

<b>Unit Title:</b>	<b>Provide information and advice to learners and employers</b>
OCR unit number	19
Level:	3
Credit value:	3
Guided learning hours:	20
Unit accreditation no:	R/502/9554

## Unit purpose and aim

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The aim of this unit is to assess the competence of a learning and development practitioner in providing information and advice to learners and employers. Information and advice could cover: learning and development opportunities, assessment and qualifications, careers and progression routes, funding sources or professional support. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand information and advice available for learners and employers</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse information and advice needs of</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> <p>1.2 Evaluate sources of information and advice available to meet the needs of</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>	<p>Candidates may consider:</p> <p>What information is available for learners and employers</p> <p>What information and advice does the learner and employer need</p> <p>What sources of information for learners and employers are available</p>
<p>2 Understand own boundaries and limitations in relation to providing information and advice</p>	<p>2.1 Explain own boundaries for the provision of information and advice to</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> <p>2.2 Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for</p> <ul style="list-style-type: none"> <li>• individual learners</li> </ul>	<p>Candidates may consider:</p> <p>What information and advice is available within the organisation</p> <p>What information is available outside the organisation</p> <p>Why they would refer the learner and employer to these sources</p> <p>What the benefits are of</p>

Learning Outcomes	Assessment Criteria	Exemplification
	<ul style="list-style-type: none"> <li>• employers</li> </ul> <p>2.3 Evaluate impact of providing incorrect or misleading information and advice to</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>	<p>referring learners and employers to expert sources of information</p> <p>What the possible impact of giving inaccurate or misleading information and advice to learners and employers is</p>
<p>3 Be able to provide information and advice to learners and employers</p>	<p>3.1 Identify information and advice needs of</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> <p>3.2 Provide information and advice to</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>	<p>Candidates may consider:</p> <p>Records of information and advice they have sought and given as a result of requests from learners and employers</p> <p>Materials and/or literature they provide giving information and advice</p> <p>Minutes of meetings when information and advice has been given</p> <p>Other records of information and advice that has been given</p>
<p>4 Be able to assist learners and employers in accessing information and advice</p>	<p>4.1 Identify sources of information and advice to meet the needs of</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> <p>4.2 Identify barriers to accessing information and advice for</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> <p>4.3 Assist with overcoming barriers to accessing information and advice</p>	<p>Candidates may consider:</p> <p>What internal sources are available</p> <p>What external sources are available</p> <p>What information does the learner and employer need</p> <p>Barriers to information</p> <p>How to overcome barriers to access of information</p>

## Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

## Evidence requirements

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There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## National Occupational Standards (NOS) mapping/signposting

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National Occupational Standards LDSS (2009) Enable young people to access information and make decisions.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).