks	F/602/5199	4	20	3
Provide and maintain information materials for use in the service	T/602/5202	4	15	3
Identify and promote the contribution of Careers Education	A/602/5203	5	30	4

Guidance (CEG) within the organisation				
Promote Careers Education Guidance (CEG)	J/602/5205	3	20	3
Facilitate learning in groups	R/602/5207	4	20	3
Liaise with other services	T/602/5183	3	20	3
Enable advice and guidance clients to access referral opportunities	F/602/5185	3	20	3
Ensure your own actions reduce risks to health and safety	Y/600/9011	2	30	4
Enable learning through demonstrations and instructions	M/600/9726	3	13	3

Learner Entry Requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

Age Ranges

Learners should be 18 (minimum) to undertake this qualification

Geographical Coverage

This qualification is available in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

Assessment Methods

The Focus Awards Level 3 NVQ Certificate in Advice and Guidance (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Focus Awards Level 4 NVQ Diploma in Advice and Guidance (RQF)

Useful websites and supporting materials

- www.focusawards.org.uk/supportingmaterials
- www.ofqual.gov.uk

Links to national occupational standards

Focus Awards has mapped to NOS where they exist.

Appendix A: Units

Unit Title:	Establish communication with clients for advice and guidance		
Unit No:	J/602/5138		
Level:	3		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to Establish communication with clients for advice and guidance			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the factors that contribute to effective communication with clients	1.1	Explain how to create a safe and suitable environment for practitioners and clients
		1.2	Explain the effects of different types of verbal and non-verbal communication
2	Be able to establish effective communication with clients	2.1	Introduce the service to clients in a way that matches their needs
		2.2	Provide clients with the appropriate time to express their requirements
		2.3	Make the client aware of limits of confidentiality
3	Understand how to minimise difficulties when communicating with clients	3.1	Explain what difficulties with, and barriers to, communication may occur
		3.2	Explain immediate actions to minimise any difficulties with, and barriers to, communication
		3.3	Explain how to access support for minimising difficulties with, and barriers to, communication
4	Be able to minimise difficulties in communication	4.1	Identify communication difficulties in relation to individual clients
		4.2	Adapt own approach to minimise the effect of any communication difficulties
		4.3	Select resources to meet the needs of individual clients

Unit Title:	Support clients to make use of the advice and guidance service		
Unit No:	L/602/5139		
Level:	2		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to support clients to make use of the advice and guidance service			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to enable clients to decide whether to use the service	1.1	Encourage clients to clarify their requirements and circumstances
		1.2	Assist clients to decide whether the service can meet their requirements, including: <ul style="list-style-type: none"> ➤ Identifying the appropriate information ➤ providing clients with information on the advantages and disadvantages of using the service
2	Be able to identify and provide accurate information required by clients	2.1	Explore with clients the reasons for their information needs and agree how it will be provided
		2.2	Identify the most appropriate information sources and retrieve the relevant information
		2.3	Check the clients understanding of the information and confirm that the information provided is sufficient for their requirements.
		2.4	Agree with the client any further activities necessary, including referral to alternative sources of information
3	Understand the services provided by other suitable services	3.1	Explain what other suitable services are available
		3.2	Explain what is offered by these other services
4	Be able to provide information on other	4.1	Provide information on other services that may be more suitable for meeting the

	suitable services		clients requirements
		4.2	Advise the client on the approach to other services
5	Be able to agree with clients their use of the service	5.1	Clarify and confirm the clients' requirements and how these will be met by the service
		5.2	Agree the way in which services can be provided
		5.3	Advise the client of the procedures for contacting and using the service

Unit Title:	Review own contribution to the service		
Unit No:	Y/602/5192		
Level:	3		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to review own contribution to the service			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to assess own contribution to the work of the service	1.1	Assess own work against specified objectives
		1.2	Review feedback on own work
		1.3	Review the priorities assigned to work objectives
2	Be able to develop to achieve work objectives	2.1	Identify realistic development objectives
		2.2	Agree a personal development plan with the appropriate people
		2.3	Identify and make use of suitable development opportunities
		2.4	Review and update personal development plans regularly, taking account of any changes in work requirements
		2.5	Explain why the items in the plan will aid development and maintain and update relevant knowledge

Unit Title:	Understand the importance of legislation and procedures		
Unit No:	R/602/5210		
Level:	3		
GLH:	24		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills and knowledge required to understand the importance of legislation and procedures			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand legislation and codes of practice which impact on their role	1.1	Explain the current, national, local, professional, and organisational requirements that relate to their role including; <ul style="list-style-type: none"> • Equal opportunities • Discrimination • Health and safety • Security • Confidentiality
		1.2	Explain the importance of complying with national, local, professional and organisational requirements
		1.3	Explain the consequences of non-compliance
2	Understand how to deal with urgent situations	2.1	Explain what types of situation may occur that require immediate action
		2.2	Explain what actions should be taken to deal with different situations
		2.3	Explain who can be referred to for assistance in situations where immediate action is required
3	Be able to record contacts, interactions, agreements, and provision of information	3.1	Record contacts, interactions, agreements and information provided in the appropriate systems
		3.2	Explain what systems are used for recording these interactions
		3.3	Explain why it is important to use these systems
		3.4	Describe any procedures relating to the

			use of these systems
4	Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working	4.1	Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working
5	Understand why the effectiveness of methods may vary depending upon the situation and clients involved	5.1	Explain how to assess the effectiveness of methods
		5.2	Explain why the effectiveness of methods may vary with different clients
		5.3	Explain the types of issue that might arise
		5.4	Explain the actions that may be taken to address these issues
		5.5	Explain the implications of not addressing these issues

Unit Title:	Develop interactions with advice and guidance clients		
Unit No:	F/602/5140		
Level:	3		
GLH:	25		
Credit:	4		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to develop interactions with advice and guidance clients			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to enable clients to explore their issues	1.1	Create a suitable environment for the client to be comfortable to express their issues and concerns
		1.2	Encourage the client to explore their requirements, their ideas for achieving them and any potential barriers to achievement
		1.3	Encourage clients to set priorities
		1.4	Identify a range of communication skills that could be used to work effectively with clients
2	Be able to sustain interactions with clients	2.1	Recognise the nature and stage of the interaction and provide opportunities to sustain this
		2.2	Encourage clients to provide additional information
		2.3	Manage any inappropriate information given by clients
3	Be able to bring interactions to a close	3.1	Provide clear opportunities for clients to end the interaction
		3.2	Allow clients to decide on the next steps and agree with them any further activities or support that is needed
		3.3	Review the interaction and summarise the points made

Unit Title:	Interact with clients using a range of media		
Unit No:	J/602/5141		
Level:	2		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to Interact with clients using a range of media			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to establish interaction with clients using a range of media	1.1	Respond to clients promptly according to organisational procedures and in a way that encourages them to stay connected to the service
		1.2	Identify any constraints on clients and the circumstances in which the interaction is being carried out
2	Be able to deal with problems maintaining interactions	2.1	Identify any problems in an interaction
		2.2	Take appropriate action to ensure that the interaction is maintained
		2.3	Describe the types of problems that can occur across different types of media
3	Be able to provide information and focus on the clients' requirements	3.1	Provide information about the service and confirm if it is appropriate to the client
		3.2	Encourage clients to share their concerns
4	Understand how to communicate using a range of media	4.1	Explain the range of media most often used by the service
		4.2	Explain the information that can be provided and who can be helped by the service
		4.3	Explain how to encourage communication without face to face contact
5	Be able to identify risks to the client	5.1	Assess whether there is any risk or danger facing the client and take appropriate action

Unit Title:	Assist advice and guidance clients to decide on a course of action		
Unit No:	R/602/5143		
Level:	4		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to assist advice and guidance clients to decide on a course of action			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to assist clients to clarify their requirements	1.1	Use appropriate language and pace of communication to encourage clients to identify their requirements and ideas for achieving them
		1.2	Identify and agree requirements that cannot be met
		1.3	Explain to the client what other sources of support may be available
2	Be able to negotiate boundaries with clients	2.1	Negotiate with the client the boundaries of the interactions
3	Be able to assist clients to review and prioritise their decisions	3.1	Encourage clients to explore their decision making process and review their priorities
		3.2	Identify unrealistic requirements and identify possible alternatives
		3.3	Review with the clients the advantages and disadvantages of the selected options
4	Be able to assist clients select a course of action	4.1	Assist clients to reach a decision on the most appropriate course of action
		4.2	Confirm the client's autonomy in the decision making process
		4.3	Identify any problems with the chosen course of action and encourage the client to take appropriate action to address them
5	Understand the importance of autonomy for the client	5.1	Explain why it is important to confirm the autonomy of the client

Unit Title:	Prepare clients through advice and guidance for the implementation of a course of action		
Unit No:	A/602/5153		
Level:	4		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to prepare clients through advice and guidance for the implementation of a course of action			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to assist clients to prepare an action plan	1.1	Confirm the course of action with the client and the roles and responsibilities of those involved
		1.2	Explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications
		1.3	Identify any unrealistic expectations and explore possible modifications
2	Be able to assist clients to develop the action plan	2.1	Incorporate relevant information into the action plan
		2.2	Ensure the plan specifies methods, timescales, and responsibilities
		2.3	Produce the plan in the agreed format and review it with the client
		2.4	Agree the process for future reviews
3	Be able to assist clients to identify how the plan might be implemented	3.1	Identify potential methods for implementing the course of action and identify any potential difficulties
		3.2	Confirm with clients their understanding of the action plan
		3.3	Obtain agreement from the client for action plan to commence

Unit Title:	Assist clients through advice and guidance to review their achievement of a course of action		
Unit No:	J/602/5172		
Level:	4		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to assist clients through advice and guidance to review their achievement of a course of action			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand a range of methods to review achievements	1.1	Explain the relevant models of good practice for assisting clients to review progress
		1.2	Explain what types of review should take place and how often these should be carried out
2	Be able to review progress with clients	2.1	Provide suitable opportunities for clients to review progress and achievements of the course of action
		2.2	Provide suitable feedback to the clients
3	Be able to review the key objectives and stages of the course of action	3.1	Identify and agree with the client the objectives that have been achieved and those that have not
		3.2	Identify the methods that were most effective
		3.3	Review the suitability of the methods used by the clients

Unit Title:	Negotiate on behalf of advice and guidance clients		
Unit No:	M/602/5182		
Level:	5		
GLH:	35		
Credit:	5		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to negotiate on behalf of advice and guidance clients			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the main points of negotiation	1.1	Explain the types of negotiation strategies suitable for different types of issue
		1.2	Explain what different formats of negotiation can be used
		1.3	Explain what supporting documentation might be required
2	Be able to prepare offers that meet the clients requirements	2.1	Review the client's requirements
		2.2	Identify a negotiation strategy suitable for the client's requirements
		2.3	Prepare suitable offers for clients that meet their requirements
3	Be able to explain offers received from other parties	3.1	Receive offers from other parties
		3.2	Consult with the clients to assess how far the offers meet requirements
		3.3	Recommend the next stage in the negotiations
4	Be able to establish an agreement for clients	4.1	Produce agreements that effectively meet the client's requirements and that are in the required format
		4.2	Incorporate all necessary details into the agreement and ensure it is capable of being implemented
		4.3	Confirm agreements with clients at appropriate stages of the negotiations
		4.4	Advise the clients why any requirements cannot be met or if there are any significant changes to the agreement

Unit Title:	Manage personal case load		
Unit No:	Y/602/5189		
Level:	4		
GLH:	20		
Credit:	4		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to manage personal case load			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to maintain case notes	1.1	Record key information about each case
		1.2	Record all actions being undertaken for clients
		1.3	Ensure case notes are accurate and contain appropriate detail
		1.4	Ensure case notes are structured in a way that gives a clear history
2	Be able to review personal case load	2.1	Review all relevant information
		2.2	Monitor the progress of all cases
		2.3	Identify any obstacles in achieving the required outcomes for cases
		2.4	Exchange information on the cases according to the service's procedures
		2.5	Identify improvements that can be made to the management of cases
3	Understand factors that affect case loads	3.1	Explain what types of obstacle may occur and how to overcome it
		3.2	Explain any factors that may affect the number of cases managed
4	Be able to establish priorities for dealing with personal case load	4.1	Establish criteria for setting priorities
		4.2	Assess cases against the criteria to show which cases need high priority
		4.3	Identify any immediate actions that may be required to meet deadlines
		4.4	Inform relevant people of the need to prioritise specific cases
		4.5	Ensure appropriate resources are allocated to the cases
		4.6	Monitor the effect of the priority cases on

			the rest of the caseload
		4.7	Ensure all cases receive appropriate attention

Unit Title:	Evaluate and develop own contribution to the service		
Unit No:	H/602/5194		
Level:	4		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to evaluate and develop own contribution to the service			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the process of evaluating practice	1.1	Identify criteria used to evaluate practice
		1.2	Evaluate practice including identifying areas for development
		1.3	Identify the information to be evaluated
		1.4	Agree the feedback to be accessed
		1.5	Identify the objectives of the service which will inform evaluation
2	Be able to carry out evaluation of practice	2.1	Evaluate information using identified criteria
		2.2	Implement agreed criteria to evaluate practice
		2.3	Evaluate the effect of own values, beliefs, attitudes and behaviours on work role
		2.4	Identify aspects of knowledge required by the service and the profession
		2.5	Seek guidance and support when issues are beyond own knowledge and experience
3	Be able to identify development objectives	3.1	Use outcomes of evaluation to prioritise and agree development objectives
		3.2	Identify and access the necessary resources for development
		3.3	Record personal development plans
		3.4	Review and update personal development plans

Unit Title:	Operate within networks		
Unit No:	F/602/5199		
Level:	4		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to operate within networks			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to identify and access networks which could benefit the service	1.1	Determine the role and purpose of existing networks
		1.2	Implement the service's criteria for network participation
		1.3	Agree with practitioners how much time should be given to networks
		1.4	Explain the types of conflicts which could occur
2	Be able to maintain memberships of networks	2.1	Maintain personal contacts within networks
		2.2	Identify problems which may occur with network facilitation and participation
		2.3	Explain the actions to take to address problems identified within networks
		2.4	Explain what the implications could be if problems are not resolved
3	Be able to exchange information within networks	3.1	Agree the information required by network members
		3.2	Work to realistic timescales for the exchange of information
		3.3	Analyse how feedback improves the use of networks
		3.4	Utilise systems for recording and exchanging information

Unit Title:	Provide and maintain information materials for use in the service		
Unit No:	T/602/5202		
Level:	4		
GLH:	15		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to provide and maintain information materials for use in the service			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to review the information needs of the service	1.1	Use service's criteria for evaluating the sources of information
		1.2	Identify the information currently used by different areas and clients of the service
		1.3	Evaluate the format the information materials are in
		1.4	Agree the future needs of the organisation in relation to information provision
2	Be able to agree methodologies for the procurement and dissemination of information	2.1	Evaluate the types of trends or developments which might occur when providing information
		2.2	Assess the impact of information and communication technologies on the provision of information
		2.3	Specify the information to be obtained and distributed
		2.4	Store information according to the service's policies and procedures

Unit Title:	Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation		
Unit No:	A/602/5203		
Level:	5		
GLH:	30		
Credit:	4		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to identify and promote the contribution of Careers Education Guidance (CEG) within the organisation			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to gain support for the role of CEG within the organisation	1.1	Identify the regional and national criteria against which CEG provision will be assessed
		1.2	Present a rationale for CEG in formal and informal settings
		1.3	Communicate, orally and in writing, the strategy to interested parties
		1.4	Conduct discussions in a way which maintains good working relationships with interested parties
2	Be able to identify opportunities for promoting Careers Education Guidance (CEG) within the organisation	2.1	Establish the values, aims, policies and procedures of the organisation
		2.2	Explain the current role of CEG within the organisation
		2.3	Assess the potential contribution of CEG to the organisation
		2.4	Identify the roles and responsibilities of those who can provide information within the organisation
3	Be able to implement and evaluate a strategy to promote CEG within the organisation	3.1	Develop a strategy to determine the objectives, activities and resources required to achieve strategic aims
		3.2	Confirm the organisational roles, responsibilities and requirements for implementing the strategy
		3.3	Evaluate the advantages and drawbacks of: <ul style="list-style-type: none"> • Feedback forms

			<ul style="list-style-type: none"> • Surveys • Discussion groups • Ad hoc approaches to gathering information about CEG services
		3.4	Access relevant sources of information and feedback on the effectiveness of the strategy
		3.5	Monitor and evaluate the profile of CEG within the organisation
		3.6	Present relevant evaluation and revisions in an appropriate format and at an appropriate time

Unit Title:	Promote Careers Education Guidance (CEG)		
Unit No:	J/602/5205		
Level:	3		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to promote Careers Education Guidance (CEG)			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to plan the promotion of Careers Education Guidance (CEG)	1.1	Review the outcomes of previous promotional activities to inform current plans
		1.2	Evaluate the range of promotional activities that could be used, including the benefits and limitations of each for different target groups
		1.3	Plan the promotional activity for CEG including: <ul style="list-style-type: none"> • Consideration of effectiveness for target group • Taking account of other events within the same time span
2	Be able to identify the most appropriate information for dissemination to a target group	2.1	Establish the information needs of interested parties both within and external to the organisation
		2.2	Present information in an appropriate style and at an appropriate time
3	Be able to secure the resources required for the planned promotion of Careers Education Guidance (CEG)	3.1	Identify the resources that will be required
		3.2	Present a case for securing the necessary resources
		3.3	Plan the efficient use of time and other resources

Unit Title:	Facilitate learning in groups		
Unit No:	R/602/5207		
Level:	4		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to facilitate learning in groups			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to manage group dynamics	1.1	Summarise the key theoretical models of group work
		1.2	Use facilitation and intervening skills in group situations
		1.3	Analyse how to balance the needs of tasks and group processes
		1.4	Encourage group members to participate effectively and ensure that they feel comfortable
2	Be able to establish and maintain effective communication with group members	2.1	Use appropriate methods of communication
		2.2	Put learners at ease
		2.3	Establish what factors are likely to affect learning and behaviour in groups
		2.4	Identify how to address individual needs in a group setting
		2.5	Recognise and deal with issues of power, conflict and authority in groups
3	Be able to facilitate collaborative learning	3.1	Agree with the group, the purpose, process and intended outcomes of group activity
		3.2	Summarise the different learning styles
		3.3	Evaluate the range of learning activities available
		3.4	Access relevant resources and support for learners
		3.5	Adapt group activities to the size and composition of the group
4	Be able to enable individuals to reflect	4.1	Agree and implement appropriate methods of eliciting personal views on

	on the way in which they have been learning and participating in the group		learning
		4.2	Monitor individual learner's progress in a group setting
		4.3	Feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner

Unit Title:	Liaise with other services		
Unit No:	T/602/5183		
Level:	3		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to liaise with other services			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the process for liaising with other services	1.1	Explain which other services are likely to be dealt with
		1.2	Explain the types of information likely to be exchanged
		1.3	Explain why it is important to check the validity of any information received
		1.4	Explain who is involved in different types of information exchanges and who should receive copies of the information
		1.5	Explain the types of problems that may arise and what actions can be taken to resolve them
2	Be able to establish procedures for exchanging information with other services	2.1	Consult with other services on the information requirements of each service
		2.2	Agree the purpose scope and procedures for exchanging information
		2.3	Ensure that documented procedures, that include identifying the roles and responsibilities of those involved in any exchange of information, are produced
		2.4	Disseminate procedures for the exchange of information with other services
		2.5	Agree a process to regularly review and update the procedures
3	Be able to provide information to other services	3.1	Confirm the information required by other services
		3.2	Select the appropriate information and disseminate using agreed procedures
		3.3	Assist other services to interpret the information forwarded

		3.4	Confirm that the information is sufficient, forwarding additional information if required
4	Be able to obtain information from other services	4.1	Request required information from other services using the agreed procedures
		4.2	Access the relevant information and confirm the validity of it
		4.3	Identify any problems with obtaining information

Unit Title:	Enable advice and guidance clients to access referral opportunities		
Unit No:	F/602/5185		
Level:	3		
GLH:	20		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to enable advice and guidance clients to access referral opportunities			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the process for referring clients to other organisations	1.1	Explain which organisations clients are likely to be referred to
		1.2	Explain what types of information the client will need including the various formats this may need to be in
2	Be able to identify options for referral	2.1	Obtain information from clients on their requirements
		2.2	Obtain relevant, and current information on other services that are potentially suitable
		2.3	Assess the suitability of other services
		2.4	Confirm the other service's acceptance criteria and procedures
		2.5	Ensure the other services have the capacity and resources to deal with additional clients
		2.6	Review the requirements of the clients and check them against the services provided by the other services
3	Be able to enable clients to take up referral opportunities	3.1	Provide information, including advantages and disadvantages of referral, to enable clients to make an informed decision
		3.2	Confirm the acceptability of the referral with the client
		3.3	Plan the implementation of the referral
		3.4	Facilitate the client's contact with the other services
		3.5	Review the boundaries of confidentiality

			with the client; informing them of the information that has to be passed between the services
		3.6	Agree any further information or support that is required by the client

Unit Title:	Ensure your own actions reduce risks to health and safety		
Unit No:	Y/600/9011		
Level:	2		
GLH:	30		
Credit:	4		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to ensure own actions reduce risks to health and safety			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand hazards and risks in the workplace	1.1	Define hazards and risks
		1.2	Outline key hazards and risks in own workplace, describing safe working practices
		1.3	Outline key hazards and risks within own job role, describing precautions
2	Understand own responsibilities for health and safety in the workplace	2.1	Identify own responsibilities for health and safety in own workplace and job role under health and safety legislation, explaining the importance of personal presentation and behaviour
		2.2	Describe procedures for dealing with risks outside the scope of own responsibility, identifying the appropriate personnel with whom to liaise in own workplace
3	Be able to evaluate hazards and risks in the workplace	3.1	Identify workplace instructions relevant to own job
		3.2	Identify any unsafe practices in own workplace and job role
		3.3	Check which potentially unsafe working practices present the highest risk to self and others
4	Be able to reduce risks to health and safety in the workplace	4.1	Work safely in accordance with own level of competence, relevant instructions and legal requirements, following environmentally friendly practices
		4.2	Manage any health and safety risks within own capability and responsibility
		4.3	Suggest ways of reducing risks to health

			and safety to the appropriate personnel
		4.4	Report any differences between workplace and suppliers' or manufacturers' instructions
		4.5	Take action to address any hazards in accordance with workplace procedures and legal requirements
		4.6	Ensure that own personal presentation and behaviour meets the requirements of relevant instructions, procedures and legal requirements

Unit Title:	Enable learning through demonstrations and instructions		
Unit No:	M/600/9726		
Level:	3		
GLH:	13		
Credit:	3		
Unit details: The aim of this unit is to provide learners with the skills, knowledge and understanding required to enable learning through demonstrations and instructions			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to plan for an learner's training needs	1.1	Write a training needs analysis for an individual
		1.2	Plan for any barriers to learning
		1.3	Design a realistic training programme to meet the individual's needs and which ensures health and safety
2	Be able to deliver the appropriate training	2.1	Instruct the learner, following the designed training programme
		2.2	Carry out training in an appropriate environment
		2.3	Respond to the needs of the individuals during learning
		2.4	Encourage the learner to ask questions during the demonstration
3	Be able to review the training delivered, to ensure that it meets the learner's needs	3.1	Give constructive feedback to the learner on their progress
		3.2	Provide extra support if identified during feedback
		3.3	Analyse the effectiveness of the training

Appendix B: Assessment Strategy

This unit should be delivered in accordance with the Focus Awards Qualification Strategy and with reference to the National Occupational Standards.

Methods of evaluating

Visual, verbal, written feedback

Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

Requirements of Tutors:

- Tutors should hold, or be working towards a teaching qualification. The following are acceptable:
 - Preparing to Teach in the Lifelong Learning Sector (PTLLS);
 - Certificate to Teach in the Lifelong Learning Sector (CTLLS);
 - Diploma to Teach in the Lifelong Learning Sector (DTLLS);
 - Level 3 Award in Education and Training;
 - Level 4 Certificate in Education and Training;
 - Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Requirements of Assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Assessors must be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.
- Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements of Internal Quality Assurers (IQA):

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Please note simulation is not allowed

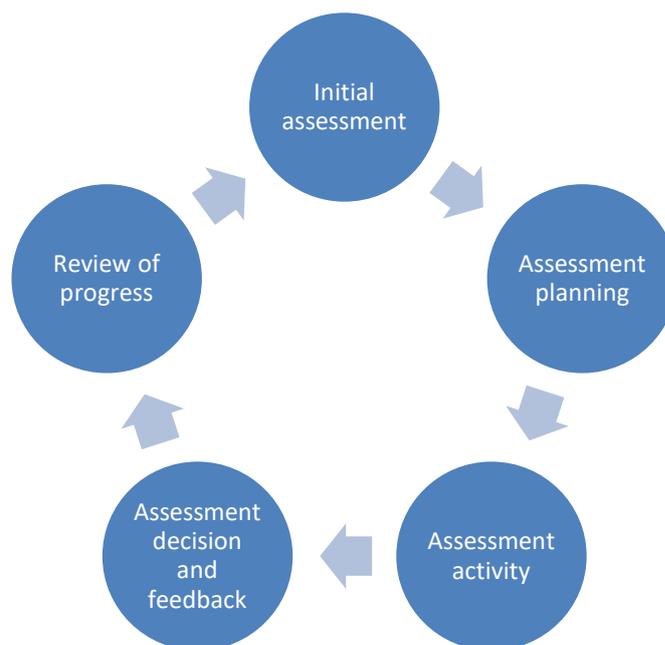
Appendix C: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial Assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by

Focus Awards Level 3 NVQ Certificate in Advice and Guidance (RQF)
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the assessor, but the information obtained must be passed on to the assessor in order for them to effectively move on to the next stage of the assessment cycle and plan the learner assessment. The initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

With the introduction of the RQF learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the RQF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated.

Recognition of Prior Learning (RPL) is a system of assessment that considers whether a learner already possesses the knowledge, skills or understanding to meet the assessment requirements for a unit and determines whether the learner can be awarded the unit or can omit a particular course of learning and progress to assessment without the need for delivery. This will be displayed as a unit achievement on the certificate

It is the responsibility of all learners who have previously achieved units approved as Exemptions, Equivalences and Credit Transfers, or who will achieve through RPL, to inform Focus Awards at registration using the registration excel spread sheet.

Learners must initially make the claim to the centre and the centre has the responsibility of making the preliminary consideration. If a centre is in doubt they should contact Focus Awards for advice or clarification.

When authorising a request, all centres must ensure that appropriate documentation and evidence is reviewed, maintained and made available as required to Focus Awards staff.

Guided Learning Hours (GLH)

The number of guided learning hours specified for each unit gives the minimum amount of time required for delivery of the course, it includes:

- All times when a member of staff is present to give specific guidance towards learning aims and outcomes, as well as:
- Other structured learning time such as supported individual study, directed assignments, or practice and assessments

The specified number of guided learning hours does not include time spent on work initiated by the learner; or the time tutors spend marking assignments where the learner is not in attendance.

Assessment

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments.

To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

Consistency of assessment decisions

Focus Awards strives to maintain consistency with regard to assessment decisions overarching learners, assessors and sites. This key component necessitates the following in order to meet Focus Awards stringent principles:

Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)

Assessors have competency in the subjects relevant to the units that they wish to assess

Assessors are observed at least annually by qualified IQA's during assessment

Focus Awards make available 'Assessment Guidance' documentation for each qualification

Standardisation exercises take place within the Centre

Centre training days run by Focus Awards include assessment best practice

External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

Judging authenticity

All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard

Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners

A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required

-
- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
-
- Evidence which is not considered to be authentic should be disallowed

Guidance on re-submission of learner assessment

- There is no maximum to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
-
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
-
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
-
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

Use of language and stimulus materials

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. The resources and any assessment materials and the language they contain should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level
- The qualification objective
- The skills, knowledge and understanding assessed for the qualification
- It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

Appendix D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when conducting out an observed assessment:

- Involve the learner
- Carry out an adequate briefing
- Complete an assessment checklist
- Avoid carrying out an assessment in a noisy environment
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'
- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient
- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'

- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focussed on what is being assessed
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or any perform any other action which will distract from the observation
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance
- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

Suggested stages of an observation for Focus Awards Level 3 NVQ Certificate in Advice and Guidance (RQF)

- **Step 1**
Initial briefing with the learner
- **Step 2**
Observation of the learner
- **Step 3**
Assessor led learner/client Feedback
- **Step 4**
Learner Evaluation with the participant (15 minutes minimum)
- **Step 5**
Assessor Questions to assess knowledge and understanding (non-leading and open)
- **Step 6**
Assessor Adjudication (pass/refer)
- **Step 7**
Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria)

Questioning to Assess Knowledge and Understanding

It is essential that learners are questioned whenever there is doubt about underpinning knowledge. It is easy to assume a level of understanding by what we see during an observation.

A question should not be asked if the assessor does not see a particular performance criteria.

Questions can be divided into two types:

- Open questions start with the words, 'Who?' 'How?', 'Where?' 'What?', 'When?', and 'Why?' - These words act as prompts to enable a learner to respond and use their own words.
- Closed questions enable the learner to respond with a simple 'Yes' or 'No' answer. For example, "Would you monitor individual learner's progress in a group setting?" Assessors should always use open questions when assessing underpinning knowledge

It is a Focus Awards requirement that all questions asked as part of an assessment, AND the learner responses, are documented. These must be written out in full and then signed and dated by both the assessor and the learner

Assessors writing "learner answered correctly" next to a question is not acceptable. If an appeal against the assessment decision is raised a clearly auditable trail of evidence which shows the question that was asked, and the learner response, must be available

Non-Leading Questions

Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression. Examples of leading questions would be:

- 1 "Would you plan for any barriers to learning?"
- 2 "Would you encourage the learner to ask questions during a demonstration?"

Feedback

‘Structured, helpful information that is given to someone to suggest what can be done to improve a performance’

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed
- Feedback should not include an assessor’s opinion and should not be delivered as criticism. Criticism is subjective it is one individual’s judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the ‘feedback sandwich’ model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and focus on their feedback and not be distracted waiting for the pass/refer result of their performance

Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner:

Date:.....

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,
A - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

Professional Discussion

Learner name:	
Assessor name:	
Date:	
Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

