

openawards



# Qualification Guide

**Open Awards Level 3 Award in  
Delivering Information, Advice  
or Guidance (QCF)**

600/6973/9

**Open Awards Level 3  
Certificate in Delivering  
Information, Advice or Guidance  
(QCF)**

600/6974/0

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## Open Awards

Set up in 1981 as OCNWR and now trading as Open Awards, we have been in business for over 30 years. During that time we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into University.

We were the first to design qualifications and courses based on credit accumulation so that learners could achieve in “bite sized” chunks. We designed the units and qualifications that are now the basis of the Qualification and Credit Framework (QCF). As pioneers and champions of credit we are the experts in the field and we use this expertise to design new qualifications.

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward thinking organisations, FE Colleges and LEAs, created OCNs to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are “of the sector and for the sector”. Our purpose is to meet the needs of our provider organisations and their learners. We are a not for profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (England, Northern Ireland and Wales) and have been developed and endorsed by the relevant Sector Skills Council and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learn or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

## Qualification and Credit Framework

The QCF is a framework that awards credit for qualification and unit achievement and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace.

There are three sizes of qualification in the QCF:

Award	Certificate	Diploma
1 to 12 Credits	13 to 36 Credits	37 Credits and above

Every unit and qualification in the framework is structured in the following way:

- Unit title
- Level
- Credit value
- Learning outcomes
- Assessment criteria

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of a unit is based on:

- One credit for those learning outcomes that a learner can achieve in 10 hours of learning.
- Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit, not only guided learning hours. For example if a unit is worth 3 credits then it will take on average 30 hours for the learner to complete

The terms Award, Certificate and Diploma **do not** describe the qualification levels. It is possible to have an Award at level 4 and a Diploma at level 2.

### Level 3

#### Summary

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

#### Knowledge and Understanding

Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.

Interpret and evaluate relevant information and ideas.

Be aware of the nature of the area of study or work.

Have awareness of different perspectives or approaches within the area of study or work.

**Application and Action**

Address problems that, while well defined, may be complex and non-routine. Identify, select and use appropriate skills, methods and procedures.

Use appropriate investigation to inform actions.

Review how effective methods and actions have been.

**Autonomy and Accountability**

Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.

Exercise autonomy and judgment within limited parameters.

Further information on the QCF can be found at <http://www.openawards.org.uk>

## **Title(s) of the Qualification(s) within this Guide**

Open Awards Level 3 Award in Information, Advice or Guidance (QCF)

Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF)

## Qualification(s) Rationale and Regulatory Purpose

### Rationale

The Open Awards Level 3 Award in Information, Advice or Guidance (QCF) and the Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF) aim to provide learners with the skills and underpinning knowledge required by employers where information, advice or guidance is provided. The qualifications reinforce good practice and give formal recognition for learning and skills developed through experience.

The delivery of robust information, advice or guidance contributes to identifying progression routes to educational, training and work opportunities and forms a key part of the Government agenda to widen participation and reduce social inclusion. The qualifications are appropriate for learners whose main role is to give information, advice or guidance and/or general signposting in a broad range of contexts and sectors including the voluntary and health sectors. Within Further Education the qualifications are appropriate not only to those with a specific role of giving information, advice or guidance but also those who support learners to make career and personal choices – teachers, classroom support staff.

### Relationship with National Occupational Standards and Matrix Standards

The Open Awards Level 3 Award in Information, Advice or Guidance (QCF) and the Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF) are related to the National Occupational Standards (NOS) for Advice and Guidance (2006) developed by ENTO. Both qualifications 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. Those units which have been developed for learners working in an advice or information giving role in schools and colleges have been mapped to New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector.

The mapping is detailed below

Unit Title	ENTO National Occupational Standards for Advice and Guidance	Matrix Standards
Information, Advice or Guidance Principles and Practice	AG1, AG2, AG3, AG4, AG5, AG6, AG12, AAG14, AG15, AG16	Element 1 Element 2 Element 3 Element 4 Element 5

Unit Title	ENTO National Occupational Standards for Advice and Guidance	Matrix Standards
Applying Interaction Skills for Information, Advice or Guidance	AG1,AG2, AG3, AG4, AG5, AG6, AG13, AG14, AG15	Element 1  Element 2 Element 3 Element 4 Element 5e,f, g
Reflecting on Own Practice in Information, Advice or Guidance	AG15	Element 5b,c Element 6
Referral in Practice	AG2, AG12, AG13	Element 2e Element 7 Element 5e ,f, g
Providing Information to Clients	AG2, AG4, AG5	Element 1 Element 2 Element 3 Element 4 Element 8
Managing, Accessing and Creating Information Resources in Information, Advice or Guidance	AG2, AG4, AG20, AG21	Element 1  Element 3a Element 5e
Information, Advice or Guidance Work with Groups	AG15, AG27	Element 8
Operating within Networks to support Information, Advice or Guidance	AG12, AG13, AG18	Element 2  Element 8a, d
Managing Statistical Information to support Information, Advice or Guidance	AG21	Element 6
Working within Information, Advice or Guidance Operational Standards and Frameworks	AG15	Element 6b,f  Element 7 Element 8



Unit Title	ENTO National Occupational Standards for Advice and Guidance	Matrix Standards
Developing Interview Skills for Advice Work	AG1, AG2, AG3, AG4, AG5, AG6	Element 2 Element 3 Element 4 Element 6a,c,d,e
Working with Job Seekers in Job Brokerage	AG1,AG2,AG3,AG4,AG5,AG6,AG7,AG13	Element 2 Element 7
Working with Employers in Job Brokerage	AG6,AG7,AG11,AG12,AG19	Element 2 Element 3 Element 4 Element 5g
Organising and Administering Job Brokerage	AG3,AG14,AG18,AG21,AG25	Element 1 Element 2
Developing Interview Skills for Advice Work – Housing		Element 3b Element 5e, f, g
Developing Interview Skills for Advice Work – Debt		Element 3b Element 5e, f, g
Developing Interview Skills for Advice Work – Employment		Element 3b Element 5e, f, g
Developing Interview Skills for Advice Work – Refugees, Immigrants or Asylum Seekers		Element 3b Element 5e, f, g
Developing Interview Skills for Advice Work – Benefits		Element 3b Element 5e, f, g

## **Purpose and Sub-purpose**

The Open Awards Level 3 Award in Information, Advice or Guidance (QCF) has the following Purpose:

E. Updating and continuing professional development (CPD)

Sub Purpose:

E2. Develop knowledge and/or skills in order to gain recognition at a higher level or any different role, E3. Develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations

And the following Sub-Purpose:

The Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF) has the following Purpose:

E. Updating and continuing professional development (CPD)

Sub Purpose

E1. Update knowledge and/or skills relating to legal, technical, process or best practice changes/requirements, E2. Develop knowledge and/or skills in order to gain recognition at a higher level or any different role, E3. Develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations

## Operational Details

### Operational Dates

The Open Awards Level 3 Award in Information, Advice or Guidance (QCF) and the Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF) is due for review 31-Oct-2015

Open Awards will notify centres prior to the review to enable a smooth progression from the current version to the new version.

### Nationally Recognised Accreditation Number(s)

The suite of Qualifications is accredited by Qfqual and all Qualifications are on the QCF (Qualifications and Credit Framework). The table below outlines the full and official name\* of the Qualification with the regulative QAC code.

Qualification Name	QAC Code
Open Awards Level 3 Award in Information, Advice or Guidance (QCF)	600/6973/9
Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF)	600/6974/0

\*Qualification names may differ in this guidance to those reflected above, however, when searching the QCF Register use the full official names of the qualification or QAC codes to ensure you obtain the correct information.

## Qualification Overview

### Who is the Qualification for?

The Open Awards Level 3 Award in Information, Advice or Guidance (QCF) and the Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF) are appropriate for learners already working in this field.

As a result of the complexity of advice within the range of sectors for which the qualification is appropriate, the minimum age for access to the qualifications is 19. Learners must be able to demonstrate a minimum level of experience, self-awareness and self-confidence.

The qualification is particularly suitable for those who:

- Have already completed the Open Awards Level 2 Certificate in Information, Advice or Guidance (QCF)
- Have completed another qualification at Level 2 in a relevant occupational sector
- Deliver information, advice or guidance and who want recognition for their work
- Are Personal Advisors in the Welfare to Work sector who may need to develop their skills in providing personalised support

### Restrictions on Learner Entry

- The minimum age for access to the qualification is 19.
- Learners will need to be able to demonstrate a minimum level of experience in the delivery of information, advice or guidance at Level 2 and be working in a relevant occupational sector.
- There is no requirement for learners to take up or maintain membership of a specified organisation on completion of the qualification.

### Entry Requirements

There are no specific requirements for prior learning or qualifications however, the demands and nature of the qualification and the assessment requirements are such that learners will need to have literacy skills which are at least at Level 2. To meet this requirement, learners may achieve Functional Skills at Level 2 in English. This level is required in all three skill areas of literacy.

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

Learners will also need to have a minimum level of experience in the delivery of information, advice or guidance.

## The Qualifications serve to:

- Provide opportunities in learning which enable learners to realise their potential to deliver information, advice or guidance.
- Allow learners to gain knowledge and experience to enable progression to further learning and employment opportunities.
- Enable learners with essential career, social and personal development skills.
- Provide learning opportunities which are stimulating and engaging.
- Develop confidence in a range of contexts

## Benefits to Learners

- An Award and Certificate at level 3 which provides increased flexibility for learners.
- Learners achieve a nationally recognised Qualification.
- Learners develop career, social and personal development skills
- Units are transferable and may be achieved over a period time.
- The qualifications offer a breadth of progression routes to further learning and employment opportunities. See our [website](#).
- A wide range of assessment methods to suit learner needs.

## Benefits to Centres

- The qualifications which are nationally recognised and accredited by Ofqual and are on the QCF (Qualifications & Credit Framework) may be eligible for funding in England, Wales and Northern Ireland. See Funding, Fees and Charges in this guide for more information.
- Clear progression routes for learners.
- A varied range of assessment methods enabling innovative delivery to suit learner needs.
- Employees equipped to deliver robust information, advice and guidance

## Progression Opportunities

The Open Awards Level 3 Award in Information, Advice or Guidance (QCF) and the Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF) both enable progression to employment, further learning opportunities within employment, or further study.

Learners completing the Open Awards Level 3 Award in Information, Advice or Guidance (QCF) will be able to progress to:

- Level 3 Certificate in Information, Advice or Guidance (QCF) from the Award
- Other appropriate Level 3 provision, for example teaching adults, facilitating group learning or mentoring.

Learners completing the Open Awards Level 3 Certificate in Information, Advice or Guidance

(QCF) will be able to progress to:

- Level 4 NVQ in Information, Advice and Guidance, which is the minimum standard of competency required in the careers and education sector
- Related courses such as counselling skills, community development and working within voluntary organisations.

## Qualification Structure

### Learning Time

The Minimum GLH (Guided Learning Hours) and Recommended Learning Hours for each Qualification is outlined in the table below.

Qualification	Minimum GLH	Learning Hours
Open Awards Level 3 Award in Information, Advice or Guidance (QCF)	63	90
Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF)	168	240

### Rules of Combination for the Open Awards Level 3 Award in Information, Advice or Guidance (QCF)

To achieve this Open Awards Qualification each learner must fulfil a particular set of Rules of Combination. Each Qualification Rules of Combination and unit requirements are noted below under the relevant headings.

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The Open Awards Level 3 Award in Information, Advice or Guidance (QCF)

<b>Credit Value of the Qualification:</b>	9
<b>Minimum Credits to be achieved at the Level of the Qualification:</b>	9
<b>Mandatory Units Group A:</b>	9 credits to be achieved



## Qualification Units

### The Open Awards Level 3 Award in Information, Advice or Guidance (QCF)

QAC Code	Unit Name	Credit Value	Level	Guided Learning Hours (GLH)
<b>A (Mandatory Group A)</b>				
<a href="#">A/502/8950</a>	Information, Advice or Guidance - Principles and Practice	3	Level 3	21
<a href="#">J/502/7994</a>	Applying Interaction Skills for Information, Advice or Guidance	6	Level 3	42

## Rules of Combination for the Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF)

<b>Credit Value of the Qualification:</b>	24
<b>Minimum Credits to be achieved at the Level of the Qualification:</b>	24
<b>Mandatory Units Group A:</b>	9 credits to be achieved
<b>Optional Units Group B:</b>	Minimum of 15 credits to be achieved

## Qualification Units in the Open Awards Level 3 Certificate in Information, Advice or Guidance (QCF)

QAC Code	Unit Name	Credit Value	Level	Guided Learning Hours (GLH)
<b>A (Mandatory Group A)</b>				
<a href="#">A/502/8950</a>	Information, Advice or Guidance - Principles and Practice	3	Level 3	21
<a href="#">J/502/7994</a>	Applying Interaction Skills for Information, Advice or Guidance	6	Level 3	42
<b>B (Optional Unit Group B)</b>				
<a href="#">Y/502/8003</a>	Working with Employers in Job Brokerage	3	Level 3	21
<a href="#">J/502/8000</a>	Organising and Administering Job Brokerage	3	Level 3	21
<a href="#">H/502/7548</a>	Developing Interview Skills for Advice Work - Debt	1	Level 3	7
<a href="#">K/502/7549</a>	Developing Interview Skills for Advice Work - Employment	1	Level 3	7
<a href="#">D/502/7550</a>	Developing Interview Skills for Advice Work - Housing	1	Level 3	7
<a href="#">D/502/7547</a>	Developing Interview Skills for Advice Work – Benefits	1	Level 3	7
<a href="#">H/502/7551</a>	Developing Interview Skills for Advice Work – Refugees, Immigrants or Asylum Seekers	1	Level 3	7
<a href="#">L/502/7995</a>	Information, Advice or Guidance Work with Groups	3	Level 3	21
<a href="#">R/502/7996</a>	Managing Statistical Information to Support Information, Advice or Guidance Practice	3	Level 3	21
<a href="#">Y/502/7997</a>	Managing, Accessing and Creating Information Resources in Information, Advice or Guidance	3	Level 3	21
<a href="#">H/502/7999</a>	Operating within Networks to Support Information, Advice or Guidance	3	Level 3	21
<a href="#">F/502/7993</a>	Providing Information to Clients	3	Level 3	21
<a href="#">A/502/7555</a>	Providing Information, Advice and	1	Level 3	7

QAC Code	Unit Name	Credit Value	Level	Guided Learning Hours (GLH)
	Referral to Support Learner Progression			
<a href="#">L/502/8001</a>	Referral in Information, Advice or Guidance Practice	3	Level 3	21
<a href="#">R/502/8002</a>	Reflecting on Own Practice in Information, Advice or Guidance	3	Level 3	21
<a href="#">F/502/7556</a>	Understand Career-related Interviewing Skills to Enable Learner Progression	3	Level 3	21
<a href="#">T/502/7750</a>	Understanding Learner Progression Opportunities	1	Level 3	7
<a href="#">D/502/8004</a>	Working with Job Seekers in Job Brokerage	3	Level 3	21
<a href="#">H/502/8005</a>	Working within Information, Advice or Guidance Operational Standards and Frameworks	3	Level 3	21

## Assessment, Verification and Standardisation

### Assessment

Assessment practices must reflect the Equality and Diversity Policy of Open Awards. Reasonable Adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying for Reasonable Adjustments. For more information see the [Quality Assurance information on our Website](#).

Candidates must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence may include:

- Observation of performance
- Questioning (written or oral)
- Personal statements
- Assignments or projects
- Witness testimonies
- Simulations (where allowed)
- Professional discussion
- Recognition of prior learning

Assessments are designed by centres. Assessments should be:

Valid;

- They should clearly measure the knowledge or skills that they set out to measure.

Reliable;

- They will in general produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive;

- So that no individual learner is excluded from the opportunity to demonstrate their achievement because of their individual circumstances.

Assessors must be satisfied that learners have achieved all assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit.

## Verification

Verification is the process by which assessment decisions are confirmed. Centres have a responsibility to conduct internal verification led by a trained internal verifier.

External verification is carried out by Open Awards Quality Reviewers/Open Awards External Verifiers who will confirm that the centre is assessing to standard and ensure that the centre's quality assurance systems continue to meet Open Awards centre recognition criteria.

Further guidance on **Internal Verification** and **Training Support** for centres can be found on our **website**.

## Standardisation

Open Awards will undertake a process of standardisation periodically. Centres will be notified of the required sample which will be copied and collected by the Quality Reviewer. Feedback on standardisation will be available to centres. Standardisation will agree standards for each unit, identify exemplars and make recommendations for changes where appropriate. For further information, see our **Standardisation** activities.

## Delivering the Qualifications

### Recognised Centres

To deliver Open Awards Qualifications you must be an Open Awards Recognised Centre. For more information about becoming a Recognised Centre then please see our [website](#).

### Notification to Deliver Open Awards Qualifications

If you are an Open Awards Recognised Centre then you will need to alert us that you want to deliver this Qualification. For more information about this process **contact** your Business Development Advisor.

If you are familiar with the process then **proceed to** your Open Awards Secure Portal and complete and submit the New Qualification Notification Form. For help with this see the Administration and Support section of this guide.

## Additional Information

### Recognition of Prior Learning & Achievement

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess. RPL enables recognition of achievement from a range of achievements and experiences whether at work, home and at leisure and is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Credit based qualifications enable learners to avoid duplication of learning and assessment through equivalences or exemptions:

- For achievements within the QCF it is possible to transfer credits (equivalent)
- Learners with certificated achievements outside the QCF can claim exemption from the requirement to achieve credits for designated units.

It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalencies for which a claim may be made. These claims will be subject to external verification by the Open Awards Quality Reviewer for the centre.

For more information please [View our RPLA Policy](#).

### Support for Functional Skills

The units within this qualification may provide opportunities for developing skills related to Functional Skills in Mathematics, ICT and English: Reading, Writing and Speaking, Listening and Communication.



## Funding, Fees and Charges

### Funding

More information about Funding can be found on the **LARA** website.

Please confirm eligibility for funding via the appropriate funding source.

### Fees

Please see the Open Awards [Fees and Charges](#) page for further details.

## Administration and Support

Full support is given to all centres along with training for administrators. You can find the Open Awards **Centre Handbook** on our website. You can also view **Training/Events** information on our website.

The Open Awards web site <http://www.openawards.org.uk> is the best source for further information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services. Alternatively our experienced customer service team can be contacted on 0151 494 2072 or via email [enquiries@openawards.org.uk](mailto:enquiries@openawards.org.uk).

## Glossary

<b>Assessment</b>	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit.
<b>Assessment Criteria</b>	Assessment criteria describe what a learner should be able to do in order to evidence the learning outcomes.
<b>Authentic</b>	Evidence must be the learner's own work.
<b>Award</b>	A qualification within the QCF which has a value between one and twelve credits.
<b>Certificate</b>	A qualification within the QCF which has a value between thirteen and thirty six credits.
<b>Certification end date</b>	The last date on which a certificate can be issued.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole unit.
<b>D Unit</b>	The original qualification for internal verifiers involved in NVQs: <ul style="list-style-type: none"> <li>• D34 Internally verify the assessment process</li> </ul> <p>If you already have this qualification then you can continue to internally verify as long as you have continued your professional development.</p>
<b>Diversity</b>	Acknowledging that each individual is unique and recognising individual differences, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
<b>EQA</b>	External Quality Assurance
<b>Equality</b>	Fair treatment for all regardless of differences eg culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
<b>Evidence</b>	Evidence of a candidate's knowledge, understanding or skill that can be used to make a judgment of achievement against criteria.
<b>Fair</b>	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.

<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Holistic</b>	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
<b>IQA</b>	Internal Quality Assurance
<b>Learning Outcomes</b>	Learning outcomes describe what a learner should know and understand by the end of a unit.
<b>Level</b>	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF). Levels indicate difficulty and vary from level 1 to level 8.
<b>NVQ</b>	National Vocational Qualification
<b>Operation dates</b>	The first/last dates that learners can be registered for the qualification.
<b>Qualification and Credit Framework (QCF)</b>	The QCF awards credit for qualifications and units (small steps of learning). Each unit has a credit value. This value specifies the number of credits gained by learners who complete that unit. The flexibility of the system allows learners to gain qualifications at their own pace along routes that suit them best.
<b>Reliable</b>	Reliable evidence indicates that the learner can consistently perform at this level. A reliable method of assessment will produce consistent results for different assessors at each assessment.
<b>Simulations</b>	Where simulations are allowed they must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal duties and activities.
<b>Sufficient</b>	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
<b>Units of assessment</b>	A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment.

<b>V Unit</b>	<p>The previous unit required to quality assurance the assessment process:</p> <ul style="list-style-type: none"><li>• V1 Conduct internal quality assurance of the assessment process</li></ul> <p>If you already have this qualification then you can continue to quality assure as long as you have continued your professional development.</p>
<b>Valid</b>	<p>Evidence must be relevant to the learning outcome and assessment criteria ie capable of measuring the knowledge or skills in question. For example a written test cannot measure a candidate assessor's ability to provide feedback to learners.</p>
<b>Qualifications Accreditation Number (QAN)</b>	<p>Unique reference number given to the qualification by the regulatory authorities on accreditation.</p>