



**Qualification Guidance Document**

# **BIIAB Level 3 NVQ Certificate in Advice and Guidance**

**England – 601/7407/9**

## About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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## Specification Code

The specification code is C7047-03.

Issue	Date	Details of change
2.1	July 2023	Reformatted Qualification Guide into new branding

2.2	July 2025	Updated Review Date to 31/07/2028
2.3	October 2025	Reformatted Qualification Guide into new branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

<b>BIIAB Level 3 NVQ Certificate in Advice and Guidance</b>	
<b>Qualification Purpose</b>	To confirm occupational competence
<b>Age Range</b>	Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input type="checkbox"/> 19+ <input checked="" type="checkbox"/>
<b>Regulation</b>	The above qualification(s) is/are regulated by: <ul style="list-style-type: none"> <li>&gt; Ofqual</li> <li>&gt; CCEA Regulation</li> </ul>
<b>Assessment</b>	Portfolio of Evidence
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/11/2015
<b>Review Date</b>	31/07/2028
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	132 hours
<b>Total Qualification Time (TQT)</b>	210 hours
<b>Credit Value</b>	21
<b>BIIAB Qualifications Limited Sector</b>	Education and Skills Workforce
<b>Regulator Sector</b>	13.2 Direct learning support
<b>Support from Trade Associations</b>	

## Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification 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

## Pre-requisites

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

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Qualification Structure and Rules of Combination

### Rules of Combination: BIIAB Level 3 NVQ Certificate in Advice and Guidance

Learners must achieve a total of **21** credits. This **must** consist of:

- > Mandatory Group A minimum credit: 12
- > Mandatory Group B minimum credit: 9

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.

Unit Title	Unit Number	BIIAB Ref.	Level	Credit Value	GL
<b>Mandatory Group A Minimum Credit Target – 12</b>					
Establish communication with clients for advice and guidance	J/602/5138	AG1	3	3	20
Support clients to make use of the advice and guidance service	L/602/5139	AG2	2	3	20
Review own contribution to the Service	Y/602/5192	AG3	3	3	20
Understand the importance of legislation and procedures	R/602/5210	AG4	3	3	24
<b>Mandatory Group B Minimum Credit Target – 9</b>					
Develop interactions with advice and guidance clients	F/602/5140	AG5	3	4	25
Interact with clients using a range of media	J/602/5141	AG6	2	3	20
Assist advice and guidance clients to decide on a course of action	R/602/5143	AG7	4	3	20
Prepare clients through advice and guidance for the implementation of a course of action	A/602/5172	AG8	4	3	20
Assist clients through advice and guidance to review their achievement of a course of action	J/602/5172	AG9	4	3	20
Negotiate on behalf of advice and guidance clients	M/602/5182	AG10	5	5	35
Liase with other services	T/602/5183	AG11	3	3	20
Enable advice and guidance clients to access referral opportunities	F/602/5185	AG12	3	3	20

Manage personal case load	Y/602/5189	AG13	4	4	20
Evaluate and develop own contribution to the service	H/602/5194	AG14	4	3	20
Operate within networks	F/602/5199	AG15	4	3	20
Provide and maintain information materials for use in the service	T/602/5202	AG16	4	3	15
Identify and promote the contribution of Careers Education	A/602/5203	AG17	5	4	30
Promote Careers Education Guidance _CEG_	J/602/5205	AG18	3	3	20
Facilitate learning in groups	R/602/5207	AG19	4	3	20

## Aim

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.

This qualification supports 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

## Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

## Assessment

### Overview of assessment strategy

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

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- > Meet the assessment criteria
- > Achieve the learning outcomes

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

## **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 workplace 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 review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance 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 this qualification can be seen in the sections which follows, and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team building qualification.

## **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 Qualifications Limited 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 inhouse practices conform to the requirements of the standards.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Indicative Content

## Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

## Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

This qualification is 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

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor / Assessor Requirements**

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

This specification and associated assessment materials are in English only.

## Mandatory Group A Unit Details

<b>Establish communication with clients for advice and guidance</b>	
<b>Unit Reference</b>	J/602/5138
<b>BIIAB Reference</b>	AG1
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to establish communication with clients for advice and guidance.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b>The learner will</b>	<b>The learner can</b>
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

## Support clients to make use of the advice and guidance service

<b>Unit Reference</b>	L/602/5139	
<b>BIIAB Reference</b>	AG2	
<b>Level</b>	2	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to support clients to make use of the advice and guidance service.	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to enable clients to decide whether to use the service	1.1	Encourage clients to clarify their requirements and circumstances
	1.2	Assist clients to decide whether the service can meet their requirements, including: <ul style="list-style-type: none"> <li>&gt; Identifying the appropriate information</li> <li>&gt; providing clients with information on the advantages and disadvantages of using the service</li> </ul>
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

**Review own contribution to the service**

<b>Unit Reference</b>	Y/602/5192	
<b>BIIAB Reference</b>	AG3	
<b>Level</b>	3	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to be able to review their own contributions to the service.	
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.5)</b>	
<b>The learner will</b>	<b>The learner can</b>	
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

## Understand the importance of legislation and procedures

<b>Unit Reference</b>	R/602/5210
<b>BIIAB Reference</b>	AG4
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	24
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to Understand the importance of legislation and procedures.
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.5)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand legislation and codes of practice which impact on their role	1.1 Explain the current, national, local, professional, and organisational requirements that relate to their role including: <ul style="list-style-type: none"> <li>&gt; Equal opportunities</li> <li>&gt; Discrimination</li> <li>&gt; Health and safety</li> <li>&gt; Security</li> <li>&gt; Confidentiality</li> </ul> 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

<p>3. Be able to record contacts, interactions, agreements, and provision of information</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Record contacts, interactions, agreements and information provided in the appropriate systems</p> <p>Explain what systems are used for recording these interactions</p> <p>Explain why it is important to use these systems</p> <p>Describe any procedures relating to the use of these systems</p>
<p>4. Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working</p>	<p>4.1</p>	<p>Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working</p>
<p>5. Understand why the effectiveness of methods may vary depending upon the situation and clients involved</p>	<p>5.1 5.2 5.3 5.4 5.5</p>	<p>Explain how to assess the effectiveness of methods</p> <p>Explain why the effectiveness of methods may vary with different clients</p> <p>Explain the types of issue that might arise</p> <p>Explain the actions that may be taken to address these issues</p> <p>Explain the implications of not addressing these issues</p>

## Mandatory Group B Unit Details

Develop interactions with advice and guidance clients	
<b>Unit Reference</b>	F/602/5140
<b>BIIAB Reference</b>	AG5
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	25
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to develop interactions with advice and guidance clients.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>
<b>The learner will</b>	<b>The learner can</b>
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

**Interact with clients using a range of media**

<b>Unit Reference</b>	J/602/5141	
<b>BIIAB Reference</b>	AG6	
<b>Level</b>	2	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to interact with clients using a range of media.	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.1)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to establish interaction with clients using a range of media	1.1	Respond to clients promptly according to organisational procedures and in a way that encourages them to stay connected to the service
	1.2	Identify any constraints on clients and the circumstances in which the interaction is being carried out
2. Be able to deal with problems maintaining interactions	2.1	Identify any problems in an interaction
	2.2	Take appropriate action to ensure that the interaction is maintained
	2.3	Describe the types of problems that can occur across different types of media
3. Be able to provide information and focus on the clients' requirements	3.1	Provide information about the service and confirm if it is appropriate to the client
	3.2	Encourage clients to share their concerns
4. Understand how to communicate using a range of media	4.1	Explain the range of media most often used by the service

	4.2	Explain the information that can be provided and who can be helped by the service
	4.3	Explain how to encourage communication without face-to-face contact
5. Be able to identify risks to the client	5.1	Assess whether there is any risk or danger facing the client and take appropriate action

**Assist advice and guidance clients to decide on a course of action**

<b>Unit Reference</b>	R/602/5143	
<b>BIIAB Reference</b>	AG7	
<b>Level</b>	4	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to assist advice and guidance clients to decide on a course of action.	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.1)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to assist clients to clarify their requirements	1.1	Use appropriate language and pace of communication to encourage clients to identify their requirements and ideas for achieving them
	1.2	Identify and agree requirements that cannot be met
	1.3	Explain to the client what other sources of support may be available
2. Be able to negotiate boundaries with clients	2.1	Negotiate with the client the boundaries of the interactions
3. Be able to assist clients to review and prioritise their decisions	3.1	Encourage clients to explore their decision making process and review their priorities.
	3.2	Identify unrealistic requirements and identify possible alternatives
	3.3	Review with the clients the advantages and disadvantages of the selected options
4. Be able to assist clients select a course of action	4.1	Assist clients to reach a decision on the most appropriate course of action

	4.2	Confirm the client's autonomy in the decision-making process
	4.3	Identify any problems with the chosen course of action and encourage the client to take appropriate action to address them
5. Understand the importance of autonomy for the client	5.1	Explain why it is important to confirm the autonomy of the client

**Prepare clients through advice and guidance for the implementation of a course of action**

<b>Unit Reference</b>	A/602/5153	
<b>BIIAB Reference</b>	AG8	
<b>Level</b>	4	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to prepare clients through advice and guidance for the implementation of a course of action.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to assist clients to prepare an action plan	1.1	Confirm the course of action with the client and the roles and responsibilities of those involved
	1.2	Explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications
	1.3	Identify any unrealistic expectations and explore possible modifications
2. Be able to assist clients to develop the action plan sustain interactions with clients	2.1	Incorporate relevant information into the action plan
	2.2	Ensure the plan specifies methods, timescales, and responsibilities
	2.3	Produce the plan in the agreed format and review it with the client
	2.4	Agree the process for future reviews
3. Be able to assist clients to identify how the plan might be implemented	3.1	Identify potential methods for implementing the course of action and identify any potential difficulties

	3.2	Confirm with clients their understanding of the action plan
	3.3	Obtain agreement from the client for action plan to commence

**Assist clients through advice and guidance to review their achievement of a course of action**

<b>Unit Reference</b>	J/602/5172	
<b>BIIAB Reference</b>	AG9	
<b>Level</b>	4	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to assist clients through advice and guidance to review their achievement of a course of action.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand a range of methods to review achievements	1.1	Explain the relevant models of good practice for assisting clients to review progress
	1.2	Explain what types of review should take place and how often these should be carried out
2. Be able to review progress with clients	2.1	Provide suitable opportunities for clients to review progress and achievements of the course of action
	2.2	Provide suitable feedback to the clients
3. Be able to review the key objectives and stages of the course of action	3.1	Identify and agree with the client the objectives that have been achieved and those that have not
	3.2	Identify the methods that were most effective
	3.3	Review the suitability of the methods used by the clients

## Negotiate on behalf of advice and guidance clients

<b>Unit Reference</b>	M/602/5182	
<b>BIIAB Reference</b>	AG10	
<b>Level</b>	5	
<b>Credit Value</b>	5	
<b>Guided Learning (GL)</b>	35	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to negotiate on behalf of advice and guidance clients.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.4)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the main points of negotiation	1.1	Explain the types of negotiation strategies suitable for different types of issue
	1.2	Explain what different formats of negotiation can be used Explain what supporting documentation might be required
2. Be able to prepare offers that meet the clients requirements	2.1	Review the client's requirements
	2.2	Identify a negotiation strategy suitable for the client's requirements
	2.3	Prepare suitable offers for clients that meet their requirements
3. Be able to explain offers received from other parties	3.1	Receive offers from other parties
	3.2	Consult with the clients to assess how far the offers meet requirements
	3.3	Recommend the next stage in the negotiations

<p>4. Be able to establish an agreement for clients</p>	<p>4.1 Produce agreements that effectively meet the client's requirements and that are in the required format</p> <p>4.2 Incorporate all necessary details into the agreement and ensure it is capable of being implemented</p> <p>4.3 Confirm agreements with clients at appropriate stages of the negotiations</p> <p>4.4 Advise the clients why any requirements cannot be met or if there are any significant changes to the agreement</p>
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<b>Liaise with other services</b>	
<b>Unit Reference</b>	T/602/5183
<b>BIIAB Reference</b>	AG11
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit provides the learner with the knowledge to be able to liaise with other services.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Understand the process for liaising with other services	1.1 Explain which other services are likely to be dealt with 1.2 Explain the types of information likely to be exchanged 1.3 Explain why it is important to check the validity of any information received 1.4 Explain who is involved in different types of information exchanges and who should receive copies of the information 1.5 Explain the types of problems that may arise and what actions can be taken to resolve them
2. Be able to establish procedures for exchanging information with other services	2.1 Consult with other services on the information requirements of each service 2.2 Agree the purpose scope and procedures for exchanging information 2.3 Ensure that documented procedures, that include identifying the roles and responsibilities of those involved in any exchange of information, are produced

	2.4	Disseminate procedures for the exchange of information with other services
	2.5	Agree a process to regularly review and update the procedures
3. Be able to provide information to other services	3.1	Confirm the information required by other services
	3.2	Select the appropriate information and disseminate using agreed procedures
	3.3	Assist other services to interpret the information forwarded
	3.4	Confirm that the information is sufficient, forwarding additional information if required
4. Be able to obtain information from other services	4.1	Request required information from other services using the agreed procedures
	4.2	Access the relevant information and confirm the validity of it
	4.3	Identify any problems with obtaining information

**Enable advice and guidance clients to access referral opportunities**

<b>Unit Reference</b>	F/602/5185	
<b>BIIAB Reference</b>	AG12	
<b>Level</b>	3	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to enable advice and guidance clients to access referral opportunities.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.6)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the process for referring clients to other organisations	1.1	Explain which organisations clients are likely to be referred to
	1.2	Explain what types of information the client will need including the various formats this may need to be in
2. Be able to identify options for referral	2.1	Obtain information from clients on their requirements
	2.2	Obtain relevant, and current information on other services that are potentially suitable
	2.3	Assess the suitability of other services
	2.4	Confirm the other service's acceptance criteria and procedures
	2.5	Ensure the other services have the capacity and resources to deal with additional clients
	2.6	Review the requirements of the clients and check them against the services provided by the other services

<p>3. Be able to enable clients to take up referral opportunities</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p>	<p>Provide information, including advantages and disadvantages of referral, to enable clients to make an informed decision</p> <p>Confirm the acceptability of the referral with the client</p> <p>Plan the implementation of the referral</p> <p>Facilitate the client's contact with the other services</p> <p>Review the boundaries of confidentiality with the client; informing them of the information that has to be passed between the services</p> <p>Agree any further information or support that is required by the client</p>
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<b>Manage personal case load</b>	
<b>Unit Reference</b>	Y/602/5189
<b>BIIAB Reference</b>	AG13
<b>Level</b>	4
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to be able to manage and prioritise their own case load.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.7)</b>
<b>The learner will</b>	<b>The learner can</b>
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

**Evaluate and develop own contribution to the service**

<b>Unit Reference</b>	H/602/5194	
<b>BIIAB Reference</b>	AG14	
<b>Level</b>	4	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to evaluate and develop own contribution to the service.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.4)</b>	
<b>The learner will</b>	<b>The learner can</b>	
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

<b>Operate within networks</b>	
<b>Unit Reference</b>	F/602/5199
<b>BIIAB Reference</b>	AG15
<b>Level</b>	4
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to operate within networks.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.4)</b>
<b>The learner will</b>	<b>The learner can</b>
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

**Provide and maintain information materials for use in the service**

<b>Unit Reference</b>	T/602/5202	
<b>BIIAB Reference</b>	AG16	
<b>Level</b>	4	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	15	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to provide and maintain information materials for use in the service.	
<b>Learning Outcomes (1 to 2)</b>	<b>Assessment Criteria (1.1 to 2.4)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to review the information needs of the service	1.1	Use service's criteria for evaluating the sources of information
	1.2	Identify the information currently used by different areas and clients of the service
	1.3	Evaluate the format the information materials are in
	1.4	Agree the future needs of the organisation in relation to information provision
2. Be able to agree methodologies for the procurement and dissemination of information	2.1	Evaluate the types of trends or developments which might occur when providing information
	2.2	Assess the impact of information and communication technologies on the provision of information
	2.3	Specify the information to be obtained and distributed
	2.4	Store information according to the service's policies and procedures

<b>Identify and promote the contribution of Careers Education Guidance _CEG_ within the organisation</b>	
<b>Unit Reference</b>	A/602/5203
<b>BIIAB Reference</b>	AG17
<b>Level</b>	5
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	This unit provides the learner with the knowledge to identify and promote the contribution of Careers Education Guidance _CEG_ within the organisation.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.6)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Be able to gain support for the role of CEG within the organisation	1.1 Identify the regional and national criteria against which CEG provision will be assessed  1.2 Present a rationale for CEG in formal and informal settings  1.3 Communicate, orally and in writing, the strategy to interested parties  1.4 Conduct discussions in a way which maintains good working relationships with interested parties
2. Be able to identify opportunities for promoting Careers Education Guidance (CEG) within the organisation	2.1 Establish the values, aims, policies and procedures of the organisation  2.2 Explain the current role of CEG within the organisation  2.3 Assess the potential contribution of CEG to the organisation

	2.4	Identify the roles and responsibilities of those who can provide information within the organization
3. Be able to implement and evaluate a strategy to promote CEG within the organisation	3.1	<p>Develop a strategy to determine the objectives, activities and resources required to achieve strategic aims</p> <p>3.2 Confirm the organisational roles, responsibilities and requirements for implementing the strategy</p> <p>3.3 Evaluate the advantages and drawbacks of:</p> <ul style="list-style-type: none"> <li>&gt; Feedback forms</li> <li>&gt; Surveys</li> <li>&gt; Discussion groups</li> <li>&gt; Ad hoc approaches to gathering information about CEG services</li> </ul> <p>3.4 Access relevant sources of information and feedback on the effectiveness of the strategy</p> <p>3.5 Monitor and evaluate the profile of CEG within the organisation</p> <p>3.6 Present relevant evaluation and revisions in an appropriate format and at an appropriate time</p>

**Promote Careers Education Guidance \_CEG\_**

<b>Unit Reference</b>	J/602/5205	
<b>BIIAB Reference</b>	AG18	
<b>Level</b>	3	
<b>Credit Value</b>	3	
<b>Guided Learning (GL)</b>	20	
<b>Unit Summary</b>	This unit provides the learner with the knowledge to promote Careers Education Guidance _CEG_.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.3)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to plan the promotion of Careers Education Guidance (CEG)	1.1	Review the outcomes of previous promotional activities to inform current plans
	1.2	Evaluate the range of promotional activities that could be used, including the benefits and limitations of each for different target groups
	1.3	Plan the promotional activity for CEG including: <ul style="list-style-type: none"> <li>&gt; consideration of effectiveness for target group</li> <li>&gt; taking account of other events within the same time span</li> </ul>
2. Be able to identify the most appropriate information for dissemination to a target group	2.1	Establish the information needs of interested parties both within and external to the organisation
	2.2	Present information in an appropriate style and at an appropriate time
3. Be able to secure the resources required for the planned promotion of	3.1	Identify the resources that will be required
	3.2	Present a case for securing the necessary resources

Careers Education Guidance (CEG)	3.3	Plan the efficient use of time and other resources
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<b>Facilitate learning in groups</b>	
<b>Unit Reference</b>	R/602/5207
<b>BIIAB Reference</b>	AG19
<b>Level</b>	4
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit provides the learner with the knowledge to be able to facilitate learning in groups.
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.3)</b>
<b>The learner will</b>	<b>The learner can</b>
1. Be able to manage group dynamics	1.1 Summarise the key theoretical models of group work 1.2 Use facilitation and intervening skills in group situations 1.3 Analyse how to balance the needs of tasks and group processes 1.4 Encourage group members to participate effectively and ensure that they feel comfortable
2. Be able to establish and maintain effective communication with group members	2.1 Use appropriate methods of communication 2.2 Put learners at ease 2.3 Establish what factors are likely to affect learning and behaviour in groups 2.4 Identify how to address individual needs in a group setting 2.5 Recognise and deal with issues of power, conflict and authority in groups

<p>3. Be able to facilitate collaborative learning</p>	<p>3.1 Agree with the group, the purpose, process and intended outcomes of group activity</p> <p>3.2 Summarise the different learning styles</p> <p>3.3 Evaluate the range of learning activities available</p> <p>3.4 Access relevant resources and support for learners</p> <p>3.5 Adapt group activities to the size and composition of the group</p>
<p>4. Be able to enable individuals to reflect on the way in which they have been learning and participating in the group</p>	<p>4.1 Agree and implement appropriate methods of eliciting personal views on learning</p> <p>4.2 Monitor individual learner's progress in a group setting</p> <p>4.3 Feedback on progress made and process of learning to the group and to individual members in a positive and encouraging manner</p>

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - > Original certificates OR
  - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.



BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from [bijab.co.uk/for-centres/](http://bijab.co.uk/for-centres/)

## **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.