



Qualification Guide

OCNLR Level 1 Award in Information, Advice or Guidance



OCN London Qualification Guide

OCNLR Level 1 Award in Information, Advice or Guidance
Qualification No: 600/9606/8

OCN London aims to support learning and widening opportunities by recognising achievement through credit based courses and qualifications, promoting high standards of excellence and inclusiveness.

We are proud of our long-term role and unique history in providing responsive, innovative learning solutions and qualifications for disadvantaged groups to meet the needs of learners not met by other Awarding Organisations.

At the heart of what OCN London offers is:

- A commitment to inclusive credit-based learning;
- Facilitating the creative use of credit with responsive, demand-led qualification development;
- Ensuring a robust business base through increasing learner registration/credit achievement and providing high quality service and support;
- Respect for and encouragement of diversity - in learners and learning approaches, partners and settings;
- Developing people, capacity and resources that will ensure effective business partnerships.

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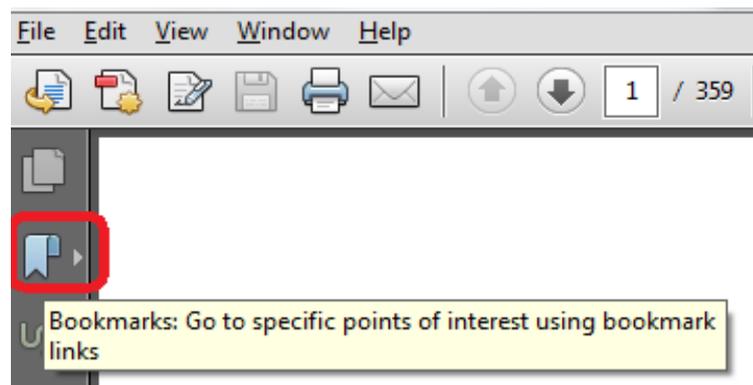
1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 1 Award in Information, Advice or Guidance**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualification has been developed and specifies the rules of combination for achievement of the qualification. The guide also covers any important aspects of assessment and verification that are particular to this qualification. The guide should be used by all of those involved in the delivery and assessment of these qualifications.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer these qualifications. Please contact the main switchboard for the name of your CDM if you do not already know it. If you are not yet an OCN London Recognised Centre but wish to use this Qualification, then please contact the Administrative team at OCN London for details of the Centre Recognition Application process.

Helpful Hint for this Guide

The contents of this guide are bookmarked. The best way to use it is to download the PDF file then click on the ***Adobe** symbol to enable bookmarks and use them to navigate through the document:



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2 Qualification Overview

The **OCNLR Level 1 Award in Information, Advice or Guidance** provides a basic introduction to the sector and includes units which have been mapped to ENTO National Occupational Standards for Advice and Guidance (2006) and the Matrix Standard.

The qualification will prove beneficial in four critical areas:

- The organisation or institution to which the learner is attached will benefit, as the learner's practice becomes more informed.
- The community member in contact with the learner will receive better information from someone who is aware of the boundaries underpinning practice in information, advice or guidance.
- The learner will be more aware of the role of information, advice or guidance, and the boundaries of their role in relation to this.
- The learner will be more aware of the skills needed and further study required to engage in an information, advice or guidance role.

The qualification was developed with:

- Employment National Training Organisation (ENTO)
- Lifelong Learning UK (LLUK)
- Children's Workforce Development Council (CWDC)
- National Citizens Advice Bureau
- Museums, Libraries and Archive Council and the local Library Service
- Private Training Providers
- FE Colleges Advice UK Careers Education Sector
- Schools and 14-19 education service providers

The **OCNLR Level 1 Award in Information, Advice or Guidance** qualification is accredited by the qualifications regulators for England and Northern Ireland and is part of the Regulated Qualifications Framework (RQF).

2.1 Qualification level

The **OCNLR Level 1 Award in Information, Advice or Guidance** can be achieved at Level 1.

Level 1

- Qualification Number: 600/9606/8
- Qualification credit value: 6
- Operational start date: 1 July 2013
- Review date: 30 September 2019
- Guided Learning Hours (GLH): 54
- Assessment requirements: Internally assessed, internally and externally verified

2.2 Purpose of the qualification

The purpose of the qualification is to provide the learner with an understanding of the role of an information, advice and guidance worker and the skills used in this area.

In achieving the qualification, learners will have understood the contexts for the delivery of information, advice or guidance and the importance of effective communication skills in information, advice or guidance delivery.

In achieving the qualification learners will acquire an understanding of advice and guidance in the context of their own organisation as well as the importance of relevant policies to the information, advice or guidance role.

2.3 Who the qualification is for

The **OCNLR Level 1 Award in Information, Advice or Guidance** is aimed at those workers (either paid or unpaid) who are starting out in an information, advice role or whose role involves general signposting or referral to guidance.

The qualification is particularly suitable for those who are:

- Involved in general signposting in a paid or unpaid capacity in communities, who have not been involved in mainstream

education for some time, and who would benefit from developing confidence through a relevant introductory programme of study.

- Interested in information, advice or guidance delivery and who, although not involved in this area at present, would benefit from a relevant introductory programme.
- New to a work role in the information, advice or guidance sector which includes general signposting, for whom this programme would prove a useful induction programme.

The qualification would be particularly useful for:

- Volunteers/paid workers within a broad range information or advice giving contexts.
- Learning Champions.
- Volunteers in local communities who are involved in a signposting or referral role.
- Library and information staff.
- Support staff in 14-19 educational establishments.

2.4 Entry guidance

The minimum age for access to the qualification is **19** years.

2.5 Additional information

Entry Requirements

There are no formal entry requirements as such but learners will be expected to be able to:

- Read and interpret given tasks
- Write answers that are clear, logical and understandable
- Organise relevant information clearly and coherently

2.6 Progression and related qualifications

The **OCNLR Level 1 Award in Information, Advice or Guidance** enables progression to employment, further learning opportunities within employment, or further study.

The qualification meets the Foundation Learning strategy by:

- Providing learners with the potential and capacity to progress to Level 2 achievement.
- Encouraging learners to re-engage with learning, raising learners confidence in their ability to achieve.
- Enabling meaningful progression into employment or further education
- Providing an introduction to a particular sector.
- Providing learners with generic skills and specific knowledge and understanding of the information, advice or guidance sector in a range of contexts.
- Equipping learners with job specific skills.
- Equipping learners with generic employability skills.

The **OCNLR Level 1 Award in Information, Advice or Guidance** relates academically to GCSE subjects such as sociology, psychology, English and citizenship and learners will be able to progress to:

- OCNLR Level 2 Award in Information, Advice or Guidance

- OCNLR Level 2 Certificate in Information, Advice or Guidance
- A Level 2 competence qualification in Advice and Guidance
- Other appropriate Level 2 provision.

3 Structure of the Qualification

3.1 Rules of Combination for achieving the qualification

The **OCNLR Level 1 Award in Information, Advice or Guidance** comprises of 2 mandatory units and no optional units. In order to gain the Award the learner must achieve 6 credits at Level 1.

3.2 Qualification units

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
HB7/1/LQ/002	J/502/7980	Introduction to Skills - Delivering Information, Advice or Guidance	Mandatory	3	1	27
HB7/1/LQ/003	L/502/7981	Introduction to Underpinning Principles of Information, Advice or Guidance	Mandatory	3	1	27

For Unit Content click on the Ofqual Unit Reference Number

4 **Assessment and verification**

4.1 **Assessment process**

The assessment process for the **OCNLR Level 1 Award in Information, Advice or Guidance** is as follows:

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally verified at the Centre;
- The portfolios of assessed evidence will be externally verified by an OCN London Quality Reviewer.

There is no additional external assessment for this qualification.

4.2 **Devising assessments**

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as Optional) and/or must (indicated as Prescribed) be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Extracts from the OCN London assessment guidance relevant to the units in this qualification are in the Appendix to this qualification guide. The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

4.4 Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learners own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

4.5 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for national standardisation if requested.

OCN London will notify Centres of the required sample for national standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by Quality Reviewers

on behalf of OCN London.

Outcomes from national standardisation will be available to Centres through OCN London.

4.6 **Learners with particular requirements**

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

4.7 **Requirements for assessors**

Assessors of the qualification are expected to be:

Sufficiently competent

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency units they are assessing. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Sufficiently knowledgeable

Each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency.

Appendix A OCNLR Assessment Guidance

<p>Case Study Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective/group activity and discussed in a group of learners or may be used with individual learners as a written activity through case study materials and learner responses.</p>	
Level One	
Activity	Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.
Assessed by	Assessed through tutor observation, discussion or tutor assessment of written work.
Evidence	Evidence could include tutor record of observation, summary of class discussion, learner notes, audio-visual/photographic record, written work.

<p>Group discussion Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.</p>	
Level One	
Activity	Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.
Assessed by	Assessed through tutor, peer observation, one to one tutorial discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions in, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows responses and questions from learners and immediate feedback from tutor.

Level One

Activity	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.
Assessed by	Assessed by tutor.
Evidence	Evidence could include tutor record/notes or audio-visual record.

Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and/or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

Level One

Activity	Practice evidence should demonstrate the application of a narrow range of skills and/or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include documents, learner notes and tutor comments.

Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

Level One

Activity	Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.
Assessed by	Assessed through tutor observation and questioning during at the end of the process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual/photographic record.

Role play/simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

Level One

Activity	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.
Assessed by	Assessed through, tutor/peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record or learner log.

Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

Level One

Activity	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.
Assessed by	Assessed through tutor assessment and discussion.
Evidence	Evidence could include tutor record of observation, summary of discussion and feedback or completed work.

Written question and answer/Test/Exam

Specific, open and closed questions for immediate response from tutor. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz.

Level One

Activity	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.
Assessed by	Assessed by tutor or external marker (for exams/tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.



OCN London
15 Angel Gate
City Road
London,
EC1V 2SF

t: 020 7278 5511
e: enquiries@ocnlondon.org.uk
w: www.ocnlondon.org.uk
t: @OCNLondon