



# Ascentis Level 3 Award in Advice and Guidance Specification

<b>Ofqual Number:</b>	<b>601/5932/7 - Withdrawn</b>
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## 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

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# ASCENTIS LEVEL 3 AWARD IN ADVICE AND GUIDANCE

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## Introduction

The Ascentis Level 3 Award in Advice and Guidance is an introductory qualification for learners who work or want to work directly with clients in organisations providing advice and guidance services. These services may include careers guidance, government agencies, youth work and youth justice, schools, colleges, training providers, universities, prison services, trade unions, charitable and voluntary services as well as health and social care environments.

There are several features of this qualification that make it very appropriate for its target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom-based course or as a blended learning programme
- Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners.

## Aims

The aims of the qualification are to enable learners:

- 1 To understand how to establish communication with clients for advice and guidance
- 2 To understand how to support clients to make use of the advice and guidance service
- 3 To understand how to develop interactions with advice and guidance clients
- 4 To understand the importance of legislation and procedures

## Target Group

This qualification is aimed at a range of learners, including:

- Adult learners who work with or want to work with clients in organisations providing advice and guidance services.

**Ofqual Qualification Number: 601/5932/7**

## Rationale for the Rules of Combination

To achieve the Level 3 Award in Advice and Guidance learners must achieve a total of 12 credits. All units are at Level 3 and each unit is mandatory for achievement of the qualification.

## Rules of Combination

Ascentis Level 3 Award in Advice and Guidance				
Maximum credits: 12				
Group A - Mandatory Units				
Credit (from Group A) Mandatory Units:				
Title	Level	Credit Value	GLH	Unit ref
Understand how to establish communication with clients for advice and guidance	3	3	30	L/507/1009
Understand how to support clients to make use of the advice and guidance service	3	3	30	F/507/1010
Understand how to develop interactions with advice and guidance clients	3	3	30	J/507/1011
Understand the importance of legislation and procedures	3	3	30	L/507/1012
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for all units.

## Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 120.

## Total Qualification Time

The total qualification time for the Level 3 Award in Advice and Guidance is 120.

## 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

No previous knowledge, attainment or experience is required but it is expected that the learner will be in or intending to be in the role of an advisor.

## Age Range of Qualification

This qualification is suitable for adult learners aged 19+.

## Opportunities for Progression

Candidates who have achieved the Level 3 Award in Advice and Guidance could progress onto a Level 3 Certificate or Diploma in Advice or Guidance.

## Mapping/Relationship to National Occupational Standards

The units of assessment for this qualification are based on the National Occupational Standards for Advice and Guidance.

## 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 award, 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.

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. Examples of tracking sheets are found in Appendix 2.

### 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 this qualification should be occupationally knowledgeable and competent within areas of Advice and Guidance in which they are making assessment decisions/delivering the qualification.

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

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- 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 hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or working towards such a qualification.

Internal Verifiers need to meet the requirements for assessors and have a knowledge of the internal verification process. Training for this role is available through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team ([qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk)).

## UNIT SPECIFICATIONS

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Understand how to establish communication with clients for advice and guidance

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: 3**

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### Introduction

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand the factors that contribute to effective communication with clients	1.1	Explain how to create a safe and suitable environment for practitioners and clients
		1.2	Explain the effects of different types of verbal and non-verbal communication
2	Understand how to minimise difficulties when communicating with clients	2.1	Explain what difficulties with, and barriers to, communication may occur
		2.2	Explain immediate actions to minimise any difficulties with, and barriers to, communication
		2.3	Explain how to access support for minimising difficulties with, and barriers to, communication
3	Understand how to communicate using a range of media	3.1	Explain the range of media often used by the service
		3.2	Explain the information that can be provided and who can be helped by the service
		3.3	Explain how to encourage communication without face-to-face contact
		3.4	Describe the types of problems that can occur when communicating using different types of media

### Indicative Content

### Assessment Method

Please note that this unit is assessed by a portfolio of evidence

## UNIT SPECIFICATIONS

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Understand how to support clients to make use of the advice and guidance service

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: 3**

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### Introduction

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will be able to	The learner can
1 Know how to enable clients to decide whether to use the service	1.1 Explain the importance of encouraging clients to clarify their requirements and circumstances
	1.2 Identify the information clients need to enable them to decide whether the service can meet their requirements
2 Understand how to identify and provide accurate information required by clients	2.1 Identify the different reasons why clients may need information
	2.2 List a variety of information sources and identify their advantages and disadvantages to different client groups
	2.3 Explain the importance of confirming the suitability of information to meet a client's requirements
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 services

### Indicative Content

<b>Indicative Content</b>

### Assessment Method

Please note that this unit is assessed by a portfolio of evidence

## UNIT SPECIFICATIONS

Understand how to develop interactions with advice and guidance clients

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: 3**

### Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to enable clients to explore their issues	1.1 Identify the factors that contribute to a suitable environment for the client to be comfortable to express their issues and concerns 1.2 Explain potential barriers to achievement that could exist for the client 1.3 Identify a range of communication skills that could be used to work effectively with clients
2 Understand the importance of autonomy for the client	2.1 Explain why it is important to confirm the autonomy of the client
3 Understand how to assist clients to review and prioritise their decisions	3.1 Identify unrealistic requirements the client may have and possible alternatives to these 3.2 Describe how to encourage clients to explore their decision making process and review their priorities 3.3 Explain the importance of clients reviewing the advantages and disadvantages of their selected options
4 Understand why the effectiveness of methods may vary depending upon the situation and clients involved	4.1 Explain how to assess the effectiveness of methods 4.2 Explain why the effectiveness of methods may vary with different clients 4.3 Explain the types of issues that might arise 4.4 Explain the actions that may be taken to address these issues 4.5 Explain the implications of not addressing these issues

### Indicative Content

### Assessment Method

Please note that this unit is assessed by a portfolio of evidence

## UNIT SPECIFICATIONS

Understand the importance of legislation and procedures

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 3

### Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	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: <ul style="list-style-type: none"> <li>• Equal Opportunities</li> <li>• Discrimination</li> <li>• Health and safety</li> <li>• Security</li> <li>• 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
3 Understand the actual or potential effect of own values, beliefs, attitudes and behaviours when working	3.1 Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working
	3.2 Identify the potential consequences of allowing your own values, beliefs, attitudes and behaviours to influence your work
4 Understand the process of evaluating practice	4.1 Identify criteria used to evaluate practice
	4.2 Evaluate practice including identifying areas for development
	4.3 Describe how feedback can be used to evaluate practice

### Indicative Content

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### Assessment Method

Please note that this unit is assessed by a portfolio of evidence

Summary Record of Achievement  
Level 3 Award in Advice and Guidance

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understand how to establish communication with clients for advice and guidance	3	3			
Understand how to support clients to make use of the advice and guidance service	3	3			
Understand how to develop interactions with advice and guidance clients	3	3			
Understand the importance of legislation and procedures	3	3			

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

Minimum Credit Value of Qualification: 12

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 mandatory units as specified within the Rules of Combination.

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

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

## Tracking Sheet

**Unit Title: Understand how to establish communication with clients for advice and guidance**

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
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				
2.1 Explain what difficulties with, and barriers to, communication may occur				
2.2 Explain immediate actions to minimise any difficulties with, and barriers to, communication				
2.3 Explain how to access support for minimising difficulties with, and barriers to, communication				
3.1 Explain the range of media often used by the service				
3.2 Explain the information that can be provided and who can be helped by the service				
3.3 Explain how to encourage communication without face-to-face contact				
3.4 Describe the types of problems that can occur when communicating using different types of media				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

## Tracking Sheet

**Unit Title: Understand how to support clients to make use of the advice and guidance service**

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the importance of encouraging clients to clarify their requirements and circumstances				
1.2 Identify the information clients need to enable them to decide whether the service can meet their requirements				
2.1 Identify the different reasons why clients may need information				
2.2 List a variety of information sources and identify their advantages and disadvantages to different client groups				
2.3 Explain the importance of confirming the suitability of information to meet a client's requirements				
3.1 Explain what other suitable services are available				
3.2 Explain what is offered by these services				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

## Tracking Sheet

**Unit Title: Understand how to develop interactions with advice and guidance clients**

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the factors that contribute to a suitable environment for the client to be comfortable to express their issues and concerns				
1.2 Explain potential barriers to achievement that could exist for the client				
1.3 Identify a range of communication skills that could be used to work effectively with clients				
2.1 Explain why it is important to confirm the autonomy of the client				
3.1 Identify unrealistic requirements the client may have and possible alternatives to these				
3.2 Describe how to encourage clients to explore their decision making process and review their priorities				
3.3 Explain the importance of clients reviewing the advantages and disadvantages of their selected options				
4.1 Explain how to assess the effectiveness of methods				
4.2 Explain why the effectiveness of methods may vary with different clients				
4.3 Explain the types of issues that might arise				
4.4 Explain the actions that may be taken to address these issues				
4.5 Explain the implications of not addressing these issues				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

## Tracking Sheet

## Unit Title: Understand the importance of legislation and procedures

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the current national, local, professional and organisational requirements that relate to their role including: <ul style="list-style-type: none"> <li>• Equal Opportunities</li> <li>• Discrimination</li> <li>• Health and safety</li> <li>• Security</li> <li>• 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				
2.1 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				
3.1 Explain the actual or potential effect of own values, beliefs, attitudes and behaviours when working				
3.2 Identify the potential consequences of allowing your own values, beliefs, attitudes and behaviours to influence your work				
4.1 Identify criteria used to evaluate practice				
4.2 Evaluate practice including identifying areas for development				
4.3 Describe how feedback can be used to evaluate practice				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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