Qualification Handbook

BIIAB Advice and Guidance Qualifications

BIIAB Level 3 NVQ Certificate in Advice and Guidance (601/7407/9)

BIIAB Level 4 NVQ Diploma in Advice and Guidance (601/7408/0)

Version 2

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1. About the BIIAB Advice and Guidance Qualifications

BIIAB is regulated to deliver these qualifications by Ofqual and CCEA Regulations in England and Northern Ireland respectively. Each qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualifications will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 NVQ Certificate in Advice and Guidance	601/7407/9
BIIAB Level 4 NVQ Diploma in Advice and Guidance	601/7408/0

2. Objective and Purpose of these Qualifications

BIIAB Level 3 NVQ Certificate in Advice and Guidance

The BIIAB Level 3 NVQ Certificate in Advice and Guidance has been designed to enable learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within an advice and guidance role at level 3.

This qualification recognises the skills and competences of learners in the workplace and is aimed at practitioners who work directly with clients, disseminating information, and providing advice and guidance. Learners may or may not supervise and support other staff members.

The primary purpose of the qualification is to confirm occupational competence.

This qualification is a stand-alone qualification and does not form part of an Apprenticeship.

BIIAB Level 4 NVQ Diploma in Advice and Guidance

The BIIAB Level 4 NVQ Diploma in Advice and Guidance has been designed to enable learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within an advice and guidance role at level 4.

This qualification is aimed at experienced practitioners and recognises the skills and competences of learners in the workplace who work directly with clients, disseminating information, advice, guidance and formal advocacy. Learners might also have some managerial or training responsibilities.

This qualification is a stand-alone qualification and does not form part of an Apprenticeship.

Both qualifications support progression in a wide range of advice and guidance roles, including:

- Connexions adviser
- Business link adviser
- Citizens Advice Bureau staff member
- Advice provider within educational institutions
- Counselling provider
- Training and human resources personnel
- Receptionist
- Administrator

Due to constant regulatory, policy and funding changes users are advised to check the funding status of these qualifications for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3.   About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring these qualifications.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4.   BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 3 NVQ Certificate in Advice and Guidance Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 NVQ Certificate in Advice and Guidance learners **must** gain a total of 21 credits. This must consist of:

- **Minimum total** credit: 21

- Mandatory Group A **minimum** credit: 12

- Optional unit Group B **minimum** credit: 9

- A **minimum of 15** credits **must** be achieved through the completion of units at **Level 3** and above

- GLH: **132**

- TQT: **210**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
AG1	J/602/5138	Establish communication with clients for advice and guidance	3	3	20	Portfolio
AG2	L/602/5139	Support clients to make use of the advice and guidance service	3	2	20	Portfolio
AG3	Y/602/5192	Review own contribution to the service	3	3	20	Portfolio
AG4	R/602/5210	Understand the importance of legislation and procedures	3	3	24	Portfolio

Optional Unit Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
AG5	F/602/5140	Develop interactions with advice and guidance clients	4	3	25	Portfolio
AG6	J/602/5141	Interact with clients using a range of media	3	2	20	Portfolio
AG7	R/602/5143	Assist advice and guidance clients to decide on a course of action	3	4	20	Portfolio
AG8	A/602/5153	Prepare clients through advice and guidance for the implementation of a course of action	3	4	20	Portfolio
AG9	J/602/5172	Assist clients through advice and guidance to review their achievement of a course of action	3	4	20	Portfolio
AG10	M/602/5182	Negotiate on behalf of advice and guidance clients	5	5	35	Portfolio
AG11	T/602/5183	Liaise with other services	3	3	20	Portfolio
AG12	F/602/5185	Enable advice and guidance clients to access referral opportunities	3	3	20	Portfolio

Optional Unit Group B (Cont.)

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
AG13	Y/602/5189	Manage personal case load	4	4	20	Portfolio
AG14	H/602/5194	Evaluate and develop own contribution to the service	3	4	20	Portfolio
AG15	F/602/5199	Operate within networks	3	4	20	Portfolio
AG16	T/602/5202	Provide and maintain information materials for use in the service	3	4	15	Portfolio
AG17	A/602/5203	Identify and promote the contribution of Careers Education	4	5	30	Portfolio

		Guidance _CEG_ within the organisation				
AG18	J/602/5205	Promote Careers Education Guidance _CEG_	3	3	20	Portfolio
AG19	R/602/5207	Facilitate learning in groups	3	4	20	Portfolio

7. BIIAB Level 4 NVQ Diploma in Advice and Guidance Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 NVQ Diploma in Advice and Guidance learners **must** gain a total of 37 credits. This must consist of:

- **Minimum total** credit: 37

- Mandatory Group A **minimum** credit: 17

- Optional unit Group B **minimum** credit: 20

- A **minimum of 19** credits **must** be achieved through the completion of units at **Level 3** and above

- GLH: **213**

- TQT: **370**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
AG4	R/602/5210	Understand the importance of legislation and procedures	3	3	24	Portfolio
AG5	F/602/5140	Develop interactions with advice and guidance clients	4	3	25	Portfolio
AG13	Y/602/5189	Manage personal case load	4	4	20	Portfolio
AG14	H/602/5194	Evaluate and develop own contribution to the service	3	4	20	Portfolio
AG15	F/602/5199	Operate within networks	3	4	20	Portfolio

Optional Unit Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
AG2	L/602/5139	Support clients to make use of the advice and guidance service	3	2	20	Portfolio
AG7	R/602/5143	Assist advice and guidance clients to decide on a course of action	3	4	20	Portfolio
AG8	A/602/5153	Prepare clients through advice and guidance for the implementation of a course of action	3	4	20	Portfolio
AG9	J/602/5172	Assist clients through advice and guidance to review their achievement of a course of action	3	4	20	Portfolio
AG10	M/602/5182	Negotiate on behalf of advice and guidance clients	5	5	35	Portfolio
AG11	T/602/5183	Liaise with other services	3	3	20	Portfolio
AG12	F/602/5185	Enable advice and guidance clients to access referral opportunities	3	3	20	Portfolio
AG16	T/602/5202	Provide and maintain information materials for use in the service	3	4	15	Portfolio
AG17	A/602/5203	Identify and promote the contribution of Careers Education Guidance _CEG_ within the organisation	4	5	30	Portfolio
AG18	J/602/5205	Promote Careers Education Guidance _CEG_	3	3	20	Portfolio
AG19	R/602/5207	Facilitate learning in groups	3	4	20	Portfolio
AG20	R/602/5174	Advocate on behalf of advice and guidance clients	6	5	35	Portfolio
AG21	H/602/5177	Prepare to represent advice and guidance clients in formal proceedings	6	5	35	Portfolio

Optional Unit Group B (**Cont.)**

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
AG22	M/602/5179	Present cases for advice and guidance clients in formal proceedings	6	5	35	Portfolio
AG23	A/602/5198	Provide support for other practitioners	5	4	25	Portfolio
AG24	K/602/5200	Undertake research for the service and its clients	5	4	40	Portfolio
AG25	M/602/5201	Design information materials for use in the service	4	4	25	Portfolio
AG26	F/602/5204	Integrate Careers Education Guidance _CEG_ within the curriculum	4	4	30	Portfolio
AG27	L/602/5206	Negotiate and maintain service agreements	3	4	20	Portfolio
AG28	Y/602/5208	Prepare and set up mediation	4	4	20	Portfolio
AG29	D/602/5209	Stage and manage the mediation process	8	5	30	Portfolio

8.   Age Restriction

These qualifications are appropriate for use in the following age ranges:

- 16-18

- 18+

- 19+.

9. Entry Requirements and Progression

There are no entry requirements for these qualifications. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualifications are designed to equip learners with the knowledge and skills to work effectively in an advice and guidance role. It also will allow for a number of progression routes into higher level qualifications, to employment or into other areas of learning.

Achievement of the BIIAB Level 3 NVQ Certificate in Advice and Guidance qualification offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Advice and Guidance
- Career progression.

Achievement of the BIIAB Level 4 NVQ Diploma in Advice and Guidance qualification offers opportunities for progression, including:

- BIIAB Level 5 NVQ Diploma in Management and Leadership
- Career progression.

10. Assessment

Overview of Assessment Strategy

The qualifications contain competence units assessed by a portfolio of evidence following NVQ principles.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The assessment strategy for these qualifications can be seen in the sections which follow and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualifications.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved

through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must:**

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Simulation

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

Employer Direct Model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

Under this model, the employer, with the agreement of BIIAB may choose between:

- achieving the appropriate approved qualifications for assessment/verification

OR

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by BIIAB as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered by BIIAB on an individual organisation and qualification basis. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to www.biiab.org

11.   Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

12.   Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Learner Summative Reflection template
- Access to the units

All of these resources are available for download via the HUB on centrezone.bii.org

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Evidence Matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace

- Professional discussion

- Reflective account

- Product evidence (eg implementation plans, correspondence, work records)

- Testimony from senior colleagues/clients

- Personal report of actions and circumstances

- Recognition of Prior Achievement (RPA)

- Records of questioning

- Other.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by Skills CFA, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

14.   Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15.   Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) www.orcs.biiab.org . Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at
http://centrezone.bii.org/thehub/apprenticeships/qadocuments

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at
http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

16.   Mandatory Units

The following units are mandatory for the BIIAB Level 3 NVQ Certificate in Advice and Guidance qualification. For access to all optional units please visit centrezone.bii.org

Unit Title	Establish communication with clients for advice and guidance
BIIAB Reference	AG1
Level	3
Credit Value	3
GLH	20
Unit Reference No.	J/602/5138

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the factors that contribute to effective communication with clients	1.1	Explain how to create a safe and suitable environment for practitioners and clients
	1.2	Explain the effects of different types of verbal and non-verbal communication
2 Be able to establish effective communication with clients	2.1	Introduce the service to clients in a way that matches their needs
	2.2	Provide clients with the appropriate time to express their requirements
	2.3	Make the client aware of limits of confidentiality
3 Understand how to minimise difficulties when communicating with clients	3.1	Explain what difficulties with, and barriers to, communication may occur
	3.2	Explain immediate actions to minimise any difficulties with, and barriers to, communication
	3.3	Explain how to access support for minimising difficulties with, and barriers to, communication
4 Be able to minimise difficulties in communication	4.1	Identify communication difficulties in relation to individual clients
	4.2	Adapt own approach to minimise the effect of any communication difficulties
	4.3	Select resources to meet the needs of individual clients

Unit Title	Support clients to make use of the advice and guidance service
BIIAB Reference	AG2
Level	2
Credit Value	3
GLH	20
Unit Reference No.	L/602/5139

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to enable clients to decide whether to use the service	1.1	Encourage clients to clarify their requirements and circumstances
	1.2	Assist clients to decide whether the service can meet their requirements, including: • Identifying the appropriate information • providing clients with information on the advantages and disadvantages of using the service
2 Be able to identify and provide accurate information required by clients	2.1	Explore with clients the reasons for their information needs and agree how it will be provided
	2.2	Identify the most appropriate information sources and retrieve the relevant information
	2.3	Check the clients understanding of the information and confirm that the information provided is sufficient for their requirements
	2.4	Agree with the client any further activities necessary, including referral to alternative sources of information
3 Understand the services provided by other suitable services	3.1	Explain what other suitable services are available
	3.2	Explain what is offered by these other services
4 Be able to provide information on other suitable services	4.1	Provide information on other services that may be more suitable for meeting the clients requirements
	4.2	Advise the client on the approach to other services
5 Be able to agree with clients their use of the service	5.1	Clarify and confirm the clients' requirements and how these will be met by the service
	5.2	Agree the way in which services can be provided
	5.3	Advise the client of the procedures for contacting and using the service

Unit Title	Review own contribution to the service
BIIAB Reference	AG3
Level	3
Credit Value	3
GLH	20
Unit Reference No.	Y/602/5192

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to assess own contribution to the work of the service	1.1	Assess own work against specified objectives
	1.2	Review feedback on own work
	1.3	Review the priorities assigned to work objectives
2 Be able to develop to achieve work objectives	2.1	Identify realistic development objectives
	2.2	Agree a personal development plan with the appropriate people
	2.3	Identify and make use of suitable development opportunities
	2.4	Review and update personal development plans regularly, taking account of any changes in work requirements
	2.5	Explain why the items in the plan will aid development and maintain and update relevant knowledge

Unit Title	Understand the importance of legislation and procedures
BIIAB Reference	AG4
Level	3
Credit Value	3
GLH	24
Unit Reference No.	R/602/5210

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand legislation and codes of practice which impact on their role	1.1	Explain the current, national, local, professional, and organisational requirements that relate to their role including: • Equal opportunities • Discrimination • Health and safety • Security • Confidentiality
	1.2	Explain the importance of complying with national, local, professional and organisational requirements
	1.3	Explain the consequences of non-compliance
2 Understand how to deal with urgent situations	2.1	Explain what types of situation may occur that require immediate action
	2.2	Explain what actions should be taken to deal with different situations
	2.3	Explain who can be referred to for assistance in situations where immediate action is required
3 Be able to record contacts, interactions, agreements, and provision of information	3.1	Record contacts, interactions, agreements and information provided in the appropriate systems
	3.2	Explain what systems are used for recording these interactions
	3.3	Explain why it is important to use these systems
	3.4	Describe any procedures relating to the use of these systems
4 Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working	4.1	Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working
5 Understand why the effectiveness of methods may vary depending upon the situation and clients involved	5.1	Explain how to assess the effectiveness of methods
	5.2	Explain why the effectiveness of methods may vary with different clients
	5.3	Explain the types of issue that might arise
	5.4	Explain the actions that may be taken to address these issues
	5.5	Explain the implications of not addressing these issues

The following units are mandatory for the BIIAB Level 4 NVQ Diploma in Advice and Guidance qualification. For access to all optional units please visit centrezone.bii.org

Unit Title	Manage personal case load
BIIAB Reference	AG13
Level	4
Credit Value	4
GLH	20
Unit Reference No.	Y/602/5189

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to maintain case notes	1.1	Record key information about each case
	1.2	Record all actions being undertaken for clients
	1.3	Ensure case notes are accurate and contain appropriate detail
	1.4	Ensure case notes are structured in a way that gives a clear history
2 Be able to review personal case load	2.1	Review all relevant information
	2.2	Monitor the progress of all cases
	2.3	Identify any obstacles in achieving the required outcomes for cases
	2.4	Exchange information on the cases according to the service's procedures
	2.5	Identify improvements that can be made to the management of cases
3 Understand factors that affect case loads	3.1	Explain what types of obstacle may occur and how to overcome it
	3.2	Explain any factors that may affect the number of cases managed
4 Be able to establish priorities for dealing with personal case load	4.1	Establish criteria for setting priorities
	4.2	Assess cases against the criteria to show which cases need high priority
	4.3	Identify any immediate actions that may be required to meet deadlines
	4.4	Inform relevant people of the need to prioritise specific cases
	4.5	Ensure appropriate resources are allocated to the cases
	4.6	Monitor the effect of the priority cases on the rest of the caseload
	4.7	Ensure all cases receive appropriate attention

Unit Title	Evaluate and develop own contribution to the service
BIIAB Reference	AG14
Level	4
Credit Value	3
GLH	20
Unit Reference No.	H/602/5194
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
1 Understand the process of evaluating practice	1.1 Identify criteria used to evaluate practice
	1.2 Evaluate practice including identifying areas for development
	1.3 Identify the information to be evaluated
	1.4 Agree the feedback to be accessed
	1.5 Identify the objectives of the service which will inform evaluation
2 Be able to carry out evaluation of practice	2.1 Evaluate information using identified criteria
	2.2 Implement agreed criteria to evaluate practice
	2.3 Evaluate the effect of own values, beliefs, attitudes and behaviours on work role
	2.4 Identify aspects of knowledge required by the service and the profession
	2.5 Seek guidance and support when issues are beyond own knowledge and experience
3 Be able to identify development objectives	3.1 Use outcomes of evaluation to prioritise and agree development objectives
	3.2 Identify and access the necessary resources for development
	3.3 Record personal development plans
	3.4 Review and update personal development plans

Unit Title	Operate within networks
BIIAB Reference	AG15
Level	4
Credit Value	3
GLH	20
Unit Reference No.	F/602/5199

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to identify and access networks which could benefit the service	1.1	Determine the role and purpose of existing networks
	1.2	Implement the service's criteria for network participation
	1.3	Agree with practitioners how much time should be given to networks
	1.4	Explain the types of conflicts which could occur
2 Be able to maintain memberships of networks	2.1	Maintain personal contacts within networks
	2.2	Identify problems which may occur with network facilitation and participation
	2.3	Explain the actions to take to address problems identified within networks
	2.4	Explain what the implications could be if problems are not resolved
3 Be able to exchange information within networks	3.1	Agree the information required by network members
	3.2	Work to realistic timescales for the exchange of information
	3.3	Analyse how feedback improves the use of networks
	3.4	Utilise systems for recording and exchanging information

Unit Title	Understand the importance of legislation and procedures
BIIAB Reference	AG4
Level	3
Credit Value	3
GLH	24
Unit Reference No.	R/602/5210

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand legislation and codes of practice which impact on their role	1.1	Explain the current, national, local, professional, and organisational requirements that relate to their role including: • Equal opportunities • Discrimination • Health and safety • Security • Confidentiality
	1.2	Explain the importance of complying with national, local, professional and organisational requirements
	1.3	Explain the consequences of non-compliance
2 Understand how to deal with urgent situations	2.1	Explain what types of situation may occur that require immediate action
	2.2	Explain what actions should be taken to deal with different situations
	2.3	Explain who can be referred to for assistance in situations where immediate action is required
3 Be able to record contacts, interactions, agreements, and provision of information	3.1	Record contacts, interactions, agreements and information provided in the appropriate systems
	3.2	Explain what systems are used for recording these interactions
	3.3	Explain why it is important to use these systems
	3.4	Describe any procedures relating to the use of these systems
4 Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working	4.1	Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working
5 Understand why the effectiveness of methods may vary depending upon the situation and clients involved	5.1	Explain how to assess the effectiveness of methods
	5.2	Explain why the effectiveness of methods may vary with different clients
	5.3	Explain the types of issue that might arise
	5.4	Explain the actions that may be taken to address these issues
	5.5	Explain the implications of not addressing these issues

Unit Title	Develop interactions with advice and guidance clients
BIIAB Reference	AG5
Level	3
Credit Value	4
GLH	25
Unit Reference No.	F/602/5140

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to enable clients to explore their issues	1.1	Create a suitable environment for the client to be comfortable to express their issues and concerns
	1.2	Encourage the client to explore their requirements, their ideas for achieving them and any potential barriers to achievement
	1.3	Encourage clients to set priorities
	1.4	Identify a range of communication skills that could be used to work effectively with clients
2 Be able to sustain interactions with clients	2.1	Recognise the nature and stage of the interaction and provide opportunities to sustain this
	2.2	Encourage clients to provide additional information
	2.3	Manage any inappropriate information given by clients
3 Be able to bring interactions to a close	3.1	Provide clear opportunities for clients to end the interaction
	3.2	Allow clients to decide on the next steps and agree with them any further activities or support that is needed
	3.3	Review the interaction and summarise the points made

BIIAB

The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____   Date: _____

Assessor Signature: _____   Date: _____