

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Certificate in Information,
Advice or Guidance
QN: 601/4321/6**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 4.0 June 2018).

Version	Publication Date	Summary of amendments
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v4.2	June 2022	<p>Further information added to the qualification summary 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>

Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 2 Certificate in Information, Advice or Guidance.

Total Qualification Time

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all of the assessment criteria to gain the unit.

Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

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

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

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.

Section 2: About this qualification

Qualification Summary	
Title	NCFE CACHE Level 2 Certificate in Information, Advice or Guidance
Qualification number	601/4321/6
Aims and objectives	<p>This qualification is designed for those 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 Workers • 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. <p>This qualification aims to develop the learner's knowledge and understanding of the key principles of information, advice or guidance and applying these within their own context.</p> <p>The objectives of this qualification are to prepare learners for further training and to support a role where learners may give initial information, advice or guidance to others.</p>
Total Qualification Time (hours)	150
Guided Learning (hours)	114
Credit value	15
Grading system	Achieved/Not Yet Achieved

Minimum age of learner	16
Real work environment (RWE) requirement/recommendation	<p>No real work environment placement is required for this qualification.</p> <p>It's important to note that a number of units in this qualification require learners to consider information, advice or guidance provision in the context of their own organisation. If learners are not working (in an employed or voluntary capacity) in this context then it may be difficult to evidence some of the assessment criteria.</p>
Rule of combination	<p>To be awarded the Level 2 Certificate in Information, Advice or Guidance, learners must achieve a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> • a total of 6 credits from the mandatory units • a minimum of 9 credits from the optional units.
Entry requirements/recommendations	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.</p> <p>Entry is at the discretion of the Centre. However, learners should be aged 16 or above to undertake this qualification.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 Certificate in Counselling Skills • Level 2 and 3 Certificates in Principles of Customer Service • Level 2 Diploma in Customer Service • Level 3 Award in Counselling Skills and Theory • Level 3 Diploma in Counselling Skills • Level 3 NVQ Certificate in Advice and Guidance • Level 3 Certificate in Information, Advice or Guidance.
Assessment methods	Portfolio of evidence.
Additional assessment requirements	<p>This qualification is internally assessed and externally quality assured.</p> <p>Unless stated otherwise in this qualification 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>

Regulation information

This is a regulated qualification. The regulated number for this qualification is 601/4321/6.

Useful websites


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

- Matrix Standard: www.matrixstandard.com
- Government Services and Information website: www.gov.uk
- Citizens Advice Bureau: www.citizensadvice.org.uk
- Acas: www.acas.org.uk
- Shelter: www.shelter.org.uk
- Refugee Council: www.refugeecouncil.org.uk

Section 3: Units









Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
★	Unit 01	R/506/6653	Information, advice or guidance in practice	Knowledge	2	3	24
★	Unit 02	Y/506/6654	Developing interaction skills for information, advice or guidance	Knowledge	2	3	24


The star icon  indicates that a unit is knowledge based.

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

Optional units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
	Unit 03	D/506/6655	Signposting and referral in information, advice or guidance	Knowledge	2	3	24
	Unit 04	H/506/6656	Information, advice or guidance - context	Knowledge	2	3	24
	Unit 05	K/506/6657	Skills for advice providers	Knowledge	2	3	24
	Unit 06	M/506/6658	Benefits advice work - practice	Knowledge	2	3	24
	Unit 07	T/506/6659	Managing information	Knowledge	2	3	24
	Unit 08	K/506/6660	Specialist advice work in practice – housing	Knowledge	2	1	8
	Unit 09	M/506/6661	Specialist advice work in practice - debt	Knowledge	2	1	8
	Unit 10	T/506/6662	Specialist advice work in practice – employment	Knowledge	2	1	8

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
☆	Unit 11	A/506/6663	Specialist advice work in practice – refugee, immigrant or asylum seeker	Knowledge	2	1	8
☆	Unit 12	F/506/6664	Information, advice or guidance in schools and colleges	Knowledge	2	3	24
	Unit 13	J/506/6665	Information, advice or guidance work with groups	Knowledge/ Skills	3	3	21
☆	Unit 14	L/506/6666	Operating within networks to support information, advice or guidance	Knowledge	3	3	21

The star icon  indicates that a unit is knowledge based.

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

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Occupational Standards.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes 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 the Quality Assurance team at NCFE.

Explanation of terms used at Level 2:

(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.
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.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
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.

Unit 01: Information, advice or guidance in practice

Unit reference	R/506/6653	Unit level	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	24		
Unit summary	The aim of this unit is to provide an understanding of the differences between information, advice and guidance and 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.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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

Assessment guidance

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1, 1.2

Additional information: 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.

Type of evidence: Tutor-devised case study

Assessment criteria: 2.1–2.3

Additional information: 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.

Types of evidence: individual notes or a learner report

Assessment criteria: 3.1–3.4

Additional information: learners could conduct research on the range of agencies that could be used to refer and signpost clients to, the referral process for the agencies, and how they would monitor and evaluate client referrals. Learners can also explore the boundaries and limitations of their role in meeting a client's information, advice or guidance needs and findings could be presented in a learner report. Tutors could produce a list of headings which learners can follow for guidance to ensure assessment criteria is addressed.

Types of evidence: oral or written questions

Assessment criteria: 4.1, 4.2

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:

- individual notes from a small group discussion
- Tutor-devised case study
- individual notes or a learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Developing interaction skills for information, advice or guidance

Unit reference	Y/506/6654	Unit level	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	24		
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 the interactions and the importance of confidentiality and impartiality. It will also help learners to identify personal strengths and development needs.		

Learning outcomes The learner will:	Assessment criteria 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	4.1. Describe how principles of confidentiality and data protection are adhered to in interactions with clients.

Learning outcomes The learner will:	Assessment criteria The learner can:
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**Assessment guidance**

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.3

Additional information: 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.

Types of evidence: oral and written questioning

Assessment criteria: 2.1–2.3, 3.1, 3.2, 4.1, 4.2

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: reflective account

Assessment criteria: 5.1, 5.2

Additional information: learners should consider their 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.

Types of evidence

Evidence could include:

- individual notes or learner report
- oral and written questioning
- reflective account.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Signposting and referral in information, advice or guidance

Unit reference	D/506/6655	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
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.		

Learning outcomes The learner will:	Assessment criteria 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 is good practice 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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**Assessment guidance**

Types of evidence: oral or written questioning

Assessment criteria: 1.1, 1.2, 3.1, 3.2, 4.1–4.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: individual notes and visual aids from a presentation

Assessment criteria: 2.1–2.3

Additional information: 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.

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes and visual aids from a presentation.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: Information, advice or guidance - context

Unit reference	H/506/6656	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
Unit summary	The aim of this unit is to provide an understanding of information, advice or guidance in the context of their own practice and a specific group of clients; exploring different ways of assisting clients to explore and make choices. It will also help learners to gain knowledge on discriminatory practices and behaviours affecting specific client groups, barriers and how to overcome them.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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

Assessment guidance

Types of evidence: oral or written questioning

Assessment criteria: 1.1, 1.2, 4.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Tutor-devised case study

Assessment criteria: 2.1, 2.2

Additional information: 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.

Types of evidence: individual notes or learner report

Assessment criteria: 3.1, 3.2, 4.1, 4.2

Additional information: 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.

Types of evidence

Evidence could include:

- oral or written questioning
- Tutor-devised case study
- individual notes or learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJ GA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 05: Skills for advice providers

Unit reference	K/506/6657	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
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 and sources of information, negotiating effectively on a client's behalf and support and action planning.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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**Assessment guidance**

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.1, 1.2

Additional information: 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.

Types of evidence: oral or written questioning

Assessment criteria: 2.1–2.4, 3.1, 3.2, 5.1, 5.2

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Tutor-devised case study

Assessment criterion: 4.1

Additional information: 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.

Types of evidence

Evidence could include:

- individual notes from a small group discussion
- oral or written questioning
- Tutor-devised case study.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 06: Benefits advice work - practice

Unit reference	M/506/6658	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
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.		

Learning outcomes The learner will:	Assessment criteria 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**Assessment guidance**

Types of evidence: individual notes or learner report

Assessment criteria: 1.1, 1.2, 2.1, 2.2

Additional information: learners could conduct research on the main categories of welfare benefits, the differences between contributory and non-contributory, conditions of entitlement and claims, 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.

Type of evidence: Tutor-devised case study

Assessment criteria: 3.1, 3.2

Additional information: Tutors could design a series of case studies to illustrate a range of clients, for learners to calculate their entitlement and complete documents to support their claim. Learners could answer questions relating to the assessment criteria or produce a learner report.

Types of evidence

Evidence could include:

- individual notes or learner report
- Tutor-devised case study.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • Mathematics • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJ GA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 07: Managing information

Unit reference	T/506/6659	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
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, storage and retrieval of information and how information is updated and maintained within their own organisation.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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**Assessment guidance**

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.3

Additional information: 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.

Types of evidence: oral or written questioning

Assessment criteria: 2.1–2.3, 3.1–3.4

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:

- individual notes or learner report
- oral or written questioning.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 08: Specialist advice work in practice – housing

Unit reference	K/506/6660	Unit level	2
Unit group	Optional		
Credit value	1		
Guided learning hours	8		
Unit summary	<p>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 their own skills, knowledge and areas for development.</p>		

Learning outcomes The learner will:	Assessment criteria 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 on 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

Assessment guidance

Types of evidence: oral or written questioning

Assessment criteria: 1.1–1.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: individual notes or learner report

Assessment criteria: 2.1–2.3

Additional information: 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.

Type of evidence: reflective account

Assessment criteria: 3.1, 3.2

Additional information: learners should consider the skills and knowledge required to support clients and identify areas for their own personal development. The findings could be presented in a learner report or individual notes.

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report
- reflective account.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 09: Specialist advice work in practice – debt

Unit reference	M/506/6661	Unit level	2
Unit group	Optional		
Credit value	1		
Guided learning hours	8		
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.		

Learning outcomes The learner will:	Assessment criteria 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, including: <ul style="list-style-type: none"> • benefits • housing • legal • financial 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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.

Delivery and assessment**Assessment guidance**

Types of evidence: oral or written questioning

Assessment criteria: 1.1–1.3, 2.3, 2.4

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: individual notes or learner report

Assessment criteria: 2.1, 2.2

Additional information: 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.

Type of evidence: reflective account

Assessment criteria: 3.1, 3.2

Additional information: learners should consider the skills and knowledge required to support clients and identify areas for their own personal development. The findings could be presented in a learner report or individual notes.

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report
- reflective account.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 10: Specialist advice work in practice – employment

Unit reference	T/506/6662	Unit level	2
Unit group	Optional		
Credit value	1		
Guided learning hours	8		
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. It will also help learners to reflect on their own skills, knowledge and areas for development.		

Learning outcomes The learner will:	Assessment criteria 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**Assessment guidance**

Types of evidence: oral or written questioning

Assessment criteria: 1.1–1.3, 2.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Tutor-devised case study

Assessment criteria: 2.1, 2.2

Additional information: 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.

Type of evidence: reflective account

Assessment criteria: 3.1, 3.2

Additional information: learners should consider the skills and knowledge required to support clients and identify areas for their own personal development. The findings could be presented in a learner report or individual notes.

Types of evidence

Evidence could include:

- oral or written questioning
- Tutor-devised case study
- reflective account.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • Mathematics • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 11: Specialist advice work in practice – refugee, immigrant or asylum seeker

Unit reference	A/506/6663	Unit level	2
Unit group	Optional		
Credit value	1		
Guided learning hours	8		
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. It will also assist learners to reflect on their own skills, knowledge and areas for development.		

Learning outcomes The learner will:	Assessment criteria 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"> • refugees • immigrants • asylum seekers.
	1.2. Define the different legal status of: <ul style="list-style-type: none"> • refugees • immigrants • asylum seekers.
	1.3. Identify clients' rights to different types of assistance, including: <ul style="list-style-type: none"> • benefits • housing • legal.

Learning outcomes The learner will:	Assessment criteria The learner can:
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**Assessment guidance**

Types of evidence: oral or written questioning

Assessment criteria: 1.1–1.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: individual notes or learner report

Assessment criteria: 2.1–2.3

Additional information: 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.

Type of evidence: reflective account

Assessment criteria: 3.1, 3.2

Additional information: learners should consider the skills and knowledge required to support clients and identify areas for their own personal development. The findings could be presented in a learner report or individual notes.

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report
- reflective account.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 12: Information, advice or guidance in schools and colleges

Unit reference	F/506/6664	Unit level	2
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
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 their own and others' roles and responsibilities of this provision. It will also assist learners to reflect on their own skills, knowledge and areas for development.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.2. Identify areas for personal development.

Delivery and assessment

Assessment guidance

Types of evidence: individual notes or learner report

Assessment criteria: 1.1, 1.2

Additional information: 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.

Types of evidence: oral or written questioning

Assessment criteria: 2.1–2.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: reflective account

Assessment criteria: 3.1, 3.2

Additional information: learners should consider their own role and responsibility in relation to information, advice or guidance provision and the relationship of their role and others 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.

Type of evidence: reflective account

Assessment criteria: 4.1, 4.2

Additional information: learners should consider the skills and knowledge required to support clients and identify areas for their own personal development. The findings could be presented in a learner report or individual notes.

Types of evidence

Evidence could include:

- individual notes or learner report
- oral or written questioning
- reflective account.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 13: Information, advice or guidance work with groups

Unit reference	J/506/6665	Unit level	3
Unit group	Optional		
Credit value	3		
Guided learning hours	21		
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. It will also assist learners to reflect on the necessary skills to facilitate co-operative group work in information, advice and guidance and analyse their own strengths and areas for development.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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**Assessment guidance**

Type of evidence: assignment

Assessment criteria: 1.1, 1.2

Additional information: 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.

Types of evidence: oral or written questioning

Assessment criteria: 2.1–2.4

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: session plan

Assessment criterion: 3.1

Additional information: learners should 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.

Type of evidence: observation supported by witness testimony

Assessment criterion: 3.2

Additional information: observation should be linked to a planned information, advice or guidance session such as the one above, with observation of practice supported by witness testimony. The witness testimony could be prepared by the learner's line manager, supervisor or Assessor and should 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 criterion.

Type of evidence: reflective account

Assessment criterion: 3.3

Additional information: 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.

Type of evidence: reflective account

Assessment criteria: 4.1–4.3

Additional information: learners should consider the skills needed to facilitate co-operative group work and how these are used, as well as analysing their own strengths and areas for development. The findings could be presented in a learner report or individual notes.

Types of evidence

Evidence must include:

- session plan
- reflective account.

Evidence could include:

- assignment
- oral or written questioning
- observation supported by witness testimony.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 14: Operating within networks to support information, advice or guidance

Unit reference	L/506/6666	Unit level	3
Unit group	Optional		
Credit value	3		
Guided learning hours	21		
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.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.4. Explain ways in which own role is maintained within a network.
	3.5. Evaluate own contribution to networking activities.

Delivery and assessment**Assessment guidance**

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.3

Additional information: learners could conduct research identifying networks which could be accessed to support information, advice or guidance practice, including how these could be used and the role of their own organisation within its existing networks. 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.

Types of evidence: oral or written questioning

Assessment criteria: 1.4, 2.1, 2.2, 3.1–3.5

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence

Evidence could include:

- individual notes or learner report
- oral or written questioning.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT <p>Links to NOS</p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Advice and Guidance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>The units in this qualification support aspects of the following NOS:</p> <ul style="list-style-type: none"> • SFJGA2: Support clients to make use of the advice and guidance service • SFJLA5: Provide information to clients • SFJGB9: Negotiate on behalf of clients • SFJGA4: Enable advice and guidance clients to access referral opportunities • SCDLDSS409: Assist advice and guidance clients to decide a course of action • SCDLDSS410: Prepare clients through advice and guidance for the implementation of a course of action
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes 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.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance. The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle.

The forms and guidance documents can be found on the NCFE website.

Resources

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.

Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre specific website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education
- NCC Resources.

Section 6: General Information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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Version 4.2 June 2022

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Qualification title and reference number:

NCFE CACHE Level 2 Certificate in Information, Advice or Guidance QRN: 601/4321/6

Publication date

Version 2.0	September 2017
Version 3.0	October 2017
Version 4.0	July 2018
Version 4.1	February 2020
Version 4.2	June 2022

Publisher

Registered Office: NCFE, Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808