



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 2 Certificate in Information, Advice or Guidance
Ofqual qualification number (QN)	601/4321/6
Guided learning hours (GLH)	114
Total qualification time (TQT)	150
Credit value	15
Minimum age	16
Qualification purpose	<p>This qualification is designed for people who work in, or are looking to work in, an information, advice or guidance role, such as:</p> <ul style="list-style-type: none">• careers advisor• counsellor• customer service advisor• debt advisor• employment advisor• help-desk advisor• housing support worker• learning support worker• legal services support worker• peer mentor <p>with a range of employers, such as:</p> <ul style="list-style-type: none">• local authorities• careers advice services• voluntary sector organisations• student services• citizen advice services• housing associations
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/4321/6.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of information, advice or guidance and their application
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a range of practical and technical skills

The objective of this qualification is to:

- prepare learners for further training and to support a role where learners may give initial information, advice or guidance to others

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for people who work in, or are looking to work in, an information, advice or guidance role.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.



Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **6 credits** from the mandatory units and **9 credits** from the optional units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
 - careers advisor
 - counsellor
 - customer service advisor
 - debt advisor
 - employment advisor
 - help-desk advisor
 - housing support worker
 - learning support worker
 - legal services support worker
 - peer mentor, with a range of employers, such as:
 - local authorities
 - careers advice services
 - voluntary sector organisations
 - student services
 - citizens advice services
 - housing associations
- further education:
 - customer service
 - counselling
 - health and social care

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.



It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.



If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

**Unit 01 Information, advice or guidance in practice (R/506/6653)**

Unit summary				
The aim of this unit is to provide an understanding of the differences between information, advice and guidance; including the requirements of different clients and how these could be met. It will also help learners to gain knowledge of their boundaries and responsibilities in offering information, advice and guidance; including signposting, referrals and record-keeping.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the distinction between information, advice and guidance	1.1 Describe differences between information, advice and guidance 1.2 Describe information, advice and guidance provision in own organisation
2. Understand ways of meeting information, advice or guidance requirements of clients	2.1 Identify the information, advice or guidance requirements of a range of individual clients 2.2 Describe ways of meeting the identified requirements of a range of individual clients 2.3 Describe ways in which clients can be supported to undertake further action
3. Understand the boundaries of own role in meeting information, advice or guidance requirements of clients	3.1 Describe boundaries of own role in meeting information, advice or guidance requirements of clients 3.2 Give examples of a range of potential agencies for referral or signposting 3.3 Describe how to refer or signpost individual clients to other agencies 3.4 Describe how to monitor and evaluate client referrals to other agencies
4. Understand the purpose of accurate record-keeping to fulfil good practice guidelines	4.1 Describe how client records are kept within own organisation 4.2 Describe the purpose of accurate record-keeping to fulfil good practice guidelines

Delivery and assessment guidance
<p>LO1 (AC1.1 and 1.2) Learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording. Learners could also prepare a learner report.</p> <p>LO2 (AC2.1 to 2.3) Tutors could design a series of case studies to illustrate a range of clients with different information, advice or guidance needs. Learners could answer questions relating to the assessment criteria.</p> <p>LO3 (AC3.1 to 3.4) Learners could research a range of agencies available for referring and signposting clients, including the referral processes involved and how client referrals could be monitored and evaluated. They could also explore the boundaries and limitations of their role in meeting clients' information, advice, or guidance needs. Findings could be presented in a learner</p>



Delivery and assessment guidance

report. Tutors could produce a list of headings which learners can follow for guidance to ensure assessment criteria is addressed.

LO4 (AC4.1 and 4.2) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.



Unit 02 Developing interaction skills for information, advice or guidance (Y/506/6654)



Unit summary				
The aim of this unit is to provide an understanding of how to interact with clients, including appropriate and effective question styles, listening skills and non-verbal communication skills. It will also help learners to gain knowledge of the impact of values, beliefs and attitudes on these interactions, as well as the importance of confidentiality and impartiality. Additionally, this unit will support learners to identify personal strengths and development needs.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to interact with clients	1.1 Describe an appropriate model for interactions with individual clients
	1.2 Give reasons for using a structured approach for interactions
	1.3 Describe how to reach a shared agreement with clients
2. Understand the importance of effective communication skills in the delivery of information, advice or guidance	2.1 Describe a range of appropriate questioning styles to encourage communication with clients
	2.2 Describe a range of effective listening skills
	2.3 Describe a range of effective non-verbal communication skills
3. Understand how own values, beliefs and attitudes may affect interactions with clients	3.1 Describe how to work with clients in a supportive and non-discriminatory manner
	3.2 Give examples of how own values, beliefs and attitudes may affect interactions with clients
4. Understand the importance of confidentiality and impartiality in interactions with clients	4.1 Describe how principles of confidentiality and data protection are adhered to in interactions with clients
	4.2 Describe how impartiality in service delivery is maintained
5. Know own skills and development needs	5.1 Describe own personal strengths in interaction skills which contribute to effective service delivery
	5.2 Describe areas for personal development in interaction skills to strengthen own contribution to service delivery

**Delivery and assessment guidance**

LO1 (AC1.1 to 1.3) Learners could conduct research on models and structures for interacting with clients and the reasons for using a structured approach, including strategies that would assist in reaching a shared agreement with clients. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.

LO2 (AC2.1 to 2.3), LO3 (AC3.1 and 3.2), LO4 (AC4.1 and 4.2) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

LO5 (AC5.1 and 5.2) Learners should consider own personal strengths and areas for development with interaction skills to enhance contribution to service delivery. The findings could be presented in a learner report or individual notes. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.



Unit 03 Signposting and referral in information, advice or guidance (D/506/6655)



Unit summary				
The aim of this unit is to provide an understanding of the difference between signposting and referrals, when it is appropriate to refer or signpost an individual organisation's procedures. It will also help learners to gain knowledge of good practice when signposting and referring, including recording, monitoring and evaluating signposting and referrals.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand when it is appropriate to signpost or refer clients to other agencies	1.1 Describe the key features of the referral procedure of own organisation
	1.2 Describe how the procedure is implemented within own organisation
2. Understand the difference between signposting and referral	2.1 Describe the difference between signposting and referral
	2.2 Describe the benefits, to own organisation and its clients, of signposting or referral
	2.3 Describe situations where signposting or referral are appropriate in meeting client requirements
3. Know what good practice is when referring or signposting clients	3.1 Describe how to signpost or refer clients in a supportive and appropriate manner
	3.2 Describe ways in which signposting or referral takes place within a policy framework which complies with: <ul style="list-style-type: none"> legislation codes of practice ethical requirements
4. Know how to monitor and evaluate client referrals to other agencies	4.1 Describe the process for monitoring and evaluating signposting or referral of clients to other agencies
	4.2 Describe the systems for recording signposting or referral of clients within own organisation
	4.3 Describe how to obtain and record feedback from clients following signposting or referral



Delivery and assessment guidance

LO1 (AC1.1 and 1.2), LO3 (AC3.1 and 3.2), LO4 (AC4.1 to 4.3) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

LO2 (AC2.1 to 2.3) Learners could prepare and deliver a presentation outlining the differences between signposting and referral, the benefits of this to an organisation, and when this would be appropriate in meeting client requirements. This could be assessed via a tutor witness testimony or video recording. Learners could also prepare a learner report.



Unit 04 Information, advice or guidance – context (H/506/6656)



Unit summary				
The aim of this unit is to provide an understanding of information, advice or guidance in the context of own practice and a specific group of clients, exploring different ways of assisting clients to make choices. It will also help learners to gain knowledge on the discriminatory practices, behaviours and barriers that could affect specific client groups, as well as how to overcome them.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the information, advice or guidance needs of a specific group of clients	1.1 Give examples of possible information, advice or guidance needs of a specific group of clients in the context of own practice 1.2 Identify a range of factors which may affect client choices and how these could impact upon the client
2. Understand how to explore choices and options with a specific group of clients	2.1 Describe how different clients can be assisted to make appropriate choices and options 2.2 Compare the different ways in which individuals from a specific group are enabled to explore their choices and options
3. Understand how to enable clients to challenge discriminatory behaviour and practice	3.1 Give examples of how discriminatory practice and behaviour may impact on certain client groups 3.2 Give examples of how prejudice and stereotyping can be challenged by clients
4. Understand the range of barriers which may prevent clients from being able to access information, advice or guidance services	4.1 Describe barriers which may prevent a specific group of clients from achieving their requirements 4.2 Describe ways to support a specific group of clients to overcome the identified barriers 4.3 Explain the purpose of monitoring in relation to equality and diversity

Delivery and assessment guidance
<p>LO1 (AC1.1 and 1.2), LO4 (AC4.3) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>LO2 (AC2.1 and 2.2) Tutors could design a series of case studies to illustrate a range of clients with different information, advice or guidance needs. Learners could prepare a learner report describing how the different clients could be assisted and enabled to make choices. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>LO2 (AC3.1 and 3.2), LO4 (AC4.1 and 4.2) Learners could conduct research on discriminatory practice and the barriers faced by specific groups of clients, exploring how to overcome barriers and challenge prejudice and discrimination. Findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p>

**Unit 05 Skills for advice providers (K/506/6657)**

Unit summary				
The aim of this unit is to provide an understanding of the purpose and process of an advice interview, including the relationship between client and advisor, the advisor's role, stages of the advice interview and client confidentiality. It will also help learners to gain knowledge of social policy in advice work, sources of information, negotiating effectively on a client's behalf and support and action planning.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of social policy in advice work	1.1 Define the role of social policy when working with clients 1.2 Give examples of social policy work that could be undertaken in own organisation
2. Understand the purpose and process of an advice interview	2.1 Describe the relationship between the client and the advisor 2.2 Describe the role of the advisor in an advice interview 2.3 Describe the stages of the advice interview 2.4 Give examples of when client confidentiality may be broken
3. Know how to support a client to plan and take action	3.1 Describe the factors which influence the level of support offered to a client 3.2 Describe situations where clients would be empowered to take action
4. Understand how to negotiate effectively on a client's behalf	4.1 Give examples of a range of negotiation strategies for clients in different situations
5. Understand how to use information resources to meet client requirements	5.1 Describe how to use own agency's main information sources 5.2 Describe how to interpret information in the context of client enquiries

Delivery and assessment guidance
<p>LO1 (AC1.1 and 1.2) Learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording. Learners could also prepare a learner report.</p> <p>LO2 (AC2.1 to 2.4), LO3 (AC3.1 and 3.2), LO5 (AC5.1 and 5.2) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>LO4 (AC4.1) Tutors could design a series of case studies to illustrate a range of situations requiring negotiation on a client's behalf. Learners could answer questions relating to the assessment criteria or produce a learner report.</p>

**Unit 06 Benefits advice work – practice (M/506/6658)**

Unit summary				
The aim of this unit is to provide an understanding of the main categories of welfare benefits, including the differences between contributory and non-contributory benefits. It will also help learners to gain knowledge of the key features of the benefits system and how to make claims.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the main categories of welfare benefits	1.1 Describe the main categories of welfare benefits currently available
	1.2 Describe the difference between contributory and non-contributory benefits
2. Know the key features of the benefits system	2.1 Describe the main conditions of entitlement for the range of benefits currently available
	2.2 Describe the claims, decision-making and appeals procedures for the main means-tested benefits
3. Know how to claim appropriate benefits or funds	3.1 Calculate the entitlement of clients
	3.2 Complete documents to support claims for clients

Delivery and assessment guidance
LO1 (AC1.1 and 1.2), LO2 (AC2.1 and 2.2) Learners could conduct research on the main categories of welfare benefits, the differences between contributory and non-contributory benefits, conditions of entitlement and claims as well as decision-making and appeal procedures. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.
LO3 (AC3.1 and 3.2) Tutors could design a series of case studies to illustrate a range of different client needs, allowing students to calculate each client's entitlement and complete documents to support the client's claim. Learners could answer questions relating to the assessment criteria or produce a learner report.



Unit 07 Managing information (T/506/6659)



Unit summary				
The aim of this unit is to provide an understanding of the range of resources available for providing information, advice or guidance. It will also help learners gain knowledge of the range of media that can be used and adapted for different client needs, how to store and retrieve information and how information is updated and maintained within own organisation.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the range of resources available to clients in a specific organisation	1.1 Select a range of current resources available for providing information, advice or guidance for clients with different needs within a specific organisation
	1.2 Describe how to access the resources identified for different clients
	1.3 Summarise the range of clients for whom resources are provided within a specific organisation
2. Know a range of media which can be used to provide information for clients in own organisation	2.1 Describe a range of media which can be used to provide information for clients
	2.2 Describe ways in which media can be adapted to meet client needs
	2.3 Select media that will meet different clients' needs
3. Understand how systems for storage and retrieval of information operate in own organisation	3.1 Describe ways in which information is stored within own organisation to comply with relevant legislation and codes of practice
	3.2 Describe methods of retrieving information for clients with different needs
	3.3 Assess the appropriateness of systems of storage and retrieval of information within own organisation
	3.4 Describe ways in which information is updated and maintained within own organisation

Delivery and assessment guidance
<p>LO4 (AC1.1 to 1.3) Learners could conduct research on the current resources available for providing information, advice or guidance within their organisation, how to access the resources and the clients for whom resources are provided. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>LO2 (AC2.1 to 2.3), LO3 (AC3.1 to 3.4) learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>

**Unit 08 Specialist advice work in practice – housing (K/506/6660)**

Unit summary				
The aim of this unit is to provide an understanding of the information needs and legal rights relevant to housing advice, including defining a client's housing status and the impact of this on their rights. It will help learners to gain knowledge of barriers to accessing housing, specialist services that can be accessed and the range of support a client may require in order to access services. It will also help learners to reflect on own skills, knowledge and areas for development.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	1 credit	8 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the information needs and legal rights relevant to housing advice	1.1 Give examples of the information required to define a client's housing status
	1.2 Explain how the housing status of clients affects their rights regarding security of tenure and eviction
	1.3 Describe clients' rights to assistance under homelessness legislation
2. Know the factors to consider when advising a client on housing issues	2.1 Describe the range of barriers that clients may have in accessing housing
	2.2 Identify appropriate specialist services that can be accessed by clients
	2.3 Describe the range of support that clients may require to access services
3. Know own skills and development needs	3.1 Describe the skills and knowledge required to support clients
	3.2 Identify areas for personal development

Delivery and assessment guidance
LO1 (AC1.1 to 1.3) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.
LO2 (AC2.1 to 2.3) Learners could conduct research on the range of barriers that clients may have in accessing housing, the specialist services that can be accessed and the support that clients may require accessing them. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.
LO3 (AC3.1 and 3.2) Learners should consider the skills and knowledge required to support clients and identify areas for own personal development. The findings could be presented in a learner report or individual notes.

**Unit 09 Specialist advice work in practice – debt (M/506/6661)**

Unit summary				
The aim of this unit is to provide an understanding of the types of debt and the strategies used to resolve debt issues, including priority and non-priority debt, sanctions applied by creditors and different strategies for negotiating with creditors. Learners will also gain knowledge of how debt can affect a client.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	1 credit	8 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the factors to consider when advising a client on debt issues	1.1 Describe ways in which debt can affect a client and the types of support that they may require
	1.2 Identify the information required to define the debt and financial status of a client
	1.3 Identify ways in which different sorts of debt may affect clients' access to services
2. Know about the types of debt and the strategies used to resolve debt problems	2.1 Describe the difference between priority and non-priority debt
	2.2 Describe the ultimate sanctions that could be employed by a variety of creditors
	2.3 Give examples of different strategies used when negotiating with creditors
	2.4 Describe ways to support clients to plan for future financial stability
3. Know how to identify own skills and development needs	3.1 Describe the skills and knowledge required to support clients
	3.2 Identify areas for personal development

Range
1. Understand the factors to consider when advising a client on debt issues
1.3 Services including: <ul style="list-style-type: none">• benefits• housing• legal• financial services

Delivery and assessment guidance
LO1 (AC1.1 to 1.3), LO2 (AC2.3 and 2.4) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.
LO2 (AC2.1 and 2.2) Learners could conduct research on the different forms of debt, priority and non-priority debts and their resulting sanctions. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.



Delivery and assessment guidance

LO3 (AC3.1 and 3.2) Learners should consider the skills and knowledge required to support clients and identify areas for own personal development. The findings could be presented in a learner report or individual notes.

**Unit 10 Specialist advice work in practice – employment (T/506/6662)**

Unit summary				
The aim of this unit is to provide an understanding of the legal rights and systems which support the provision of employment advice. It will also help learners to gain knowledge of the factors to consider when advising a client, including identification of need, available services and support in accessing services. Additionally, this unit will help learners to reflect on own skills, knowledge and areas for development.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	1 credit	8 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal rights and systems which support employment advice provision	1.1 Describe a client's contractual and statutory employment rights
	1.2 Describe the employment tribunal system
	1.3 Calculate statutory redundancy payments for different clients
2. Know the factors to consider when advising a client on employment issues	2.1 Identify the specific needs relating to employment issues for different clients
	2.2 Identify appropriate services available through the benefits system or employment services for different clients
	2.3 Describe the range of support that clients may require to access services
3. Know own skills and development needs	3.1 Describe the skills and knowledge required to support clients
	3.2 Identify areas for personal development

Delivery and assessment guidance
LO1 (AC1.1 to 1.3), LO2 (AC2.3) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.
LO2 (AC2.1 and 2.2) Tutors could design a series of case studies to illustrate a range of individual clients with specific needs relating to employment issues. Learners could use these to explore specific needs and appropriate services. Learners could answer questions relating to the assessment criteria or produce a learner report.
LO2 (AC3.1 and 3.2) Learners should consider the skills and knowledge required to support clients and identify areas for own personal development. The findings could be presented in a learner report or individual notes.



Unit 11 Specialist advice work in practice – refugee, immigrant or asylum seeker (A/506/6663)



Unit summary				
The aim of this unit is to provide an understanding of the rights and status of refugees, immigrants and asylum seekers, the information required to define their status and their rights to different types of assistance. It will also help learners to gain knowledge of the barriers faced by the different groups and the services and support available to them. Additionally, this unit will help learners to reflect on own skills, knowledge and areas for development.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	1 credit	8 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal rights and status of refugees, immigrants and asylum seekers	1.1 Give examples of the information required to define the status of: <ul style="list-style-type: none">refugeesimmigrantsasylum seekers
	1.2 Define the different legal status of: <ul style="list-style-type: none">refugeesimmigrantsasylum seekers
	1.3 Identify clients' rights to different types of assistance, including: <ul style="list-style-type: none">benefitshousinglegal
2. Know the factors to consider when advising a client on refugee, immigrant or asylum seeker issues	2.1 Describe the range of barriers that clients may have
	2.2 Identify appropriate specialist services that can be accessed by clients
	2.3 Describe the range of support that clients may require to access services
3. Know own skills and development needs	3.1 Describe the skills and knowledge required to support clients
	3.2 Identify areas for personal development

Delivery and assessment guidance
LO1 (AC1.1 to 1.3) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.
LO2 (AC2.1 to 2.3) Learners could conduct research on the barriers faced by refugees, immigrants and asylum seekers, the specialist services that can be accessed and the support they may require to access services. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.
LO2 (AC3.1 and 3.2) Learners should consider the skills and knowledge required to support clients and identify areas for own personal development. The findings could be presented in a learner report or individual notes.



Unit 12 Information, advice or guidance in schools and colleges (F/506/6664)



Unit summary				
The aim of this unit is to provide an understanding of the national requirements for information, advice or guidance for adults and young people and the implications of national requirements. It will also help learners to gain knowledge of information, advice and guidance provision within a school or college and own and others' roles and responsibilities of this provision. Additionally, this unit will assist learners to reflect on own skills, knowledge and areas for development.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the national requirements for information, advice or guidance provision in a school or college	1.1 Describe the national requirements for information, advice or guidance provision for adults and young people
	1.2 Describe the implications of the national requirements for a specific school or college
2. Understand the components of information, advice and guidance provision in a school or college	2.1 Describe an example of information provision in a school or college.
	2.2 Describe an example of advice provision in a school or college
	2.3 Describe an example of guidance provision in a school or college
3. Understand own responsibilities in relation to information, advice or guidance practice within a school or college	3.1 Describe own role and responsibilities in relation to information, advice or guidance provision
	3.2 Describe the relationship between own role and other information, advice or guidance roles within the school or college
4. Know own skills and development needs	4.1 Describe the skills and knowledge required to support clients
	4.2 Identify areas for personal development

Delivery and assessment guidance
<p>LO1 (AC1.1 and 1.2) Learners could conduct research on the national requirements for information, advice or guidance provision for adults and young people and the implications of these for a school or college. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p> <p>LO2 (AC2.1 to 2.3) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p>LO3 (AC3.1 and 3.2) Learners should consider own role and responsibility in relation to information, advice or guidance provision and the relationship of other information, advice or guidance roles within the school or college. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.</p>



Delivery and assessment guidance

LO4 (AC4.1 and 4.2) Learners should consider the skills and knowledge required to support clients and identify areas for own personal development. The findings could be presented in a learner report or individual notes.



Unit 13 Information, advice or guidance work with groups (J/506/6665)

Unit summary				
The aim of this unit is to help learners to gain knowledge of how information, advice or guidance can be explored in a group setting and the advantages and disadvantages of this. It will also provide an understanding of the factors which can influence the effectiveness of group sessions, including co-operative group work. Additionally, this unit will assist learners to reflect on the necessary skills to facilitate co-operative group work in information, advice and guidance and analyse own strengths and areas for development.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the role of group work in information, advice or guidance	1.1 Critically examine how aspects of information, advice or guidance can be explored in group settings
	1.2 Explain advantages and disadvantages of group work as an information, advice or guidance activity
2. Understand the factors which can influence the effectiveness of information, advice or guidance group sessions	2.1 Explain ways in which individual members of a group can be encouraged to work co-operatively
	2.2 Summarise factors that can create challenges to co-operative group work
	2.3 Explain ways in which challenges to co-operative group work can be overcome
	2.4 Explain ways in which respect for group members' values and beliefs can be facilitated
3. Be able to plan, conduct and evaluate information, advice or guidance sessions	3.1 Produce a detailed session plan for an information, advice or guidance group that demonstrates aims, learning outcomes and methodology
	3.2 Conduct an information, advice or guidance group session, using the detailed session plan
	3.3 Evaluate the effectiveness of the session in terms of client feedback and reflection on own performance
4. Understand the skills required to establish co-operative working relationships within information, advice or guidance group sessions	4.1 Summarise the skills necessary to facilitate co-operative group work in information, advice or guidance
	4.2 Explain how the skills are used to facilitate effective co-operative group work in information, advice or guidance
	4.3 Analyse own strengths and areas for development in facilitating co-operative group work in information, advice or guidance

**Delivery and assessment guidance**

LO1 (AC1.1 and 1.2) Learners could investigate how aspects of information, advice or guidance can be explored in a group setting and the advantages and disadvantages of this. They can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance, to ensure assessment criteria are addressed.

LO2 (AC2.1 to 2.4) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

LO3 (AC3.1) Learners must plan an information, advice or guidance group session. Learners will produce a detailed session plan, including aims, learning outcomes and methodology. Tutors could produce a list of headings for learners to follow for guidance to ensure assessment criteria are addressed.

LO3 (AC3.2) Observation must be linked to a planned information, advice or guidance session as mentioned above in LO3 (AC3.1), with observation of practice supported by witness testimony. The witness testimony could be prepared by the learner's line manager, supervisor or assessor and must be an objective account of what the learner has done. The testimony must provide sufficient detail to confirm that the learner has met the assessment criteria.

LO3 (AC3.3) Learners should evaluate the effectiveness of the session in terms of client feedback and reflect on own performance. The findings could be presented in a learner report or individual notes.

LO4 (AC4.1 to 4.3) Learners must consider the skills needed to facilitate co-operative group work and how these are used, as well as analysing own strengths and areas for development. The findings could be presented in a learner report or individual notes.



Unit 14 Operating within networks to support information, advice or guidance (L/506/6666)



Unit summary				
The aim of this unit is to provide an understanding of the role of networks in supporting information, advice and guidance, the differences between formal and informal networks and how they can be accessed and used to support practice. It will also help learners to gain knowledge of the codes of practice and principles relevant to working in networks and the different roles and responsibilities within networks.				
Assessment				
Internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 3	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of networks in supporting information, advice or guidance work	1.1 Identify existing networks which could be accessed to support information, advice or guidance practice
	1.2 Explain how existing networks might be used to support information, advice or guidance practice
	1.3 Analyse the role of own organisation within its existing networks.
	1.4 Explain differences between formal and informal information, advice or guidance networks
2. Understand the need for networks to operate within codes of practice and principles	2.1 Explain the codes of practice and common principles that are relevant to working in networks
	2.2 Describe the ways in which codes of practice and common principles can be agreed within networks
3. Understand the different roles within networks	3.1 Identify different roles and responsibilities within a network
	3.2 Explain how the different roles and responsibilities in a network support the organisation's work with clients
	3.3 Identify own contribution to a network, and how it enhances own practice and the service as a whole
	3.4 Explain ways in which own role is maintained within a network
	3.5 Evaluate own contribution to networking activities

Delivery and assessment guidance
LO1 (AC1.1 to 1.3) Learners could research and identify networks available to support the delivery of information, advice, or guidance. This should include how these networks can be used and the role their own organisation plays within its current network connections. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance, to ensure assessment criteria are addressed.
LO1 (AC1.4), LO2 (AC2.1 and 2.2), LO3 (AC3.1 to 3.5) Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

NCFE assessment strategy



The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge learning outcomes (LOs)

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes (LOs)

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

For this qualification, the centre must use the further information relating to adult care, childcare and health/early years educator/early years practitioner assessment principles, which can be found within the mandatory Support Handbook.



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.



Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [Matrix Standard](#)
- [UK government website](#)
- [Citizens Advice](#)
- [Acas](#)
- [Shelter](#)
- [Refugee Council](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.



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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
	Unit 01	R/506/6653	Information, advice or guidance in practice	2	3	24
	Unit 02	Y/506/6654	Developing interaction skills for information, advice or guidance	2	3	24

Optional units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
☆	Unit 03	D/506/6655	Signposting and referral in information, advice or guidance	2	3	24
☆	Unit 04	H/506/6656	Information, advice or guidance – context	2	3	24
☆	Unit 05	K/506/6657	Skills for advice providers	2	3	24
☆	Unit 06	M/506/6658	Benefits advice work – practice	2	3	24
☆	Unit 07	T/506/6659	Managing information	2	3	24
☆	Unit 08	K/506/6660	Specialist advice work in practice – housing	2	1	8
☆	Unit 09	M/506/6661	Specialist advice work in practice – debt	2	1	8
☆	Unit 10	T/506/6662	Specialist advice work in practice – employment	2	1	8
☆	Unit 11	A/506/6663	Specialist advice work in practice – refugee, immigrant or asylum seeker	2	1	8
☆	Unit 12	F/506/6664	Information, advice or guidance in schools and colleges	2	3	24



Unit 13	J/506/6665	Information, advice or guidance work with groups	3	3	21
Unit 14	L/506/6666	Operating within networks to support information, advice or guidance	3	3	21

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Other support materials
v4.2	June 2022	<p>Further information added to the How the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p>
v4.3	July 2025	Qualification content copied to new template. Some information has been removed in line with new template. Some information has been moved to Support Handbook which is available on the NCFE website.