



Ascentis Level 2 Award in Information, Advice and  
Guidance

Ascentis Level 3 Award in Information, Advice and  
Guidance

Specification

**Ofqual Number:**

601/1880/5 Level 2 Award

Ofqual Start Date: 01/11/2013

Ofqual Review Date: 31/07/2020

Ofqual Certification Review Date: 31/07/2021

601/2130/0 Level 3 Award

Ofqual Start Date: 01/12/2013

Ofqual Review Date: 31/07/2020

Ofqual Certification Review Date: 31/07/2021

## ABOUT ASCENTIS

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

Ascentis  
Office 4  
Lancaster Business Park  
Mannin Way  
Caton Road  
Lancaster  
LA1 3SW

Tel: 01524 845046  
[www.ascentis.co.uk](http://www.ascentis.co.uk)

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## ASCENTIS LEVEL 2 AND LEVEL 3 INFORMATION, ADVICE OR GUIDANCE

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### Introduction

These qualifications are for learners who want to develop their understanding of the roles of information, advice and guidance (IAG) workers. It does not confer competence in these roles. This qualification offers learners an understanding of the underpinning principles of information, advice or guidance and its practical application in interactions.

### Aims

The aims of the qualification are to enable learners:

- 1 Develop their understanding of the roles of information advice and guidance workers
- 2 Prepare learners for the next level of vocational learning.
- 3 For learners working in relevant roles these qualifications can be used to update and continue professional development (CPD).

### Target Group

- Learners who would like to understand more about the roles of information, advice and guidance workers
- Learners who wish to understand the key skills and knowledge needed to offer information, advice or guidance to other people
- Learners who are not currently working in information, advice or guidance but are considering doing so in the future – in areas such as housing, employment, careers and financial support

### Ofqual Qualification Number:

- **601/1880/5 Ascentis Level 2 Award in Information, Advice or Guidance**
- **601/2130/0 Ascentis Level 3 Award in Information, Advice or Guidance**

## Rules of Combination

### 601/1880/5 Ascentis Level 2 Award in Information, Advice or Guidance

Learners must achieve 6 credits from the mandatory units.

#### Unit Group M (Mandatory): Learners must achieve 6 credits from this unit group.

Title	Level	Credit Value	GLH	Unit ref
Information, Advice or Guidance in Practice	2	3	24	D/502/7984
Developing Interaction Skills for Information, Advice or Guidance	2	3	24	J/505/6797

### 601/2130/0 Ascentis Level 3 Award in Information, Advice or Guidance

Learners must achieve all 9 credits in the mandatory group.

#### Unit Group M (Mandatory): Learners must achieve 9 credits from this unit group.

Title	Level	Credit Value	GLH	Unit ref
Information, Advice or Guidance - Principles and Practice	3	3	21	F/505/8323
Applying Interaction Skills for Information, Advice or Guidance	3	6	42	H/505/8332

Unit certification is available for all units.

#### Recommended Guided Learning Hours

The recommended guided learning hours for Level 2 Award in Information, Advice or Guidance is 48.  
The recommended guided learning hours for Level 3 Award in Information, Advice or Guidance is 63.

#### Total Qualification Time

The total qualification time for Level 2 Award in Information, Advice or Guidance is 48.  
The total qualification time for Level 3 Award in Information, Advice or Guidance is 63.

#### Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

#### Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

#### Age Range of Qualification

This qualification is suitable for learners aged 19+

## Opportunities for Progression

The Level 2 Award in Information, Advice or Guidance enable progression to employment, further learning opportunities within employment, or further study. Learners who have successfully completed and achieved the Level 2 Award in Information, Advice or Guidance qualification will be able to progress to:

- Level 3 Award in Information, Advice or Guidance

The Level 3 Award in Information, Advice or Guidance enable progression to employment, further learning opportunities within employment, or further study.

Learners who have successfully completed and achieved the Level 3 Award in Information, Advice or Guidance qualification will be able to progress to:

- Other appropriate Level 3 provision

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

## Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

### Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Tracking Sheets can be found in a separate document.

## Verification

### Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk)

### External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

## Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should hold a subject related qualification at a minimum of the level above in the area in which they are making assessment decisions / delivering the qualification or recent, extensive and relevant experience in the sector in which the qualification resides. Advice can be sought from the Ascentis office about relevant qualifications and appropriate levels of experience.

Assessors should also be qualified to make assessment decisions. Relevant qualifications include:

- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should preferably hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or a PGCE.

Internal Quality Assurers (IQA) need to meet the requirements for assessors as specified above and have knowledge and experience of the internal assurance process. Training is available from Ascentis for anyone new to this role. Contact the Ascentis office for further details.

The requirements above apply from the 1<sup>st</sup> January 2017.

## Level 2 Unit Criteria

Mandatory

### UNIT SPECIFICATIONS

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**Unit Title:** Information, Advice or Guidance in Practice

**Unit Reference Number:** D/502/7984

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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#### Introduction

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

#### Assessment Method

N/A

#### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Interaction Skills for Information, Advice or Guidance

**Unit Reference Number:** J/505/6797

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to interact with clients.	1.1. Describe an appropriate model for interactions with individual clients. 1.2. Give reasons for using a structured approach for interactions. 1.3. Describe how to reach a shared agreement with clients.
2. Understand the importance of effective communication skills in the delivery of Information, Advice or Guidance (IAG).	2.1. Explain the importance of effective communications skills in the delivery of IAG. 2.2. Describe and use a range of appropriate questioning styles to encourage communication with clients. 2.3. Describe and use a range of effective listening skills. 2.4. Describe and use a range of effective non-verbal communication skills.
3. Understand how own values, beliefs and attitudes may affect interactions with clients.	3.1. Describe how to work with clients in a supportive and non-discriminatory manner. 3.2. Give examples of how own values, beliefs and attitudes may affect interactions with clients.
4. Understand the importance of confidentiality and impartiality in interactions with clients.	4.1. Explain the importance of confidentiality and impartiality in interactions with clients. 4.2. Describe how principles of confidentiality and data protection are adhered to in interactions with clients. 4.3. Describe how impartiality in service delivery is maintained.
5. Be able to create an action plan to address personal development needs in relation to service delivery.	5.1. Develop and use an action plan to describe: <ul style="list-style-type: none"> <li>a) own personal strengths in interaction skills which contribute to effective service delivery</li> <li>b) Areas for personal development in interaction skills to strengthen own contribution to service delivery.</li> </ul>

### Assessment Method

N/A

### Equivalences

N/A

## Level 3 Mandatory Unit Criteria

### UNIT SPECIFICATIONS

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**Unit Title:** Information, Advice or Guidance - Principles and Practice

**Unit Reference Number:** F/505/8323

**Credit Value of Unit:** 3

**GLH of Unit:** 21

**Level of Unit:** 3

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#### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the relationship between information, advice or guidance.	1.1. Define information, advice or guidance and explain the relationship between them.
	1.2. Analyse the scope of provision within the context of own information, advice or guidance practice.
	1.3. Evaluate own role in providing information, advice or guidance.
2. Be able to recognise the limits of own ability and role in relation to delivering information, advice or guidance.	2.1. Summarise how to recognise the limits of own ability and role.
	2.2. Identify and explain the appropriate action to take when limits of own role are exceeded.
3. Understand equality and diversity in relation to information, advice or guidance.	3.1. Give examples of ways in which own practice adheres to organisation's equality and diversity policy in interactions with individual clients.
	3.2. Explain ways in which behaviour inconsistent with organisation's equality and diversity policy may be challenged in relation to own information, advice or guidance practice.
	3.3. Explain the purpose of monitoring in relation to equality and diversity
4. Understand own organisation's policy on record keeping, data protection and confidentiality.	4.1. Explain the confidentiality and data protection policies of own organisation.
	4.2. Clarify the importance of accurate recording and record-keeping in maintaining client confidentiality.

#### Assessment Method

N/A

#### Equivalences

A/502/8950

## UNIT SPECIFICATIONS

**Unit Title:** Applying Interaction Skills for Information, Advice or Guidance  
**Unit Reference Number:** H/505/8332

**Credit Value of Unit:** 6

**GLH of Unit:** 42

**Level of Unit:** 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to explain the information, advice or guidance service and own role, and how to agree the use of the service with clients.	1.1. Explain the information, advice or guidance service available and own role within it to a range of clients.
	1.2. Agree with clients how the service can meet their needs and further support services accessed.
	1.3. Explore and agree the purpose of the interview with individual clients to ensure their requirements are clarified.
2. Understand the importance of confidentiality, data protection and impartiality in interactions with clients.	2.1. Describe how impartiality is explained to clients and why this is important.
	2.2. Explain, with examples, how to ensure confidentiality in interactions with clients.
	2.3. Explain situations when it may be appropriate to break the boundaries of client confidentiality.
	2.4. Describe how data protection is explained to clients and why this is important.
3. Understand the importance of effective communication skills in the delivery of information, advice or guidance.	3.1. Explain and use a range of appropriate questioning styles to encourage communication with clients.
	3.2. Explain and use a range of effective listening skills.
	3.3. Explain and use a range of effective non-verbal communication skills.
4. Understand how to explore a range of options with the client to meet their requirements.	4.1. Clarify and confirm client's requirements with them.
	4.2. Agree with the client a suitable range of options relevant to their requirements.
5. Be able to agree an appropriate course of action with the client.	5.1. Summarise the interaction with the client highlighting key points discussed.
	5.2. Agree a course of action with the client that is realistic and achievable, identifying any issues they may face.
	5.3. Agree with the client how a course of action will be reviewed.
6. Be able to identify personal development needs.	6.1. Summarise own strengths and their relevance to information, advice or guidance.
	6.2. Plan own knowledge and skills development.

### Assessment Method

N/A

### Equivalences

J/502/7994

## APPENDIX 1

### Summary Record of Achievement

#### 601/1880/5 Ascentis Level 2 Award in Information, Advice or Guidance

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Information, Advice or Guidance in Practice	2	3			
Developing Interaction Skills for Information, Advice or Guidance	2	3			

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification 6

Minimum Credit Value at Level being Claimed \_\_\_\_\_

Level Claimed \_\_\_\_\_

Total Credit Value at Level being claimed \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

## Summary Record of Achievement

## 601/2130/0 Ascentis Level 3 Award in Information, Advice or Guidance

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Information, Advice or Guidance - Principles and Practice	3	3			
Applying Interaction Skills for Information, Advice or Guidance	3	6			

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification 9

Minimum Credit Value at Level being Claimed \_\_\_\_\_

Level Claimed \_\_\_\_\_

Total Credit Value at Level being claimed \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

Summary Record of Achievement  
Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification   X

Minimum Credit Value at Level being Claimed \_\_\_\_\_

Level Claimed \_\_\_\_\_

Total Credit Value at Level being claimed \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_