



Level 2 Award in  
INFORMATION, ADVICE OR GUIDANCE

## Qualification Specification

Qualification recognition number: 601/5079/8  
Qualification Reference: L2AIAG

This document is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner. Enquiries should be addressed to Future Awards and Qualifications.

Copyright © Future (Awards and Qualifications) Ltd 2017

## Contents

|   |           |
|---|-----------|
| <b>Centre Requirements</b> .....                                | <b>1</b>  |
| 1.1 Introduction .....  | 1         |
| 1.2 Data Protection .....                                       | 2         |
| 1.3 Complaints .....  | 2         |
| 1.4 Enquiries.....  | 2         |
| <br>  |           |
| <b>Qualification Information</b> .....                          | <b>3</b>  |
| 2.1 Qualification Outline .....                                 | 3         |
| 2.2 Additional Information .....                                | 3         |
| 2.3 Progression .....   | 4         |
| 2.4 Assessment Principles.....                                  | 4         |
| 2.5 Qualification Structure.....                                | 4         |
| 2.6 Barred Components and Exemptions .....                      | 4         |
| <br>  |           |
| <b>Assessment Principles and Component Specifications</b> ..... | <b>5</b>  |
| 3.1 Assessment Principles.....                                  | 5         |
| 3.2 Component Specifications .....                              | 9         |
| <br>  |           |
| <b>Centre Information</b> .....                                 | <b>12</b> |
| 4.1 Centre Operations Manual .....                              | 12        |
| 4.2 Initial Assessment and Centre Learner Support .....         | 12        |
| 4.3 Identification Requirements and Learner Authenticity.....   | 13        |
| 4.4 Legal Considerations .....                                  | 14        |

## Section One

### Centre Requirements

#### 1.1 Introduction

##### Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

##### Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

##### Our Vision

“We envisage a place in which every learner realises their full potential.”

##### Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

## Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 2 Award in Information, Advice or Guidance**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### 1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

### 1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

### 1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd  
EMP House  
Telford Way  
Coalville  
Leicestershire  
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: [qualifications@futurequals.com](mailto:qualifications@futurequals.com)

Website: [www.futurequals.com](http://www.futurequals.com)

## Section Two

### Qualification Information

#### 2.1 Qualification Outline

##### Purpose and Aims

The purpose of this **FAQ Level 2 Award in Information, Advice or Guidance** is to provide the learner with the skills, knowledge and understanding required to work in the advice and guidance service. Learners will cover a range of sector subject areas such as understanding the importance of legislation and procedures, support and communication with clients to make use of the advice and guidance service and evaluate and develop own contribution to the service. The material covered within this qualification underpins the core roles and responsibilities of those working within this field.

**The Total Qualification Time (TQT) for this qualification is:** 60 hours

**Guided Learning (GL) for this qualification is:** 48 hours

**Minimum credits required to achieve the qualification:** 6

**Suitable for age ranges:** 18+ 19+

**Method of assessment:** Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

**Grading:** There is no specific grading criteria for this qualification.

**Entry guidance:** There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding

#### 2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/> and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000 and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>  
<https://www.delni.gov.uk/>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

### 2.3 Progression

The **FAQ Level 2 Award in Information, Advice or Guidance** has been specifically designed to support progression on to other relevant qualifications, including the Level 3 NVQ Certificate in Advice and Guidance and the Level 4 NVQ Diploma in Advice and Guidance.

### 2.4 Assessment Principles

The **FAQ Level 2 Award in Information, Advice or Guidance** must be assessed according to the FutureQuals Assessment Principles.

### 2.5 Qualification Structure

To achieve the FAQ Level 2 Award in Information, Advice or Guidance learners must achieve a minimum of 6 credits. They must complete 2 mandatory components in Group M (6 credits).

| Group M – Mandatory |            |   |              |       |
|---------------------|------------|---|--------------|-------|
| Component Number    | URN        | Component Name  | Credit Value | Level |
| 1                   | D/502/7984 | Information, Advice or Guidance in Practice                       | 3            | 2     |
| 2                   | J/505/6797 | Developing Interaction Skills for Information, Advice or Guidance | 3            | 2     |

### 2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

## Section Three

### Assessment Principles and Component Specifications

#### 3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

#### Assessment Principles – Version 12 – October 2017

##### 1. Introduction

1.1 This document sets out those principles and approaches to component/qualification assessment already described in the Regulatory Framework. The information is intended to support the quality assurance processes of FutureQuals and it should also be read alongside individual component assessment requirements.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition.

##### 2. Assessment

2.1 Learners must meet all of the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence should be developed over a period of time using different assessment methods.

2.2 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made by an occupationally competent assessor using evidence generated in the workplace during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.3 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.4 Competence based assessment must include direct observation as a primary source of evidence. Assessment of competence based components and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE can be found under **Definitions 6.6**.

Learner evidence of occupational competence for components at any level should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria. These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all learners have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.



2.5 Simulation may only be utilised as an assessment method for competence-based Learning Outcomes where this is specified in the assessment requirements of the individual component. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case, the use of simulation in the component assessment strategy will be agreed with FutureQuals.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined by the IQA and agreed with FutureQuals.

2.7 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor qualified to make assessment decisions.

**2.9 The assessment of selected FutureQuals qualifications may be subject to additional or modified assessment requirements. These requirements can be found listed under APPENDIX A onwards. All definitions remain the same as in section 6 of this document.**

### **3. Assessors**

3.1 Assessors employed by your centre will be both currently, occupationally knowledgeable and currently, occupationally competent to assess components and qualifications for which they have the expertise. They will need to be knowledgeable and competent in both the vocational area as well as in assessment. They must not assess learners where they have a potential conflict of interest, for example a family member or close friend. If this cannot be avoided, additional quality assurance checks must be put in place.

3.2 FutureQuals requires that the assessor holds, or be working towards, a current, recognised Assessor qualification. Assessors holding the L3 Certificate in Assessing Vocational Achievement, A1/A2 or D32/33 qualifications are not required to re-qualify. Where FutureQuals does not expect the assessor to hold a formal qualification, we would expect that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

### **4. Internal Quality Assurance**

4.1 Internal quality assurance is key to ensuring that the assessment of evidence for components is of a consistent and appropriate quality. Centres will need to demonstrate that assessment is being monitored for consistency, reliability, inclusiveness, transparency and validity over time. Those carrying out internal quality assurance must be currently, occupationally knowledgeable, have relevant occupational expertise at the level (or above) in the area they are assuring and be qualified to make quality assurance decisions.

4.2 FutureQuals requires those responsible for internal quality assurance to hold or be working towards a current, recognised Quality Assurance qualification. Those responsible for internal quality assurance holding the L4 Award in the Internal Quality Assurance of Assessment Processes and Practice, D34 or V1 qualifications are not required to re-qualify. Where FutureQuals does not require those responsible for internal quality assurance to hold a formal qualification we would expect that those responsible for internal quality assurance meet the standard of practice set out in the Learning

and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4.3 The Internal Quality Assurer is responsible for the integrity of the component/qualification that you, as a FutureQuals centre, claim for the learner. They will also ensure that there is no conflict of interest in assessment at the centre or where it cannot be avoided, that additional quality assurance is put in place.

## **5. External Quality Assurance**

5.1 FutureQuals External Quality Assurers are appointed against rigorous criteria and have responsibility for ensuring the integrity and quality of components and qualifications awarded by FutureQuals. Your External Quality Assurer will work with you to ensure that all FutureQuals and regulatory requirements are met.

Those carrying out external quality assurance must be currently, occupationally knowledgeable and have gained their expertise working within the sector or associated professional/occupational area they are assuring and be qualified to make quality assurance decisions.

5.2 FutureQuals requires those responsible for external quality assurance to hold or be working toward a current, recognised Quality Assurance qualification. Those responsible for external quality assurance holding the L4 Award in the External Quality Assurance of Assessment Processes and Practice, V2 or D35 qualifications are not required to re-qualify. Where FutureQuals does not require those responsible for external quality assurance to hold a formal qualification we would expect those responsible for external quality assurance to meet the standard of practice set out in the Learning and Development National Occupational Standard 12 Externally monitor and maintain the quality of assessment.

## **6. Definitions**

6.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency component(s) they are assessing. Occupational competence must be at component level which might mean different assessors are needed across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

6.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in components designed to test specific knowledge and understanding, or in components where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

6.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification agreed with FutureQuals as suitable to support the making of appropriate and consistent assessment decisions.

6.4 Qualified to make quality assurance decisions:

FutureQuals will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

### 6.5 Expert witness:

This is where an expert witness, such as a qualified professional, observes the learner working in their workplace and records their findings when it would not be possible for an assessor to observe the learner's practice.

An expert witness must:

- have a working knowledge of the components on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

The centre will have approved the expert witness but a centre assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.

### 6.6 Realistic Working Environment (RWE)

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- the RWE is managed as a real work situation
- assessment must be carried out under realistic business pressures
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
- candidates must be expected to achieve a volume of work comparable to normal business practices
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
- account must be taken of any legislation or regulations in relation to the type of work that is being carried out
- learners must be given workplace responsibilities to enable them to meet the requirements of the components
- Customer perceptions of the RWE are similar to that found in the work situation being represented.



### 3.2 Component Specifications

## Component 1: Information, Advice or Guidance in Practice

Component Reference Number: D/502/7984

Level: 2

Credit: 3

GL: 24

### Component Summary

This component provides the learner with the knowledge and understanding required to identify and meet the information, advice or guidance requirements of a range of individual clients.

| <b>Learning Outcome - The learner will:</b>  | <b>Assessment Criterion - The learner can:</b>  |
|--|---|
| 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                        |

## Component 2: Developing Interaction Skills for Information, Advice or Guidance

Component Reference Number: J/505/6797

Level: 2

Credit: 3

GL: 24

### Unit Summary

This component provides the learner with the knowledge, skills and understanding required to successfully interact with clients.

| Learning Outcome - The learner will:   | Assessment Criterion - 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> |

## Section Four

### Centre Information

#### 4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

#### 4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

## 4.3 Identification Requirements and Learner Authenticity

### Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

### Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.



Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

**Statement of confirmation of authenticity**

*I declare that the work presented for this component is entirely my own work.*

The learner must sign and date the declaration.

**4.4 Legal Considerations**

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

# FutureQuals<sup>™</sup>

INSPIRING LEARNING AND SKILLS

Future (Awards and Qualifications) Ltd  
EMP House, Telford Way, Coalville,  
Leicestershire, LE67 3HE

**Telephone:** 01530 836662

**Fax:** 01530 836668

**Email:** [info@futurequals.com](mailto:info@futurequals.com)

[www.futurequals.com](http://www.futurequals.com)

[www.futurequals.com](http://www.futurequals.com)