



## **Qualification Guide**

### OCNLR Level 2 Qualifications in Information, Advice or Guidance



# OCN London Qualification Guide

OCNLR Level 2 Award in Information, Advice or Guidance  
Qualification No: 600/9607/X

OCNLR Level 2 Certificate in Information, Advice or Guidance  
Qualification No: 600/9608/1

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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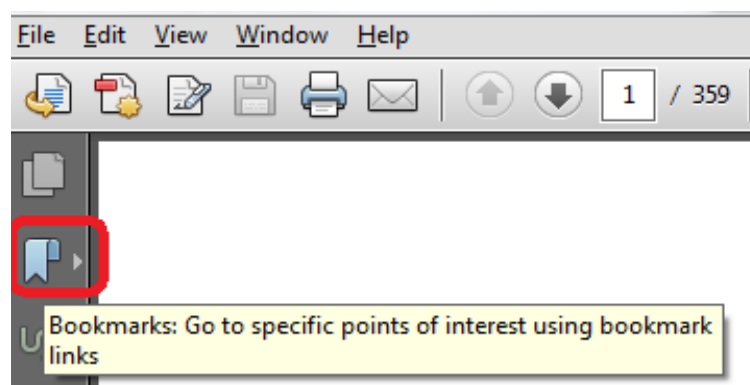
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## 1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 2 Award in Information, Advice or Guidance** and the **OCNLR Level 2 Certificate in Information, Advice or Guidance**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualifications have been developed and specifies the rules of combination for achievement of the qualifications. The guide also covers any important aspects of assessment and verification that are particular to these qualifications. 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 these Qualifications, then please contact the Administrative team at OCN London for details of the Centre Recognition Application process.

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*How to enable bookmarks in [Adobe Reader](#)*

## 2 Qualification Overview

The **OCNLR Level 2 Qualifications in Information, Advice or Guidance** aim to create a career pathway for learners in information, advice or guidance and to fill the acknowledged gap in provision for those giving information, advice or guidance at this level. Research undertaken by ENTO for the Sector Qualification Strategy<sup>1</sup> identified that only a small range of qualifications were available to the advice or guidance sector with little or no choice at most levels.

The qualifications are an important innovation in that they have been developed to acknowledge and underpin the practice of those who may deliver information, advice or guidance as part of their role, while not employed primarily in that capacity. They provide flexible credit-based qualifications that are responsive both to the needs of the learner (the employee) and the employer and show incrementally what a learner has achieved.

The **OCNLR Level 2 Award in Information, Advice or Guidance** provides learners with an opportunity to obtain a qualification which is smaller in size than previously offered.

The **OCNLR Level 2 Certificate in Information, Advice or Guidance** provides an opportunity for those who have completed the **OCNLR Level 2 Award in Information, Advice or Guidance** to progress to a qualification offering specialist pathways.

The **OCNLR Level 2 Award in Information, Advice or Guidance** and the **OCNLR Level 2 Certificate in Information, Advice or Guidance** qualifications are accredited by the qualifications regulators for England and Northern Ireland and are part of the Regulated Qualifications Framework (RQF).

The qualifications will be beneficial in three key areas:

- To the learner, who will become better skilled and confident in information, advice or guidance delivery
- To the organisation, to which the learner is attached as the learner's practice becomes more informed and confident

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<sup>1</sup> UK Qualification Strategy for Career Guidance, Lifelong Learning UK, 2009

- To the client, who will receive a higher quality service.

The qualifications were developed with:

- Employment National Training Organisation (ENTO)
- Lifelong Learning UK (LLUK)
- Children's Workforce Development Council (CWDC)
- Voluntary Sector Organisations including National Citizens Advice Bureau
- Museums, Libraries and Archive Council and the local Library Service
- Private Training Providers, for example A4E
- FE Colleges
- General Advice Sector, for example Advice UK
- Careers Education Sector
- Schools and 14-19 education service providers

## 2.1 Qualification levels

The **OCNLR Level 2 Qualifications in Information, Advice or Guidance** can be achieved as an Award or a Certificate at Level 2.

### Level 2 Award

- Qualification Number: 600/9607/X
- Qualification credit value: 6
- Operational start date: 1 July 2013
- Review date: 30 September 2019
- Guided Learning Hours (GLH): 48
- Assessment requirements: Internally assessed, internally and externally verified

### Level 2 Certificate

- Qualification Number: 600/9608/1
- Qualification credit value: 15
- Operational start date: 1 July 2013
- Review date: 30 September 2019
- Guided Learning Hours (GLH): 114 - 120
- Assessment requirements: Internally assessed, internally and externally verified

## 2.2 Purpose of the qualifications

The purpose of the qualifications 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 qualifications are for

The **OCNLR Level 2 Award in Information, Advice or Guidance** and the **OCNLR Level 2 Certificate in Information, Advice or Guidance** have been developed for learners working in this field to share good practice and build confidence in their ability to fulfil their role as providers of advice at this level in a range of contexts. The qualifications give support to those working as advice or guidance providers to be able to guide those they are supporting to make informed choices.

The qualifications are particularly suitable for those who are:

- Involved in giving advice, information or guidance
- Have an interest and/or some involvement in information, advice or guidance delivery but not as their primary role, for example:
  - First line staff - receptionists, secretaries, learner support workers, mentors.
  - People working in voluntary organisations in a paid or unpaid capacity.
  - People working with further, adult or community groups - full time or part time tutors, outreach workers.
  - Members of staff working formally or informally with young people in integrated youth support services including young



people's Services, Connexions, Children's Workforce Development Council and Adults Advancement and Careers Service.

## 2.4 Entry guidance

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

## 2.5 Additional information

### Restrictions on Learner Entry

The demands and nature of the qualifications and the assessment requirements are such that learners will need to have literacy skills which are at least Level 2 of the National Standards for Adult Literacy or be working towards this standard. To meet this requirement learners may have achieved or be working towards Functional Skills at Level 2 in English, which aligns with the Level 2 adult literacy standards.

### Entry Requirements

We would expect learners to have attained at least a Level 1 qualification.

The learner will need to be able to:

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

### Relationship with National Occupational Standards and Matrix Standards (See *Appendices*)

The **OCNLR Level 2 Award and Certificate in Information, Advice or Guidance** qualifications are related to the National Occupational Standards (NOS) for Advice and Guidance (2006) developed by ENTO. The qualifications also provide a significant amount of knowledge, understanding and skills development that underpins occupational competence in information, advice or guidance as identified in the Matrix Standards.

## 2.6 Progression and related qualifications

The **OCNLR Level 2 Award in Information, Advice or Guidance** and the **OCNLR Level 2 Certificate in Information, Advice or Guidance** qualifications enable progression to employment, further learning opportunities within employment, or further study.

The qualifications at this level demonstrate how OCNLR accreditation offers a range of routes to vocational competence and the opportunity for learners to choose a flexible route into either employment or training, which allows them start at a point from which they feel confident.

The **OCNLR Level 2 Award in Information, Advice or Guidance** relate academically to GCSE subjects such as sociology, psychology, English language and citizenship, in so far as the units focus on aspects of social interaction, general communication skills and equal opportunities.

Learners who have successfully completed the **OCNLR Level 2 Award in Information, Advice or Guidance** will be able to progress to:

- **OCNLR Level 2 Certificate in Information, Advice or Guidance**
- **OCNLR Level 3 Award in Information, Advice or Guidance**
- **OCNLR Level 3 Certificate in Information, Advice or Guidance**
- Level 3 competence in Information, Advice or Guidance.
- Other appropriate Level 2 or Level 3 provision, for example teaching adults, facilitating group learning or mentoring.

Learners who have successfully completed the OCNLR Level 2 Certificate in Information, Advice or Guidance will be able to progress to:

- **OCNLR Level 3 Award in Information, Advice or Guidance**
- **OCNLR Level 3 Certificate in Information, Advice or Guidance**

- Level 3 competence in Information, Advice or Guidance
- Other appropriate Level 2 or Level 3 provision, for example teaching adults, facilitating group learning or mentoring.

### 3 Structure of the Qualifications

#### 3.1 Rules of Combination for achieving the Award

3.1.1 The **OCNLR Level 2 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 2.

#### 3.1.2 Qualification units

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
PS3/2/LQ/002	<a href="#">Y/502/7983</a>	Developing Interaction Skills for Information, Advice or Guidance	Mandatory	3	2	24
PS3/2/LQ/001	<a href="#">D/502/7984</a>	Information, Advice or Guidance in Practice	Mandatory	3	2	24

*For Unit Content click on the Ofqual Unit Reference Number*

#### 3.2 Rules of Combination for achieving the Certificate

3.2.1 The **OCNLR Level 2 Certificate in Information, Advice or Guidance** comprises of 2 mandatory units and 14 optional units. In order to gain the Certificate the learner must achieve 15 credits at Level 2 or above

A minimum of **9** credits must be achieved at Level 2. A maximum of **6** optional credits can be achieved at Level 3.

***Please note that learners registered for the OCNLR Level 2 Certificate in Information, Advice or Guidance, who are unable to achieve the full credit value of that qualification, may alternatively be awarded the OCNLR Level 2 Award in Information, Advice or Guidance, provided the required rules of combination for that qualification have been met.***

### 3.2.2 Qualification units

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
PS3/2/LQ/002	<a href="#">Y/502/7983</a>	Developing Interaction Skills for Information, Advice or Guidance	Mandatory	3	2	24
PS3/2/LQ/001	<a href="#">D/502/7984</a>	Information, Advice or Guidance in Practice	Mandatory	3	2	24
PS3/2/LQ/006	<a href="#">R/502/7982</a>	Benefits Advice Work - Practice	Optional	3	2	24
PS3/2/LQ/004	<a href="#">T/502/7991</a>	Information, Advice or Guidance – Context	Optional	3	2	24
PS3/3/LQ/010	<a href="#">L/502/7995</a>	Information, Advice or Guidance Work with Groups	Optional	3	3	3
PS3/2/LQ/012	<a href="#">K/502/7664</a>	Introduction to Information, Advice or Guidance in Schools and Colleges - Policy	Optional	1	2	8
PS3/2/LQ/014	<a href="#">Y/502/7546</a>	Introduction to Information, Advice or Guidance in Schools and Colleges - Practice	Optional	1	2	8
PS3/2/LQ/013	<a href="#">R/502/7545</a>	Introduction to Information, Advice or Guidance in Schools and Colleges - Principles	Optional	1	2	8
PS3/2/LQ/007	<a href="#">A/502/7989</a>	Managing Information	Optional	3	2	24
PS3/3/LQ/013	<a href="#">H/502/7999</a>	Operating within Networks to Support Information, Advice or Guidance	Optional	3	3	3
PS3/2/LQ/003	<a href="#">F/502/7668</a>	Signposting and Referral - Information, Advice or Guidance	Optional	3	2	24
PS3/2/LQ/005	<a href="#">M/502/7990</a>	Skills for Advice Providers	Optional	3	2	24

PS3/2/LQ/009	<a href="#">A/502/7541</a>	Specialist Advice Work in Practice - Debt	Optional	1	2	8
PS3/2/LQ/010	<a href="#">F/502/7542</a>	Specialist Advice Work in Practice - Employment	Optional	1	2	8
PS3/2/LQ/008	<a href="#">J/502/7543</a>	Specialist Advice Work in Practice - Housing	Optional	1	2	8
PS3/2/LQ/011	<a href="#">L/502/7544</a>	Specialist Advice Work in Practice - Refugee, Immigrant or Asylum Seeker	Optional	1	2	8

*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 Qualifications 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 these qualifications.

### 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 these qualifications are in **Appendix A** of 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.



## 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.

Expert witnesses can be used where they have occupational/other suitable expertise for specialist areas.

### **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

### 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.

#### Level Two

<b>Activity</b>	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL <sup>2</sup> = 500 words).
<b>Assessed by</b>	Assessed through peer assessment, self-assessment, tutor observation, or assessment of written work.
<b>Evidence</b>	Evidence could include tutor record, learner record, peer checklist, summary of discussion or audio-visual/photographic record or written work.

### 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 Two

<b>Activity</b>	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.
<b>Assessed by</b>	Assessed by tutor, with a degree of self-assessment.
<b>Evidence</b>	Evidence could include tutor records, learner log or audio-visual record.

<sup>2</sup> GL = guidance on length of activity.

**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 Two**

<b>Activity</b>	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and/or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.
<b>Assessed by</b>	Assessed through discussion with the tutor.
<b>Evidence</b>	Evidence could include structured file with tutor feedback.

**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 Two**

<b>Activity</b>	Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.
<b>Assessed by</b>	Assessed through tutor/learner discussion during and at the end of the process, and through self-assessment.
<b>Evidence</b>	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 Two**

<b>Activity</b>	Role-plays should allow the application of skills in several areas and contexts. Role-plays should be directed, but allow for a degree of learner autonomy.
<b>Assessed by</b>	Assessed through tutor/peer observation, one to one tutorial, discussion and self-assessment.
<b>Evidence</b>	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 Two**

<b>Activity</b>	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.
<b>Assessed by</b>	Assessed through self-assessment and tutor assessment.
<b>Evidence</b>	Evidence could include tutor record, learner record, 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 Two**

<b>Activity</b>	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. May be time limited.
<b>Assessed by</b>	Assessed by tutor or external marker (for exams/tests).
<b>Evidence</b>	Evidence to include written responses and may also include learner responses and tutor feedback.

**Report**

A record of an activity and/or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

**Level Two**

<b>Activity</b>	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, and from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral/500 words for written. Learners should be given guidance on planning and presentation.
<b>Assessed by</b>	Assessed by tutor and/or peers for an oral presentation.
<b>Evidence</b>	Evidence could include written report with tutor feedback or learner plan for oral presentation with peer and/or tutor feedback.

**Reflective log or diary**

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

**Level Two**

<b>Activity</b>	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.
<b>Assessed by</b>	Assessed by learner supported by tutor through tutorials.
<b>Evidence</b>	Evidence could include written log /diary, tutorial notes and tutor record.

**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.

**Level Two**

<b>Activity</b>	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.
<b>Assessed by</b>	Assessed through tutor, peer observation, one-to one tutorial discussion and self-assessment.
<b>Evidence</b>	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

**Practical demonstration**

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

**Level Two**

<b>Activity</b>	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.
<b>Assessed by</b>	Assessed through tutor/peer observation, one to one tutorial, discussion and self-assessment.
<b>Evidence</b>	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record and learner log.



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