



Qualification Guidance Document

BIIAB Level 4 Diploma in Advice and Guidance

England – 601/7408/0

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	June 2025	Reformatted Qualification Guide into new branding
2.3	July 2025	Updated Review Dates to 31/07/2028
2.4	August 2026	Updated to new company 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

BIIAB Level 4 Diploma in Advice and Guidance – 601/7408/0								
Qualification Purpose	To confirm occupational competence.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification(s) is/are regulated by: > Ofqual > CCEA Regulation							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/11/2015							
Review Date	31/07/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	213 hours							
Total Qualification Time (TQT)	370 hours							
Credit Value	37							
BIIAB Qualifications Limited Sector	Education and Early Years							
Regulator Sector	13.2 Direct learning support							
Support from Trade Associations								

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 4 Diploma in Advice and Guidance	601/7408/0

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 4 Diploma in Advice and Guidance

Learners must achieve a total of **37** credits. This **must** consist of:

- > Mandatory Group A minimum credit: 17
- > Mandatory Group B minimum credit: 20

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	Level	Credit Value	GL
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Mandatory Group Minimum Credit Target - 17				
Understand the importance of legislation and procedures	R/602/5210 AG4	3	3	24
Develop interactions with advice and guidance clients	F/602/5140 AG5	3	4	25
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
Optional Group Minimum Credit Target – 20				
Support clients to make use of the advice and guidance service	L/602/5139 AG2	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
Liaise 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
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
Advocate on behalf of advice and guidance clients	R/602/5174 AG20	5	6	35
Prepare to represent advice and guidance clients in formal proceedings	H/602/5177 AG21	5	6	35
Present cases for advice and guidance clients in formal proceedings	M/602/5179 AG22	5	6	35
Provide support for other practitioners	A/602/5198 AG23	4	5	25
Undertake research for the service and its clients	K/602/5200 AG24	4	5	40
Design information materials for use in the service	M/602/5201 AG25	4	4	25
Integrate Careers Education Guidance _CEG_ within the Curriculum	F/602/5204 AG26	4	4	30
Negotiate and maintain service Agreements	L/602/5206 AG27	4	3	20
Prepare and set up mediation	Y/602/5208 AG28	4	4	20
Stage and manage the mediation process	D/602/5209 AG29	5	8	30

Aim

The BIIAB Level 4 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.

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

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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 certifying 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 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.

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Resources

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

- > Purpose Statement
- > Learner Unit Achievement Checklist

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 4 Diploma in Advice and Guidance qualification offers opportunities for progression, including:

- > BIIAB Level 5 NVQ Diploma in Management and Leadership
- > 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 Unit Details

Understand the importance of legislation and procedures		
Unit Reference	R/602/5210	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	The purpose of the unit is to enable the learner to Understand the importance of legislation and procedures.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.5)	
The learner will	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

Develop interactions with advice and guidance clients

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

Manage personal case load		
Unit Reference	Y/602/5189	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	The purpose of the unit is to enable the learner to be able to manage and prioritise their own case load.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.7)	
The learner will	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

Evaluate and develop own contribution to the service

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

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

Optional Group Unit Details

Support clients to make use of the advice and guidance service		
Unit Reference	L/602/5139	
Level	2	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	The purpose of the unit is to enable the learner to support clients to make use of the advice and guidance service.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	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

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

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

	4.3	Identify any problems with the chosen course of action and encourage the client to take appropriate action to address them
5. Understand the importance of autonomy for the client	5.1	Explain why it is important to confirm the autonomy of the client

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

Unit Reference	A/602/5153	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	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.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Be able to assist clients to prepare an action plan	1.1	Confirm the course of action with the client and the roles and responsibilities of those involved
	1.2	Explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications
	1.3	Identify any unrealistic expectations and explore possible modifications
2. Be able to assist clients to develop the action plan 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

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

Negotiate on behalf of advice and guidance clients

Unit Reference	M/602/5182	
Level	5	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge to negotiate on behalf of advice and guidance clients.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the main points of negotiation	1.1	Explain the types of negotiation strategies suitable for different types of issue
	1.2	Explain what different formats of negotiation can be used Explain what supporting documentation might be required
2. Be able to prepare offers that meet the clients requirements	2.1	Review the client's requirements
	2.2	Identify a negotiation strategy suitable for the client's requirements
	2.3	Prepare suitable offers for clients that meet their requirements
3. Be able to explain offers received from other parties	3.1	Receive offers from other parties
	3.2	Consult with the clients to assess how far the offers meet requirements
	3.3	Recommend the next stage in the negotiations
4. Be able to establish an agreement for clients	4.1	Produce agreements that effectively meet the client's requirements and that are in the required format

	4.2	Incorporate all necessary details into the agreement and ensure it is capable of being implemented
	4.3	Confirm agreements with clients at appropriate stages of the negotiations
	4.4	Advise the clients why any requirements cannot be met or if there are any significant changes to the agreement

Liaise with other services

Unit Reference	T/602/5183	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to be able to liaise with other services.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the process for liaising with other services	1.1	Explain which other services are likely to be dealt with
	1.2	Explain the types of information likely to be exchanged
	1.3	Explain why it is important to check the validity of any information received
	1.4	Explain who is involved in different types of information exchanges and who should receive copies of the information
	1.5	Explain the types of problems that may arise and what actions can be taken to resolve them
2. Be able to establish procedures for exchanging information with other services	2.1	Consult with other services on the information requirements of each service
	2.2	Agree the purpose scope and procedures for exchanging information
	2.3	Ensure that documented procedures, that include identifying the roles and responsibilities of those involved in any exchange of information, are produced

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

Enable advice and guidance clients to access referral opportunities

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

3. Be able to enable clients to take up referral opportunities	3.1	Provide information, including advantages and disadvantages of referral, to enable clients to make an informed decision
	3.2	Confirm the acceptability of the referral with the client
	3.3	Plan the implementation of the referral
	3.4	Facilitate the client's contact with the other services
	3.5	Review the boundaries of confidentiality with the client; informing them of the information that has to be passed between the services
	3.6	Agree any further information or support that is required by the client

Provide and maintain information materials for use in the service

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

Identify and promote the contribution of Careers Education Guidance _CEG_ within the organisation

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

3. Be able to implement and evaluate a strategy to promote CEG within the organisation	3.1 3.2 3.3 3.4 3.5 3.6	Develop a strategy to determine the objectives, activities and resources required to achieve strategic aims Confirm the organisational roles, responsibilities and requirements for implementing the strategy Evaluate the advantages and drawbacks of: > Feedback forms > Surveys > Discussion groups > Ad hoc approaches to gathering information about CEG services Access relevant sources of information and feedback on the effectiveness of the strategy Monitor and evaluate the profile of CEG within the organisation Present relevant evaluation and revisions in an appropriate format and at an appropriate time
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Promote Careers Education Guidance _CEG_

Unit Reference	J/602/5205	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to promote Careers Education Guidance _CEG_.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Be able to plan the promotion of Careers Education Guidance (CEG)	1.1	Review the outcomes of previous promotional activities to inform current plans
	1.2	Evaluate the range of promotional activities that could be used, including the benefits and limitations of each for different target groups
	1.3	Plan the promotional activity for CEG including: > consideration of effectiveness for target group > taking account of other events within the same time span
2. Be able to identify the most appropriate information for dissemination to a target group	2.1	Establish the information needs of interested parties both within and external to the organisation
	2.2	Present information in an appropriate style and at an appropriate time
3. Be able to secure the resources required for the planned promotion of Careers Education Guidance (CEG)	3.1	Identify the resources that will be required
	3.2	Present a case for securing the necessary resources

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

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

Advocate on behalf of advice and guidance clients

Unit Reference	R/602/5174	
Level	5	
Credit Value	6	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge to advocate on behalf of advice and guidance clients.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Be able to prepare for advocacy	1.1	Review relevant information on the requirements of the client
	1.2	Clarify with the client any additional information that may be required
	1.3	Confirm who should be contacted to pursue the interests of the client
2. Be able to assess the potential results of the advocacy establish and maintain effective communication with group members	2.1	Identify the key aspects of client's requirements that will feature in the discussions and debates
	2.2	Advise the client of how decisions are agreed between parties
	2.3	Advise the client what the results of previous similar advocacy have been
3. Understand the details and requirements of the other parties	3.1	Explain which services or people are usually contacted and who represents the service or people
	3.2	Explain what information should be included and how it should be presented
	3.3	Evaluate the range of learning activities available

4. Be able to prepare to present the clients' interests	4.1	Ensure all relevant people, documentation and associated materials are available for the presentation
	4.2	Provide information to all the relevant people according to agreed timescales
	4.3	Ensure oral and written presentations are clear and effective
5. Be able to present the clients' interests	5.1	Present clients' interests in a way that emphasises the key aspects
	5.2	Identify any errors or contradictions in the information relating to clients
	5.3	Identify any issues presented by others and offer constructive suggestions for their resolution

Prepare to represent advice and guidance clients in formal proceedings

Unit Reference	H/602/5177	
Level	5	
Credit Value	6	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge to prepare to represent advice and guidance clients in formal proceedings.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Be able to prepare clients for formal proceedings	1.1	Explain to clients the roles and responsibilities of those involved in the proceedings
	1.2	Explain to the clients the potential advantages and disadvantages of the proceedings
	1.3	Explain to the clients the stages, timescales and cost implications of the proceedings
	1.4	Explain to clients both the types of information and the nature of the arguments that will be used during the proceedings
	1.5	Confirm the clients understanding and secure their formal agreement for representation to begin
2. Be able to prepare information for the formal proceedings	2.1	Confirm the parties involved in the case
	2.2	Obtain information on the case, obtaining any additional information that may be required

	2.3	Ensure information is disclosed according to established procedures
	2.4	Identify any aspects of the case that may lead to a reconsideration of its outcomes
	2.5	Confirm where the case will be heard and the parties involved
3. Be able to prepare the presentation of the case facilitate collaborative learning	3.1	Identify the key aspects of the case
	3.2	Prepare a strategy for arguing the case
	3.3	Identify the approach to advocacy that is likely to be successful
	3.4	Identify the line of questioning that will be put to the parties involved and the potential responses to the questions

Present cases for advice and guidance clients in formal proceedings

Unit Reference	M/602/5179	
Level	5	
Credit Value	6	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge to present cases for advice and guidance clients in formal proceedings.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. Understand the problems that could occur with formal proceedings	1.1	Explain the types of problems that could occur with formal proceedings
	1.2	Explain actions that can be taken to address the problems
2. Be able to present cases for clients	2.1	Ensure all relevant people, documentation and associated materials are available for the case
	2.2	Present the case clearly and effectively
	2.3	Identify any errors or contradictions in the information relating to clients
	2.4	Effectively counter the arguments of opposing parties
3. Be able to review the outcomes of formal proceedings	3.1	Review the outcomes of the proceedings with the clients
	3.2	Clarify to the client the responses of the other parties in relation to outcomes of the proceedings
	3.3	Specify the consequences of the outcomes to the clients and others

	3.4	Identify which objectives have been met and which have not
	3.5	Identify the potential for continuing the advocacy process and the requirements for any further action

Provide support for other practitioners

Unit Reference	A/602/5198	
Level	4	
Credit Value	5	
Guided Learning (GL)	25	
Unit Summary	This unit provides the learner with the knowledge to be able to provide support for other practitioners.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Be able to agree the support required by other practitioners	1.1	Identify which practitioners need support
	1.2	Agree the purpose and objectives for the support required
	1.3	Agree the procedures for the recording and exchange of information
	1.4	Agree boundaries of confidentiality
	1.5	Determine when and how to review the support agreement
2. Be able to promote the effective practice of others	2.1	Identify organisational expectations of practitioners
	2.2	Support practitioners to identify the limits of their competence
	2.3	Intervene in a timely way to maintain practitioner's effectiveness and resolve tensions which may exist
	2.4	Provide constructive feedback on other's practice
3. Be able to deliver support sessions to practitioners	3.1	Agree the issues which should be covered in the sessions

	3.2	Enable practitioners to reflect on their practice
	3.3	Identify and agree options for practitioners' specific requirements
	3.4	Review support sessions and record the outcomes

Undertake research for the service and its clients

Unit Reference	K/602/5200	
Level	4	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit provides the learner with the knowledge to undertake research for the service and its clients.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. Be able to identify sources and availability of information manage group dynamics	1.1	Identify the types of information required
	1.2	Evaluate potential sources of information
	1.3	Access information following the appropriate procedures
	1.4	Address any related risks or problems with the collection of information
2. Be able to collect data to meet research objectives	2.1	Apply organisational collection principles correctly and consistently
	2.2	Address any problems which occur when collecting information
	2.3	Record the collected information using appropriate systems
3. Be able to analyse and report on the data collected	3.1	Identify the appropriate methods of analysis
	3.2	Use the appropriate methods of analysis
	3.3	Present a rationale for any unexpected results

	3.4	Access systems for recording analysis results using agreed procedures
	3.5	Present research results in a suitable format, using acknowledgements appropriately

Design information materials for use in the service

Unit Reference	M/602/5201
Level	4
Credit Value	4
Guided Learning (GL)	25
Unit Summary	This unit provides the learner with the knowledge to design information materials for use in the service.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Be able to identify the objectives of the required information materials	1.1 Agree the particular requirements of different clients 1.2 Respond to different needs when clients' requirements differ from each other 1.3 Identify how the information materials will be used throughout their life cycle 1.4 Evaluate the success of the information materials
2. Be able to obtain information for inclusion in the materials	2.1 Identify sources of required information 2.2 Determine methods that can be used for obtaining and validating information 2.3 Access information using agreed methods and procedures 2.4 Address any problems identified with the collection of information 2.5 Record the information accurately in the appropriate systems

3. Be able to design the format of the information materials	3.1	Determine the style and structure of the information materials to effectively deliver the contents
	3.2	Agree and produce the text and graphics components of the information materials
	3.3	Exchange information on the design with relevant people
	3.4	Record and store information on the design in the appropriate system
4. Be able to edit the information materials	4.1	Identify aspects of the information which require amending
	4.2	Correct any errors, inconsistencies or inaccuracies
	4.3	Record amendments made in the appropriate system

Integrate Careers Education Guidance _CEG_ within the curriculum

Unit Reference	F/602/5204	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge to integrate Careers Education Guidance _CEG_ within the curriculum.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Be able to identify opportunities to integrate Careers Education Guidance (CEG) within the curriculum	1.1	Establish the values, policies, aims and objectives of the organisation
	1.2	Confirm the roles and responsibilities of those who can assist in the integration of CEG
	1.3	Prioritise potential opportunities in consultation with relevant people
	1.4	Agree the nature and level of integration that could be achieved
2. Be able to plan and implement the integration of CEG within the curriculum	2.1	Communicate with relevant people in a way which promotes good working relationships
	2.2	Provide a clear specification of CEG goals in relation to curriculum planning
	2.3	Provide information, advice and guidance to others on the resources available for the integration of CEG
	2.4	Enable others to ensure that their teaching plans make effective use of opportunities to incorporate CEG objectives at course and lesson level

3. Be able to monitor and maintain the integration and success of CEG within the curriculum	3.1	Establish and use procedures to monitor the integration of CEG
	3.2	Gather feedback from relevant people on the integration of CEG
	3.3	Review the information obtained to make valid judgements about the effectiveness of integration
	3.4	Communicate with relevant people in a way which ensures their continuing support

Negotiate and maintain service agreements

Unit Reference	L/602/5206	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to negotiate and maintain service agreements.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Be able to negotiate service provision with other parties	1.1	Identify appropriate other parties with whom agreements have to be reached
	1.2	Establish the organisation's and other party's aims, policies, resources and procedures for service delivery to end users
	1.3	Introduce, promote and negotiate service agreements with other parties
2. Be able to conduct negotiations within the agreed requirements of the provider and receiving organisation contract	2.1	Agree roles and responsibilities of each party in relation to the service agreement
	2.2	Negotiate service agreements with other parties
	2.3	Liaise effectively with other parties during negotiation of service agreements
	2.4	Agree, obtain and record necessary approvals and endorsements
3. Be able to monitor and evaluate service agreements	3.1	Implement agreed criteria for monitoring, analysing and evaluating the effectiveness of service agreements

	3.2	Identify, agree and meet the support needs of other parties
	3.3	Facilitate the renegotiation of service agreements to maintain the effectiveness of the service

Prepare and set up mediation

Unit Reference	Y/602/5208	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to be able to prepare and set up mediation.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. Be able to establish the appropriateness of the mediation process with each party	1.1	Summarise and apply the principles of mediation
	1.2	Explain to parties the potential and limitations of mediation, realistically and objectively
	1.3	Confirm each party's understanding and where necessary clarify information
	1.4	Explain alternative options in situations where mediation or the mediator are inappropriate
2. Be able to establish and maintain effective communication	2.1	Clarify information, which may include rephrasing some of the information
	2.2	Establish commitment from the parties and determine what this is likely to involve
	2.3	Encourage parties to make informed decisions and to exercise autonomy when reviewing other options
	2.4	Encourage parties to express their feelings and concerns about the mediation process

3. Be able to agree and review the conditions and boundaries of mediation with parties	3.1	Identify the likely conditions of the mediation process
	3.2	Consider and agree the appropriateness of the location and venue
	3.3	Explain and clarify roles and how impartiality will be maintained
	3.4	Explain how mediation relates to the legal position of each party
	3.5	Evaluate the outcomes of mediation

Stage and manage the mediation process

Unit Reference	D/602/5209	
Level	5	
Credit Value	8	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge to be able to stage and manage the mediation process.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.6)	
The learner will	The learner can	
1. Be able to establish the issues and options for each party in the mediation process	1.1	Summarise the interventions which may be used in facilitating parties to express concerns and issues
	1.2	Support each party to identify issues and agree an agenda for discussion
	1.3	Identify the alternative options which might be applicable including referral to other agencies or other mediators
2. Be able to explore issues with parties	2.1	Evaluate the interventions which may need to be used in facilitating the gathering and exchange of information
	2.2	Facilitate the gathering and exchanging of information between parties
	2.3	Respect and manage differences of position
	2.4	Encourage parties to acknowledge each other's perspective
	2.5	Clarify and respect issues of confidentiality

3. Be able to assist in the identification and evaluation of potential options	3.1 Describe the range of interventions which can be used in facilitating parties to explore and evaluate options 3.2 Ensure that the timing for exploring options and proposals is appropriate to the progress made in the mediation process 3.3 Reassure parties about confidentiality and the safety and security of discussing options 3.4 Focus discussions primarily on future possibilities rather than on past events 3.5 Facilitate parties in exploring and evaluating the implications, consequences and practicalities of the options 3.6 Identify how further options can be accessed, where progress cannot be made
4. Be able to build and secure agreements between parties	4.1 Summarise the interventions which may be used in building and securing agreements 4.2 Ensure that any agreement is the result of a joint decision between parties 4.3 Identify and agree alternative suggestions where necessary 4.4 Identify moments when decisions or compromises on options can be made 4.5 Identify the basis of an agreement with the parties in order to ensure ownership 4.6 Record agreements in a suitable format

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 biiab.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.