

Level 3 Certificate / Diploma in Independent Advocacy (3610-03/04)

August 2017 Version 1.1



Qualification at a glance

Subject area	Independent Advocacy
City & Guilds number	3610
Age group approved	18+
Entry requirements	Learners must be employed in an Independent Advocacy role either on a paid or voluntary basis
Assessment	By Portfolio
Fast track	Automatic approval from 7566
Support materials	Centre Handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 Certificate in Independent Advocacy (Independent Mental Capacity Advocacy)	141	320	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Mental Health Advocacy)	141	320	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Advocacy Management)	141	320	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Advocacy with Adults)	141	320	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Advocacy with Children and Young People)	141	320	3610-03	600/7153/9

Level 3 Certificate in Independent Advocacy (Independent Advocacy Support under the Care Act 2014)	141	320	3610-03	600/7153/9
Level 3 Diploma in Independent Advocacy	166	380	3610-04	600/7233/7
Level 3 Certificate/Diploma in Independent Advocacy	141	320	3610-91	600/7153/9 600/7233/7
	166	380		

Version and date	Change detail	Section
1.1 August 2017	Added GLH and TQT details	Qualification at Glance and Introduction
	Removed QCF	Appendix 1



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	For learners who work as Independent Advocates in either an employed or voluntary capacity
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment in an Independent Advocacy role
What opportunities for progression are there?	They allow learners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Learners completing the certificate at level 3 may progress to the Level 3 Diploma in Independent Advocacy

Structure

To achieve the **Level 3 Certificate in Independent Advocacy (Independent Mental Capacity Advocacy)**, learners must achieve **23** credits from the mandatory units and a minimum of **9** credits from the mandatory pathway

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
Mandatory			
K/504/5176	301	Purpose and principles of Independent Advocacy	5
M/504/5177	302	Providing Independent Advocacy support	8
T/504/5178	303	Maintaining the Independent Advocacy relationship	6
A/504/5182	304	Understand the social context of Independent Advocacy	4
Pathway Mandatory			
J/504/5296	305	Providing Independent Mental Capacity Advocacy	9

To achieve the **Level 3 Certificate in Independent Advocacy (Independent Mental Health Advocacy)**, learners must achieve **23** credits from the mandatory units and **9** credits from the mandatory pathway

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
Mandatory			
K/504/5176	301	Purpose and principles of Independent Advocacy	5
M/504/5177	302	Providing Independent Advocacy support	8
T/504/5178	303	Maintaining the Independent Advocacy relationship	6
A/504/5182	304	Understand the social context of Independent Advocacy	4
Pathway Mandatory			
H/504/5158	306	Providing Independent Mental Health Advocacy	9

To achieve the **Level 3 Certificate in Independent Advocacy (Independent Advocacy Management)**, learners must achieve **23** credits from the mandatory units and a minimum of **12** credits from the mandatory pathway

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
Mandatory			
K/504/5176	301	Purpose and principles of Independent Advocacy	5
M/504/5177	302	Providing Independent Advocacy support	8
T/504/5178	303	Maintaining the Independent Advocacy relationship	6
A/504/5182	304	Understand the social context of Independent Advocacy	4
Pathway Mandatory			
H/504/5306	307	Managing Independent Advocacy services	12

To achieve the **Level 3 Certificate in Independent Advocacy (Independent Advocacy with Adults)**, learners must achieve **23** credits from the mandatory units and a minimum of **9** credits from the mandatory pathway

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
Mandatory			
K/504/5176	301	Purpose and principles of Independent Advocacy	5
M/504/5177	302	Providing Independent Advocacy support	8
T/504/5178	303	Maintaining the Independent Advocacy relationship	6
A/504/5182	304	Understand the social context of Independent Advocacy	4
Pathway Mandatory			
D/504/5305	308	Providing Independent Advocacy to adults	9

To achieve the **Level 3 Certificate in Independent Advocacy (Independent Advocacy with children and young people)**, learners must achieve **23** credits from the mandatory units and a minimum of **9** credits from the mandatory pathway

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
Mandatory			
K/504/5176	301	Purpose and principles of Independent Advocacy	5
M/504/5177	302	Providing Independent Advocacy support	8
T/504/5178	303	Maintaining the Independent Advocacy relationship	6
A/504/5182	304	Understand the social context of Independent Advocacy	4
Pathway Mandatory			
L/504/5302	309	Providing Independent Advocacy to children and young people	9

To achieve the **Level 3 Certificate in Independent Advocacy (Providing Independent Advocacy Support under the Care Act 2014)**, learners must achieve **23** credits from the mandatory units and a minimum of **9** credits from the mandatory pathway

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
Mandatory			
K/504/5176	301	Purpose and principles of Independent Advocacy	5
M/504/5177	302	Providing Independent Advocacy support	8
T/504/5178	303	Maintaining the Independent Advocacy relationship	6
A/504/5182	304	Understand the social context of Independent Advocacy	4
Pathway Mandatory			
H/507/0724	313	Providing Independent Advocacy Support under the Care Act 2014	9

To achieve the **Level 3 Diploma in Independent Advocacy** learners must achieve **23** credits from the mandatory units and a minimum of **15** credits from the optional units

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	Excluded combination of units
Mandatory				
K/504/5176	301	Purpose and principles of Independent Advocacy	5	
M/504/5177	302	Providing Independent Advocacy support	8	
T/504/5178	303	Maintaining the Independent Advocacy relationship	6	
A/504/5182	304	Understand the social context of Independent Advocacy	4	
Optional				
J/504/5296	305	Providing Independent Mental Capacity Advocacy	9	Barred with unit 311
H/504/5158	306	Providing Independent Mental Health Advocacy	9	Barred with unit 312
H/504/5306	307	Managing Independent Advocacy services	12	
D/504/5305	308	Providing Independent Advocacy to adults	9	
L/504/5302	309	Providing Independent Advocacy to children and young people	9	
K/504/5307	310	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	6	Barred with units 311 and 312

F/504/6110	311	Mental Capacity Legislation for the Independent Advocacy role	6	Barred with units 305, 310, 312
L/504/6112	312	Mental Health Legislation for the Independent Advocacy role	6	Barred with units 306, 310, 311
H/507/0724	313	Providing Independent Advocacy Support under the Care Act 2014	9	

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

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Level 3 Certificate in Independent Advocacy (Independent Mental Capacity Advocacy)	141	320
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Level 3 Certificate in Independent Advocacy (Independent Advocacy with Adults)	141	320
Level 3 Certificate in Independent Advocacy (Independent Advocacy with Children and Young People)	141	320
Level 3 Certificate in Independent Advocacy (Independent Advocacy Support under the Care Act 2014)	141	320
Level 3 Diploma in Independent Advocacy	166	380
Level 3 Certificate/Diploma in Independent Advocacy		



2 Centre requirements

Approval

Centres already offering City & Guilds 7566-11/12 Independent Advocacy qualifications

Centres approved to offer the 7566-11/12 qualifications will receive automatic approval to run the new 3610-03/04

Centres not already offering City & Guilds qualifications

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Assessors

Assessors are responsible for the planning, review and judgement of learners' performance and knowledge evidence. They must satisfy the requirements for occupational expertise for this qualification as well as demonstrating expertise in competence based assessment.

Assessors must:

- be occupationally competent. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice. This experience should be credible and be maintained through clearly demonstrable continuing learning and development.
- have knowledge of Independent Advocacy, the regulation, legislation and codes of practice (where applicable), and the requirements of national standards at the time any assessment is taking place.
- hold or be working towards, the appropriate assessor qualification.
- be prepared to participate in assessment standardisation activities
- have a commitment to reflective practice.

Assessors who have not yet gained the assessment qualification required by the regulator, but who have the necessary occupational competence

and experience, can be supported by a qualified assessor who does not necessarily have the occupational expertise or experience but who must have:

- an allied occupational background which ensures an understanding of the context in which the learner works and the role undertaken
- an appropriate assessor qualification.

Coordinating Assessors

It may be necessary to involve more than one assessor in order to cover the range of occupational competence required. Where this is the case it will be necessary to ensure that the whole assessment process is co-ordinated by one of the assessors involved in the process who will draw together all assessment decisions made by specialist assessors, and the contributions from expert witnesses across the whole qualification. Individuals taking on this role must hold the appropriate assessor qualification.

Expert witnesses

The use of Expert Witnesses is encouraged as a contribution to the assessment of evidence of learners' competence.

The expert witness must have:

- a working knowledge of the units on which their expertise is based
- experience and occupational competence for the units on which their this experience should be credible and clearly demonstrable through continuing learning and development
- either any qualification in assessment of workplace performance, OR a professional work role which involves evaluating the everyday practice of staff.

Internal Quality Assurers (IQA)

The internal quality assurer is responsible for ensuring that the assessment process meets the assessment requirements and is fair and accurate.

Internal quality assurers must:

- be occupationally knowledgeable in respect of the units they are going to quality assure prior to commencing the role. It is crucial that internal quality assurers understand the nature and context of learners' work and the legal and other implications of the assessment process
- have working knowledge of the range of advocacy settings, the regulation, legislation and codes of practice for the service (where applicable) and the requirements of national standards at the time any assessment is taking place
- occupy a position that gives them authority and resources to co-assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal quality assurance roles as defined by the relevant national occupational standard
- hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification
- organise and /or participate in standardisation activities.

Internal quality assurers who have not yet achieved the relevant Assessor/Internal Quality Assurer TAQA qualification identified by the

regulator but who have the necessary vocational knowledge, can be supported by a qualified internal verifier or internal quality assurer who does not necessarily have the specific occupational knowledge. However, the supporting internal verifier/IQA must have relevant occupational expertise as a practitioner, manager or trainer.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and internal quality assurance is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

As part of the assessment for this qualification, learners must have access to a work setting/placement as an Independent Advocate. This could be on a paid or voluntary basis.

Age restrictions

City & Guilds cannot accept any registrations for learners under 18 as these qualifications are not approved for under 18s.

Recognition of prior learning (RPL)

The City & Guilds policy on RPL can be found at:

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Documents-Library/Policies-and-Procedures/Quality-Assurance-Documents>



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment pack	www.cityandguilds.com
fast track approval forms/generic fast track approval form	www.cityandguilds.com

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

Assessment of the qualification

Learners must:

- complete a portfolio of evidence for each of the units.

City & Guilds has developed optional assignments to assess the following units:

301	Purpose and principles of Independent Advocacy
304	Understand the social context of Independent Advocacy
311	Mental Capacity Legislation for the Independent Advocacy role
312	Mental Health Legislation for the Independent Advocacy role

Centres may use these optional assignments or develop their own to submit as part of the portfolio of evidence.

Assessment strategy

Evidence Requirements

- You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations

- The nature of this qualification means that evidence for the competence based units must be generated by real work activities.
- Simulation can **only** be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.
- Simulation must be discussed and agreed in advance with the External Verifier/Qualification Consultant
- The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Required sources of performance and knowledge evidence

- **Observation and/or Expert Witness Testimony** are the **required** assessment method to be used to evidence for the competence based units units.
- If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for the competence based units unit.

Other sources of performance and knowledge evidence

- Your assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.
- Learner/reflective accounts of your work, assignments, and relevant case studies
- These methods are most appropriately used to cover any outstanding areas of your qualification.

Witness Testimony

Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Professional discussion

This should be in the form of a structured review of your practice with the outcomes captured by means of an electronic recording device, CDROM, audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application eg explain the relevant policies and procedures for dealing with risk of danger to individuals and others.

Work Products

These are records made, or contributed to, by you eg promotional material relating to the risks of misuse.

Confidential Records

Case records and incident reports may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records.

Questioning

Questions may be oral or written. In each case the question and your answer will need to be recorded



5 Units

Availability of units

They are on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 301

Purpose and principles of Independent Advocacy

UAN:	K/504/5176
Level:	Level 3
Credit value:	5
GLH:	22
Aim:	This unit aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice.

Learning outcome
The learner will: 1. understand Independent Advocacy
Assessment criteria
The learner can: 1.1 define Independent Advocacy 1.2 explain the scope of Independent Advocacy 1.3 identify the boundaries to Independent Advocacy services 1.4 identify the different steps within the advocacy process 1.5 identify a range of services Independent Advocates come into contact with 1.6 explain the difference between Independent Advocacy provided by Independent Advocates, and advocacy within other roles 1.7 explain the key principles underpinning Independent Advocacy.

Range
Key principles Those within the Advocacy Charter This can be found on the Action for Advocacy website

Learning outcome
The learner will: 2. understand the development of Independent Advocacy
Assessment criteria
The learner can: 2.1 explain how Independent Advocacy has developed 2.2 explain the wider policy context of advocacy.

Range
Developed eg the history/development of advocacy in the UK within the context of development in Europe and America Wider policy: how Independent advocacy could be affected by such things as new legislation, white or green papers, new policy initiatives, changes to work practices within other professions.

Learning outcome
The learner will: 3. know the different types of Independent Advocacy support and their purpose
Assessment criteria
The learner can: 3.1 explain a range of different advocacy models 3.2 identify the commonalities and differences in a range of advocacy models.

Range
Range of advocacy models: eg citizen, issue based, non-instructed, IMCA, self and peer advocacy

Learning outcome
The learner will: 4. understand the roles and responsibilities of an Independent Advocate
Assessment criteria
The learner can: 4.1 explain roles and responsibilities of an Independent Advocate 4.2 describe the skills, attitudes and personal attributes of a competent Independent Advocate 4.3 identify practice dilemmas an Independent Advocate might face.

Range
Roles and responsibilities: eg providing emotional support, information, representation and offering a confidential relationship

Learning outcome
The learner will: 5. understand Independent Advocacy standards
Assessment criteria
The learner can: 5.1 describe a range of standards which apply to Independent Advocacy 5.2 explain how standards impact on the Independent Advocacy role and service.

Range
Standards eg local, regional and national; National Standards for the Provision of Children's Advocacy, Action 4 Advocacy's Code of Practice, local standards where developed

Unit 302

Providing Independent Advocacy support

UAN:	M/504/5177
Level:	Level 3
Credit value:	8
GLH:	31
Aim:	This unit focuses on the practicalities of offering Independent Advocacy support. It aims to develop the skills which will enable learners to establish safe boundaries within the Independent Advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.

Learning outcome
The learner will: 1. be able to commence the Independent Advocacy relationship
Assessment criteria
The learner can: 1.1 use a range of techniques to make Independent advocacy accessible to the individual 1.2 establish key principles of Independent Advocacy when conducting an introductory meeting 1.3 explain the Independent Advocacy role to a range of people receiving advocacy support 1.4 identify special communication methods an individual may require 1.5 use a range of communication techniques 1.6 respond to issues that impact on the advocacy relationship.

Range
<p>Make Independent advocacy accessible Eg home visit where necessary, accessible literature, easy to use referral process</p> <p>Key principles: including confidentiality, information sharing and independence</p> <p>Explain the Independent Advocacy role: a practising statutory IMCA must do their best to explain the advocacy role, even though their advocacy partner is not able to instruct.</p> <p>Range of people: eg: older people, young people, people with learning disabilities. Where the advocate has a limited access to different types of people ie only working with one client group, the range can be drawn relative to age and gender for instance</p> <p>Communication methods: eg translation from foreign language to English, British Sign Language, Makaton, pictures, objects of reference, total communication, texting, email, phone</p> <p>Communication techniques: eg augmented, non-verbal, Makaton, BSL</p> <p>Issues: positive and negative elements which can impact on the advocacy relationship eg risks, expectations, timescales, methods, cultural issues</p>

Learning outcome
<p>The learner will:</p> <p>2. be able to establish benefits and boundaries within the Independent Advocacy relationship</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 explain the potential benefits of Independent Advocacy to the individual</p> <p>2.2 establish if Independent Advocacy support is appropriate to meet the individual's needs</p> <p>2.3 explain limitations of the Independent Advocacy role to the individual or referrer</p> <p>2.4 establish a range of boundaries.</p>

Range
<p>Boundaries: including confidentiality, information sharing, individual's expectations of the advocacy relationship, establishing end and length of the relationship</p>

Learning outcome
The learner will: 3. be able to explore and consider options
Assessment criteria
The learner can: 3.1 establish the views, wishes and preferences of the individual 3.2 support access to information to enable the individual to explore and consider the options available 3.3 explore the possible consequences of available options with the individual 3.4 distinguish between the Independent Advocate's view and the choice made by the individual.

Range
Information: from a range of sources, including internet, other services and individuals. Individual: in this case could be the person receiving advocacy support or the decision maker within an IMCA intervention Possible consequences: comparison of potential risks and advantages for individuals making a particular decision. IMCAs would include possible consequences within their report to the decision maker Choice eg when that choice might be considered unwise, unrealistic or unachievable by the advocate or others

Learning outcome
The learner will: 4. be able to construct and implement a plan of action
Assessment criteria
The learner can: 4.1 support the individual to prioritise their options 4.2 construct an action plan 4.3 take actions to achieve the individual's stated outcomes 4.4 identify key individuals who will be involved in an action plan 4.5 provide on-going feedback to the individual 4.6 review a plan of action.

Range
Support the individual: Non-instructed advocates/IMCAs must do their best to engage with the individual when prioritising options. Actions: eg write letters, phone calls, attend meetings, accessing complaint procedures Key individuals: eg individuals receiving advocacy support, line managers, supervisors, peer networks

Learning outcome
The learner will: 5. be able to support the individual receiving Independent Advocacy support to self-advocate
Assessment criteria
The learner can: 5.1 explain the benefits of self-advocacy 5.2 use a range of techniques to support an individual to self-advocate.

Range
Range of techniques: eg reflection, modelling, demonstrations, role play, encouragement and praise Guidance Non-instructed advocates/IMCAs should describe the range of techniques that could be used in supporting an individual who lacks the capacity to instruct.

Learning outcome
The learner will: 6. be able to review and end the advocacy process
Assessment criteria
The learner can: 6.1 evaluate the outcomes of the advocacy process with the individual 6.2 establish if further advocacy support or assistance from other sources is needed 6.3 plan when and how to end the advocacy process.

Range
When and how: For IMCAs this might be when they submit their report, following a decision not to challenge the decision or following a review of the decision

Unit 303

Maintaining the Independent Advocacy relationship

UAN:	T/504/5178
Level:	Level 3
Credit value:	6
GLH:	24
Aim:	The unit examines the relationship between an Independent Advocate and the individual receiving advocacy support. It aims to equip the learner with the skills to maintain an independent and client led relationship whilst developing an understanding of the limitations of the role.

Learning outcome
The learner will: 1. be able to maintain accurate records
Assessment criteria
The learner can: 1.1 explain the importance of maintaining accurate records 1.2 use appropriate systems to record a range of information.

Range
Range of information: eg personal information, planned and/or carried out actions, relevant facts and possible options, evaluation forms

Learning outcome
The learner will: 2. be able to priorities competing work commitments
Assessment criteria
The learner can: 2.1 identify essential advocacy tasks 2.2 prioritise competing commitments and tasks.

Learning outcome
The learner will: 3. understand how to utilise personal value base and personal power
Assessment criteria
The learner can: 3.1 explain personal motivation for providing Independent Advocacy support 3.2 identify personal values required for the role of Independent Advocate 3.3 explain how sources of personal power may affect the Independent Advocacy relationship.

Range
Personal power eg physical appearance, experience, qualifications, social class, gender, ethnicity

Learning outcome
The learner will: 4. be able to deal positively with conflict
Assessment criteria
The learner can: 4.1 identify a range of circumstances where conflict may arise 4.2 develop positive strategies in resolving conflict 4.3 explain the complaints procedure of the Independent Advocacy service.

Range
Range of circumstances: eg disagreement over care and treatment, competing interests, power imbalances, lack of resources

Learning outcome
The learner will: 5. be able to deal with practice challenges
Assessment criteria
The learner can: 5.1 identify a range of practice challenges faced by Independent Advocates 5.2 develop a strategy to respond to a range of challenges 5.3 identify a range of people who can offer support to the Independent Advocate in response to challenges.

Range
Practice challenges: eg ethical dilemmas, breaching confidentiality, risk taking, information sharing, maintaining independence, managing conflict of interest and promoting risky choices
Range of people: eg manager, peers and trustees

Learning outcome
The learner will: 6. be able to use supervision as a tool to reflect on and improve practice
Assessment criteria
The learner can: 6.1 explain the purpose and function of supervision 6.2 use self-reflection in supervision to explore practice 6.3 use supervision to identify opportunities to improve skills and knowledge 6.4 use supervision to explore emotional and practical challenges.

Range
Supervision This must include: one to one supervision with a manager, but may include peer supervision, group supervision, external supervision

Unit 304

Understand the social context of Independent Advocacy

UAN:	A/504/5182
Level:	Level 3
Credit value:	4
GLH:	24
Aim:	The unit equips learners with an understanding of how social factors impact on the practice of Independent Advocacy.

Learning outcome
The learner will: 1. understand factors that prevent people from accessing Independent Advocacy
Assessment criteria
The learner can: 1.1 identify factors which prevent people from accessing Independent Advocacy support 1.2 describe strategies used that make Independent Advocacy accessible.

Learning outcome
The learner will: 2. understand the impact of social exclusion
Assessment criteria
The learner can: 2.1 summarise the key components of social exclusion 2.2 explain the impact of social exclusion on <ul style="list-style-type: none">• People• Communities.

Range
People: specific vulnerable groups eg Prisoners, homeless and individuals from BME communities

Learning outcome
The learner will: 3. understand the medical and social model of disability
Assessment criteria
The learner can: 3.1 describe the different models of disability <ul style="list-style-type: none"> • medical • social 3.2 explain how the medical model and the social model of disability impact on <ul style="list-style-type: none"> • an individual • the community.

Learning outcome
The learner will: 4. understand diversity and discrimination
Assessment criteria
The learner can: 4.1 explain the concepts of <ul style="list-style-type: none"> • diversity • discrimination 4.2 explain the impact of discrimination on <ul style="list-style-type: none"> • Individuals • communities 4.3 identify a range of strategies that an Independent Advocacy service could use to prevent discrimination 4.4 describe strategies that an Independent advocate could use to challenge discrimination.

Learning outcome
The learner will: 5. understand the non-instructed advocacy model
Assessment criteria
The learner can: 5.1 define non-instructed advocacy 5.2 explain the difference between instructed and non-instructed advocacy 5.3 identify when it is appropriate to use non-instructed advocacy 5.4 identify threats and challenges that could arise when using non-instructed advocacy.

Range
Non instructed advocacy: Models would include Watching Brief, human rights approach, person centred and IMCA.

Learning outcome
The learner will: 6. understand approaches to safeguarding
Assessment criteria
The learner can: 6.1 identify types of abuse 6.2 describe the potential signs of abuse 6.3 explain how to respond to abuse <ul style="list-style-type: none">• suspected by advocate• alleged by client• reported by third party 6.4 describe the national and local context of safeguarding and protection from abuse.

Range
Safeguarding Learners should describe the safeguarding requirements for the client group they work with.

Unit 305

Providing Independent Mental Capacity Advocacy

UAN:	J/504/5296
Level:	Level 4
Credit value:	9
GLH:	44
Aim:	The unit aims to support learners to develop the practical skills and knowledge required to provide Independent Mental Capacity Advocacy support within the Mental Capacity Legislation.

Learning outcome
The learner will: 1. understand the role and responsibilities of the Independent Mental Capacity Advocate
Assessment criteria
The learner can: 1.1 describe the Independent Mental Capacity Advocate's model of Independent Advocacy 1.2 analyse the role and responsibilities of an Independent Mental Capacity Advocate 1.3 summarise rights afforded to an Independent Mental Capacity Advocate within current legislation.

Learning outcome
The learner will: 2. be able to use current mental capacity legislation
Assessment criteria
The learner can: 2.1 explain the key principles of current mental capacity legislation 2.2 analyse powers within mental capacity legislation 2.3 research a range of provisions within mental capacity legislation 2.4 explain who may be affected by mental capacity legislation 2.5 use the current code of practice to inform practice.

Range
<p>Key principles 5 principles from the code of practice</p> <p>Powers Eg lasting power of attorney, local authorities have the power to commission the IMCA service to respond to referrals for care reviews and/or vulnerable adult cases, lasting powers of attorney</p> <p>Provisions: eg advance decisions to refuse treatment, Court of Protection, office of public guardian and Court appointed deputies</p>

Learning outcome
The learner will: 3. be able to provide Independent Mental Capacity Advocacy
Assessment criteria
<p>The learner can:</p> <p>3.1 use current legislation to identify when there is a duty and a power to instruct an Independent Mental Capacity Advocate</p> <p>3.2 use non-instructed advocacy when working with people who lack capacity</p> <p>3.3 address challenges which Independent Mental Capacity Advocates face in practice</p> <p>3.4 use supervision to help resolve complex practice issues</p> <p>3.5 use a range of methods to communicate with people receiving Independent Mental Capacity Advocacy support</p> <p>3.6 identify wishes and preferences of people receiving Independent Mental Capacity Advocacy support</p> <p>3.7 research information regarding the decision to inform the Independent Mental Capacity Advocate's report.</p>

Range
<p>Challenges: eg working with people who cannot instruct, working with uncooperative professionals, challenging decisions, time constraint of role</p> <p>Supervision A regular meeting with a supervisor to reflect on practice</p> <p>Complex practice issues: eg potential challenges to the decision, accepting referrals when there are family members who could be involved, conflicts of interest, uncertainty about who is the decision maker</p> <p>Methods: eg Makaton, objects of reference, pictures, photos, observation</p> <p>Wishes and preferences eg Identify the wishes and preferences by using non instructed advocacy.</p> <p>Information: sources eg: case notes, advanced directives, past expressed wishes</p>

Learning outcome
The learner will: 4. be able to work with the decision maker
Assessment criteria
The learner can: 4.1 identify the authorised decision maker 4.2 discuss the statutory contribution of an Independent Mental Capacity Advocate with the decision maker 4.3 demonstrate good practice in partnership working with the decision maker 4.4 use relevant referral processes when accepting a new client 4.5 evaluate the correctness of the assessment of capacity for a decision 4.6 outline the full decision making process within each of the four decisions an Independent Mental Capacity Advocate may be involved in 4.7 raise concerns during the decision making process 4.8 highlight concerns after a decision is made.

Range
Evaluate: identify whether the decision maker has carried out the correct procedure to ascertain whether the relevant person has capacity, and how can the IMCA raise concerns Four decisions: serious medical treatment, change of accommodation, protection of vulnerable adults and care review

Learning outcome
The learner will: 5. be able to work with accommodation and care review referrals
Assessment criteria
The learner can: 5.1 research information from different sources to establish any alternative options regarding the accommodation decision 5.2 evaluate the suitability of accommodation for individuals 5.3 describe what provisions are offered by different types of accommodation 5.4 assess the impact the decision will have on the individual regarding a change of accommodation 5.5 explain the function of regulatory bodies 5.6 explain the role of the Independent Mental Capacity Advocate at a care review.

Range

Accommodation: eg supported living, residential care, nursing homes, sheltered housing and receiving support in one's own home

The decision: This terminology is used within the mental capacity act to describe a course of action made or proposed by the decision maker

Regulatory bodies: eg Care Quality Commission, General Medical Council, Office of the Public Guardian, Care Standards Inspectorate Wales, Healthcare Inspectorate Wales

Learning outcome

The learner will:

6. be able to work with serious medical treatment referrals

Assessment criteria

The learner can:

- 6.1 summarise the criteria for serious medical treatment referrals
- 6.2 assess the **impact** the **decision** concerning proposed serious medical treatment will have on the individual
- 6.3 explain the importance of seeking a second medical opinion
- 6.4 assess risks and benefits connected to medical treatments
- 6.5 explore ethical dilemmas connected to medical treatments.

Range**Impact**

This must include risks, benefits and ethical issues connected to medical treatments

Decision: eg end of life decisions, not to attempt resuscitation, loss of limb, long convalescence period

Learning outcome

The learner will:

7. be able to work with adult protection referrals

Assessment criteria

The learner can:

- 7.1 identify the stages at which the Independent Mental Capacity Advocate may be instructed within adult protection procedures using **adopted guidelines**
- 7.2 explain issues involved in communicating with families in adult protection cases
- 7.3 summarise local and national adult protection procedures
- 7.4 research information relevant to the safeguarding decision
- 7.5 represent the individual within the **safeguarding process**
- 7.6 assess how protection plans may impact on the individual.

Range

Adopted guidelines: eg ADASS guidance on the criteria for the use of IMCAs in safeguarding adult cases, All Wales Adult Protection Policy

Safeguarding process

eg refer, initial information gathering, decision to proceed, strategy meeting, detailed investigation, case conference, protection plan review. adult protection meetings, protection plan, informal meetings with the decision maker

Learning outcome

The learner will:

8. be able to construct an Independent Mental Capacity Advocacy report

Assessment criteria

The learner can:

- 8.1 identify issues that should be addressed within an **Independent Mental Capacity Advocacy report**
- 8.2 identify issues that should not be addressed within an **Independent Mental Capacity Advocacy report**
- 8.3 explain the impact of data protection legislation on the recording of work
- 8.4 apply good practice in recording case work
- 8.5 produce an Independent Mental Capacity Advocacy report.

Range

IMCA report: there is a statutory requirement that an IMCA should produce a report. See IMCA Report Writing Best Practice Guidance <http://www.scie.org.uk/publications/imca/files/imcareportwritingguidance.pdf>
Issues that should not be addressed within an IMCA report eg IMCAs opinion, hearsay, anything not relevant to the decision being made

Unit 306

Providing Independent Mental Health Advocacy

UAN:	H/504/5158
Level:	Level 4
Credit value:	9
GLH:	42
Aim:	The unit will support learners to develop the skills and knowledge required to provide statutory Independent Mental Health Advocacy (IMHA) as detailed within the Mental Health Act.

Learning outcome
The learner will: 1. understand the mental health legislation relating to Independent mental health Advocacy qualifying patients
Assessment criteria
The learner can: 1.1 explain how the key principles of current mental health legislation impact upon the Independent Mental Health Advocacy role 1.2 analyse powers within current mental health legislation 1.3 use current mental health legislation to summarise the processes of compulsion 1.4 explain a range of safeguards within the current mental health legislation.

Range
Mental Health legislation: including Codes of Practice (England and Wales) Powers: eg detaining powers, treating powers, police powers, court powers Process of compulsion: for individual patients who are admitted to hospital by force; made subject to guardianship; made subject to the Supervised Community Treatment Order Safeguards: eg Mental Health Tribunal, Hospital Managers' Hearing, Nearest Relative, IMHA

Learning outcome
The learner will: 2. know the roles and responsibilities of an Independent Mental Health Advocate
Assessment criteria
The learner can: 2.1 use current mental health legislation to identify when an individual is entitled to receive Independent Mental Health Advocacy support 2.2 analyse the roles and responsibilities of an Independent Mental Health Advocate 2.3 explain the rights given to an Independent Mental Health Advocate within the current mental health legislation.

Range
Roles and responsibilities: eg providing information and support qualifying patients to understand their rights and their treatment; speak on their behalf Rights: eg meeting qualifying patient in private, access to records, patients and staff

Learning outcome
The learner will: 3. be able to respond to requests for Independent Mental Health Advocacy support
Assessment criteria
The learner can: 3.1 explain who has a responsibility to inform the qualifying patients about the Independent Mental Health Advocacy service 3.2 describe when an Independent Mental Health Advocate is required to respond to a referral 3.3 use the referral process to respond to requests for Independent Mental Health Advocacy support.

Range
Who has a responsibility Eg hospital managers, responsible clinician, local authority Required When referral is received from: the individual, Nearest Relative, Responsible Clinician, AMHP

Learning outcome
The learner will: 4. be able to provide Independent Mental Health Advocacy
Assessment criteria
The learner can: 4.1 resolve dilemmas which Independent Mental Health Advocates can face in practice 4.2 respond to advocacy issues for qualifying patients 4.3 explore care and treatment options available with qualifying patients 4.4 describe how the physical environment can impact on individuals with mental health conditions 4.5 use supervision to help resolve complex practice issues 4.6 maintain accurate records.

Range
Dilemmas eg information sharing, supporting people who may experience delusional beliefs and supporting people affected by mental distress Advocacy issues: eg appeals, complaints, accessing information, changing medication, applying for leave and discharge Care and treatment options Different types of therapies, method of treatment, medication, ECT Physical environment eg living on a locked ward, general hospital environment, limited personal space Supervision A regular meeting with a supervisor to reflect on practice Complex practice issues eg potential challenges, conflicts of interest, issues of risk and abuse

Learning outcome
The learner will: 5. be able to engage with people and services
Assessment criteria
The learner can: 5.1 identify people and services the Independent Mental Health Advocate is likely to come into contact with 5.2 communicate the Independent Mental Health Advocate's role to a range of professionals 5.3 use strategies to support the qualifying patients to engage with professionals 5.4 use strategies to represent qualifying patients to professionals 5.5 signpost qualifying patients to people and services.

Range
People and services eg RC, AMHP, legal services, CMHT, CAB, Nearest Relative
Professionals eg Responsible Clinician, hospital psychiatric nurse, AMHP, community psychiatric nurse, social worker, psychologist, occupational therapist

Learning outcome
The learner will: 6. be able to respond to individuals who have diverse needs
Assessment criteria
The learner can: 6.1 describe the impact mental health needs can have on daily living 6.2 offer support to individuals who have mental health needs 6.3 use communication methods that meet the needs of the individual 6.4 respond to the cultural needs of an individual when offering support 6.5 evaluate how own personal and cultural identity as an Independent Mental Health Advocate impacts on the advocacy relationship.

Range
Impact eg relating to others, keeping to a routine, employment, social activities, stigma, unusual sleeping pattern
Barriers to communication eg Hearing impairment, language, learning disability
Personal and cultural identity eg age, gender, ethnicity, sexual orientation, geographical location, religious beliefs

Learning outcome
The learner will: 7. be able to respond to risk and abuse
Assessment criteria
The learner can: 7.1 assess the potential risks in working with qualifying patients 7.2 work with qualifying patients in ways that minimise risks 7.3 implement the Independent Mental Health Advocacy service safeguarding procedures.

Unit 307

Managing Independent Advocacy services

UAN:	H/504/5306
Level:	Level 5
Credit value:	12
GLH:	49
Aim:	The unit develops practical skills in how to manage an Independent Advocacy service.

Learning outcome

The learner will:

1. be able to manage Independent Advocacy services

Assessment criteria

The learner can:

- 1.1 use a range of management strategies
- 1.2 describe the implications of the advocacy charter for Independent Advocacy services
- 1.3 review a range of **policy and procedures**
- 1.4 implement Independent Advocacy policies and procedures.

Range

Management strategies

eg plan, organise, direct, monitor

Policy and Procedures

A range of policies including: child/adult protection, whistle blowing, information sharing and confidentiality, equal opportunities, advocacy charter

Learning outcome

The learner will:

2. be able to recruit and induct Independent Advocates

Assessment criteria

The learner can:

- 2.1 create job descriptions and person specifications for the Independent Advocacy role
- 2.2 recruit staff using **good practice**
- 2.3 explain the purpose of Independent Advocacy induction
- 2.4 design an induction programme for Independent Advocates
- 2.5 deliver an induction programme for Independent Advocates
- 2.6 evaluate an induction programme with Independent Advocates.

Range**Good practice**

eg: securing CRB checks and references, interview procedures, probationary periods, grievance and disciplinary procedures, exit strategies

Learning outcome

The learner will:

3. be able to manage Independent Advocates

Assessment criteria

The learner can:

- 3.1 explain the principles of **supervision**
- 3.2 provide supervision to Independent Advocates
- 3.3 undertake a formal appraisal with an Independent Advocate
- 3.4 deliver a training programme for Independent Advocates
- 3.5 evaluate a training programme with an Independent Advocate in respect of service delivery.

Range

Supervision: to include reflective practice, appraisal, internal and external training programmes, cpd

Learning outcome
The learner will: 4. be able to manage Independent Advocacy provision
Assessment criteria
The learner can: 4.1 evaluate the use of an accessible referral processes 4.2 explain the concept of person centred practice 4.3 use person centred practice to ensure the individual is kept at the centre of the Independent Advocacy process 4.4 explain how reflective practice supports the person centred approach 4.5 use a range of opportunities to involve service users 4.6 explain why service users should be involved in the running of the service 4.7 provide support and training to service users to secure their involvement 4.8 use different methods to promote the Independent Advocacy service.

Range
Person centred practice including meaning, principles, approach Involve service users including at board level, through evaluation and feedback of the service, in training and recruitment, in developing policy, in promoting the service Methods: eg leaflets, posters, website, events, open days

Learning outcome
The learner will: 5. be able to establish working relationships with other professionals
Assessment criteria
The learner can: 5.1 explain the role of commissioners 5.2 explain the role of commissioning bodies 5.3 develop working relationships with professionals and voluntary organisations 5.4 identify barriers which can prevent effective working relationships 5.5 explain the function of a service level agreement 5.6 implement a service level agreement which upholds key advocacy principles with funders or commissioners.

Range
<p>Professionals and voluntary organisations eg NH Trusts, Social Services, Education Services, Mental Health Services, local / national voluntary organisations</p> <p>Key advocacy principles including independence, being service user led and confidentiality within the SLA</p>

Learning outcome
<p>The learner will:</p> <p>6. be able to measure Independent Advocacy outcomes</p>
Assessment criteria
<p>The learner can:</p> <p>6.1 analyse different types of outcomes in respect of service delivery</p> <p>6.2 use available data to measure quantitative outcomes</p> <p>6.3 explain ways of measuring qualitative outcomes</p> <p>6.4 evaluate results in order to implement changes.</p>

Range
<p>Outcomes including qualitative and quantitative types</p>

Learning outcome
<p>The learner will:</p> <p>7. be able to apply the principles of professional development in the management role</p>
Assessment criteria
<p>The learner can:</p> <p>7.1 explain the importance of continually improving knowledge and practice</p> <p>7.2 compare the use of different sources of support for professional development</p> <p>7.3 provide a plan for own professional development</p> <p>7.4 establish a process to evaluate the effectiveness of a professional development plan</p> <p>7.5 explain the importance of reflective practice to improve performance.</p>

Range
<p>Sources of support eg formal and informal support, internal and external supervision, appraisal, mentoring</p>

Unit 308

Providing Independent Advocacy to adults

UAN:	D/504/5305
Level:	Level 4
Credit value:	9
GLH:	40
Aim:	The unit aims to provide learners with a detailed understanding and the practical skills needed to provide Independent Advocacy to adults in a range of settings including: care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.

Learning outcome

The learner will:

1. be able to provide Independent Advocacy to adults

Assessment criteria

The learner can:

- 1.1 identify groups of adults who require Independent Advocacy support
- 1.2 respond to requests from individuals who ask for Independent Advocacy support
- 1.3 use **advocacy standards** when providing Independent Advocacy support
- 1.4 end the Independent Advocacy relationship in a positive manner.

Range

Advocacy standards

as outlined by UKAN, Mind, Action 4 Advocacy: Advocacy Charter and Code of Practice.

Learning outcome
The learner will: 2. provide Independent Advocacy in a range of settings
Assessment criteria
The learner can: 2.1 identify a range of settings where adults may access Independent Advocacy 2.2 promote the Independent Advocacy service in a range of settings 2.3 explain how settings can impact on adults 2.4 respond to issues adults raise within a range of settings.

Range
Settings including prisons, day centres, hospital and locked wards and their impact on the adult receiving advocacy support

Learning outcome
The learner will: 3. be able to treat the adult receiving Independent Advocacy support as an individual
Assessment criteria
The learner can: 3.1 define a person-centred approach within the provision of Independent Advocacy 3.2 use communication methods to meet the needs of the individual 3.3 support individuals to self-advocate 3.4 describe how culture can impact on the Independent Advocacy relationship 3.5 resolve dilemmas advocates face in practice.

Range
Communication methods verbal and non-verbal methods of communication Dilemmas including maintaining confidentiality, remaining person led and information sharing

Learning outcome
The learner will: 4. be able to support adults in meetings
Assessment criteria
The learner can: 4.1 explain the purpose of a range of meetings 4.2 describe the roles and responsibilities of a range of people who attend meetings 4.3 support an individual to participate in meetings 4.4 review meeting outcomes with the individual.

Range
Meetings eg review, assessment, planning, safeguarding and complaints meetings.
Range of people eg social workers, care managers, day centre staff, therapists, GP's, managers
Support eg attending a meeting, empowering an individual, representing an individual at the meeting and working with an individual before the meeting
Review review the outcome of the meeting and help the individual decide if any further action is required

Learning outcome
The learner will: 5. know how to provide information on an individual's rights
Assessment criteria
The learner can: 5.1 identify the types of settings where the Human Rights Act applies 5.2 summarise the articles and protocols of the Human Rights Act 5.3 identify a range of legislation that confers rights to individuals 5.4 explain to an individual their rights in a particular situation.

Range
Articles and protocols Article 5 "right to liberty" Article 6 ,"right to a fair trial" Article 8 "right to private and family life"
Range of legislation Eg Equality Act, Mental Capacity Act, Mental Health Act, Care Standards Act

Learning outcome

The learner will:
6. be able to support an individual to make a complaint

Assessment criteria

The learner can:
6.1 explain how complaints procedures work
6.2 support an individual to explore the advantages and disadvantages of making a complaint
6.3 support an individual to explore alternatives to making a complaint
6.4 support an individual to use a complaints procedure.

Learning outcome

The learner will:
7. be able to respond to risk and abuse

Assessment criteria

The learner can:
7.1 assess the potential risks in working with adults receiving Independent Advocacy
7.2 work with adults in ways that minimise risks
7.3 implement the Independent Advocacy service safeguarding procedures
7.4 use **supervision** to help resolve **complex practice issues**.

Range

Supervision

A regular meeting with a supervisor to reflect on practice

Complex practice issues

eg potential challenges, conflicts of interest, situations concerning risk and abuse

Unit 309

Providing Independent Advocacy to children and young people

UAN:	L/504/5302
Level:	Level 4
Credit value:	9
GLH:	45
Aim:	The unit will support learners to develop the skills and knowledge required to provide Independent Advocacy to children and young people.

Learning outcome

The learner will:

1. be able to respond to requests for Independent Advocacy support for children and young people

Assessment criteria

The learner can:

- 1.1 identify **groups** of children and young people who require Independent Advocacy support
- 1.2 identify **people** who can refer children and young people to Independent Advocacy
- 1.3 implement child and young person friendly referral processes
- 1.4 support children and young people to express their preferred courses of action
- 1.5 signpost children and young people to **support services**.

Range

Groups

eg disabled children, looked after children, care leavers children in need, children with mental health needs and children in the secure estate

People

eg the child, parent, carer, social worker and Independent Reviewing Officer

Support services

eg counselling, social services and mentors.

Learning outcome
The learner will: 2. be able to provide Independent Advocacy support for children and young people
Assessment criteria
The learner can: 2.1 analyse the roles and responsibilities of a children's Independent Advocate 2.2 provide Independent Advocacy support to children and young people 2.3 apply standards which govern the service and practitioner 2.4 use a variety of methods to communicate with children and young people 2.5 explain how different forms of communication impact on behaviour 2.6 resolve dilemmas Independent Advocates face in practice 2.7 use supervision to help resolve complex practice issues 2.8 end the Independent Advocacy relationship in a positive manner.

Range
Independent Advocacy support eg support with complaints, attending meetings, contact or accessing services
Standards eg National Standards for the Provision of Children's Advocacy Services Variety of methods: eg verbal and non verbal, social media
Dilemmas eg the impact of parental involvement, working with very young children, resisting pressure to share information with professionals, professionals using the Independent advocate as a go-between, remaining client-led.
Supervision A regular meeting with a supervisor to reflect on practice

Learning outcome
The learner will: 3. be able to assist the child or young person to explore choices and potential consequences
Assessment criteria
The learner can: 3.1 access information to enable children and young people to make choices 3.2 distinguish between best interests and the child or young person's preferred courses of action 3.3 support children and young people to make complaint or representation about the services they receive 3.4 support children and young people to explore the potential short, medium and long-term consequences of the choices they are making 3.5 support the choices of the child or young person.

Range
Complaint or representation eg stages of the current and relevant Local Authority Complaints Procedure and a range of options from negotiation to judicial review.
Support Work through the consequences of the choices

Learning outcome
The learner will: 4. be able to use UK, European and International legislation to promote children's rights
Assessment criteria
The learner can: 4.1 summarise current legislation affecting children and young people 4.2 use current legislation to identify safeguards and rights 4.3 promote the rights of children and young people 4.4 explore with children and young people the rights they are entitled to.

Range
Promote eg through providing information, challenging professionals, making complaints, accessing legal advice

Learning outcome
The learner will: 5. be able to support children and young people in meetings
Assessment criteria
The learner can: 5.1 explain the purpose of a range of meetings 5.2 support a child or young person to participate in meetings 5.3 support children and young people to self-advocate 5.4 represent a child or young person at meetings 5.5 review meeting outcomes with the child or young person.

Range
Meetings eg statutory review, child protection conferences, family group conferences, education meetings, appeals and complaint meetings.
Review review the outcome of the meeting and help the child or young person decide if any further action is required

Learning outcome
The learner will: 6. be able to engage with people and services
Assessment criteria
The learner can: 6.1 explain the role of a children’s Independent Advocate to a range of professionals 6.2 summarise services and systems children and young people may come into contact with 6.3 support a child or young person to make their views and wishes known to professionals responsible for making decisions 6.4 summarise the roles and responsibilities of people who support children and young people 6.5 explain jargon and terminology used by professionals to children and young people.

Range
Professionals eg social workers, foster carers, elected members and residential staff Services and systems eg social services, health, education and youth justice People eg social workers, judges, guardian, CAMHS workers, IRO’s and personal advisor

Learning outcome
The learner will: 7. be able to work within child protection systems
Assessment criteria
The learner can: 7.1 explain the role of safeguarding boards 7.2 summarise local child protection procedures 7.3 identify when to disclose information and breach confidentiality 7.4 implement the Independent Advocacy service safeguarding procedure 7.5 support children and young people to fully engage in the child protection process.

Unit 310

Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards

UAN:	K/504/5307
Level:	Level 4
Credit value:	6
GLH:	27
Aim:	The unit aims to provide learners with the practical skills and knowledge required to provide Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards

Learning outcome

The learner will:

1. understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards

Assessment criteria

The learner can:

- 1.1 explain when a deprivation of liberty safeguards Independent Mental Capacity Advocate must be **instructed**
- 1.2 evaluate factors which may determine whether a person is or is not being deprived of their liberty
- 1.3 identify the managing authority and supervisory body in situations where someone may be deprived of their liberty
- 1.4 summarise the relationship between the Mental Capacity Act 2005 and mental health legislation.

Range

Instructed

Includes:

- When there is no one appropriate to be consulted during the assessment process, or during an assessment of an unauthorised deprivation of liberty (39A),
- there is a gap in the appointment of a representative (39C),
- When the relevant person or their representative request the support of an IMCA, or the Supervisory Body considers a referral would be appropriate (39D).

Learning outcome
The learner will: 2. understand the assessment processes for providing statutory Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards
Assessment criteria
The learner can: 2.1 distinguish between standard and urgent authorisations 2.2 identify the requirements of the six assessments for authorisation 2.3 identify who should undertake the six assessments for authorisation 2.4 explain the roles and responsibilities of an Independent Mental Capacity Advocate working with Deprivation of Liberty Safeguards 2.5 identify factors which may or may not make a deprivation of liberty in a person’s best interest 2.6 evaluate ways the Independent Mental Capacity Advocate can make representations in the assessment process 2.7 research information relevant to the deprivation of liberty being considered.

Range
Information including rights, the assessment process review of a standard authorisation and access to the Court of Protection.

Learning outcome
The learner will: 3. be able to support the individual during the statutory Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards assessment process
Assessment criteria
The learner can: 3.1 use non-instructed advocacy to engage with the individual during the assessment process 3.2 use a range of methods to communicate with people who lack capacity 3.3 support an individual to engage with the assessment process 3.4 represent an individual during assessment 3.5 support an individual or their representative to appeal.

Range
Methods including non-verbal and verbal

Learning outcome
The learner will: 4. be able to construct an Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards written report
Assessment criteria
The learner can: 4.1 identify the issues that should be addressed within an Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards report 4.2 produce an Independent Mental Capacity Advocacy Deprivation of Liberty Safeguards report 4.3 identify good practice in recording case work 4.4 explain the impact of data protection legislation on the recording of work.

Range
Report including reports to assessors as part of the assessment process and IMCA reports provided to the supervisory body for 39A, 39C and 39D roles.

Learning outcome
The learner will: 5. be able to challenge deprivation of liberty decisions
Assessment criteria
The learner can: 5.1 explain the potential routes for challenging the Decision 5.2 explain how to raise informal and formal concerns 5.3 support the individual or their representative to challenge the Decision.

Range
Potential routes eg formal routes to include complaints procedures, the review process for standard authorisation, access to the Court of Protection Informal and formal concerns eg alert of potential unlawful deprivation of liberty to a supervisory body.

Unit 311

Mental capacity legislation for the Independent Advocacy role

UAN:	F/504/6110
Level:	Level 4
Credit value:	6
GLH:	25
Aim:	The unit aims to provide learners with the knowledge required to understand the Mental Capacity Legislation and how it can impact on Independent Advocacy practice

Learning outcome

The learner will:

1. know how a best interest decision must be made

Assessment criteria

The learner can:

- 1.1 explain why legislation concerning a person's capacity is required
- 1.2 explain the **Mental Capacity Act** principles
- 1.3 describe how a test of capacity should be carried out for the Decision
- 1.4 explain the requirements from the **best interest checklist**.

Range

Mental Capacity Act

Mental Capacity Act 2005 and any subsequent relevant Act

Best interest checklist

eg the steps laid out in chapter 5 of the Mental Capacity Act Code of Practice

Learning outcome
The learner will: 2. understand the powers and provisions of the Mental Capacity Act
Assessment criteria
The learner can: 2.1 explain the difference between a 'Property and Affairs' and a 'Personal Welfare' Lasting Power of Attorney 2.2 explain what would make an advance decision to refuse treatment valid and applicable 2.3 distinguish between the Court of Protection and the Office of the Public Guardian 2.4 explain the protective measures that are afforded to carers through the Mental Capacity Act 2.5 outline the rules that govern research for person's affected by the Mental Capacity Act.

Range
Mental Capacity Act Mental Capacity Act 2005 and any subsequent Act

Learning outcome
The learner will: 3. understand the Deprivation of Liberty Safeguards
Assessment criteria
The learner can: 3.1 explain why an individual may be subject to Deprivation of Liberty Safeguards 3.2 outline the difference between a standard and an urgent authorisation 3.3 describe the Deprivation of Liberty Safeguards assessment process 3.4 explain the role of paid and unpaid representatives 3.5 explain the appeals process .

Range
Paid and unpaid representatives will include the role of an IMCA DOLS when they are a paid representative Appeals process Will include current case law

Learning outcome
The learner will: 4. understand the roles of an Independent Mental Capacity Advocate
Assessment criteria
The learner can: 4.1 explain when there is a statutory duty to instruct an Independent Mental Capacity Advocate 4.2 explain when there is a power to instruct an Independent Mental Capacity Advocate 4.3 describe the role and responsibilities of an Independent Mental Capacity Advocate 4.4 describe the role and responsibilities of an Independent Mental Capacity Advocate working with Deprivation of Liberty Safeguards.

Range
Role Emphasis should be made concerning the restricted nature of the IMCA and IMCA DOLS roles

Learning outcome
The learner will: 5. understand why a knowledge of the Mental Capacity Act is important for Independent Advocates
Assessment criteria
The learner can: 5.1 describe how an Independent Advocate can use non-instructed advocacy to support an individual who lacks capacity 5.2 explain the relationship between the Mental Capacity Act and mental health legislation 5.3 describe how an Independent Advocate can raise concerns over the treatment of an individual who lacks capacity.

Unit 312

Mental health legislation for the Independent Advocacy role

UAN:	L/504/6112
Level:	Level 4
Credit value:	6
GLH:	26
Aim:	The unit aims to provide learners with knowledge of mental health legislation and how it can impact on Independent Advocacy practice.

Learning outcome

The learner will:

1. understand the principles within current mental health legislation

Assessment criteria

The learner can:

- 1.1 explain the **principles** that underpin mental health legislation
- 1.2 explain the difference between patients who are in hospital subject to compulsion under mental health legislation and informal patients
- 1.3 explain what is meant by treatment within mental health legislation
- 1.4 explain the roles of **key professionals** within mental health legislation.

Range

Principles

There are different principles with regard to mental health legislation in England and Wales

Key professionals

Approved Mental Health Professionals; Approved Clinicians; Responsible Clinicians

Learning outcome

The learner will:

2. understand the pathways from the community to hospital under mental health legislation

Assessment criteria

The learner can:

- 2.1 explain the process that has to be followed to forcibly take an individual from the community to hospital for assessment or treatment
- 2.2 identify the requirements for admittance to hospital under the relevant sections of the **Mental Health Act**
- 2.3 explain the **powers** the police have to take an individual to a place of safety.

Range**Mental Health Act**

section 2 and 3 of the Mental Health Act 1983

Police powers

eg sections 135(1), 135(2) and 136

Learning outcome

The learner will:

3. understand legislation that affects the individual under the Mental Health Act

Assessment criteria

The learner can:

- 3.1 describe nurses and doctors **holding powers**
- 3.2 explain the sections that relate to the **criminal justice system**
- 3.3 explain community treatment orders
- 3.4 explain the use of a Guardianship order
- 3.5 explain a range of **special rules** within mental health legislation which affect children and young people.

Range**Holding powers**

eg section 5(2) and 5(4)

Criminal justice system

eg sections 35, 36, 37, 38, 41, 47, 48 and 49

Special rules

eg Gillick competence/Fraser Guidelines; age appropriate accommodation; Code of Practice guidance; parental responsibility

Learning outcome
The learner will: 4. understand safeguards within mental health legislation
Assessment criteria
The learner can: 4.1 explain routes of appeal against detention 4.2 describe the role and rights of an Independent Mental Health Advocate 4.3 explain the role of Independent Inspectorate and Regulators in relation to mental health legislation.

Range
Appeal eg Mental Health Tribunal and Hospital Managers Hearings, nearest relative
Independent Mental Health Advocate It should be noted that the IMHA role is not the same in England and Wales
Independent Inspectorate and Regulators The Care Quality Commission or the Healthcare Inspectorate Wales

Learning outcome
The learner will: 5. understand how mental health legislation and the Mental Capacity Act interact
Assessment criteria
The learner can: 5.1 explain how the Mental Capacity Act can be used to admit individuals to hospital and administer treatment 5.2 explain when it would be appropriate to use Deprivation of Liberty Safeguard legislation rather than mental health legislation 5.3 explain the role of an Independent Mental Capacity Advocate when supporting an individual who is subject to compulsion under mental health legislation.

Range
Role of an IMCA: emphasis should be made on the restrictions of the IMCA's role

Unit 313

Providing Independent Advocacy Support under the Care Act 2014

UAN:	tbc
Level:	Level 4
Credit value:	9
GLH:	41
Aim:	The aim of this unit is to support learners to develop practical skills and knowledge required to provide Independent Advocacy as introduced within the Care Act 2014.

Learning outcome

The learner will:

1. understand the purpose, the main provisions and the principles of the Care Act 2014

Assessment criteria

The learner can:

- 1.1 explain the purpose of the Care Act 2014
- 1.2 explain key provisions of the Care Act 2014
- 1.3 analyse the wellbeing principle defined within the Care Act 2014
- 1.4 describe different types of assessment and when they would be used
- 1.5 explain factors that determine eligible and ineligible needs of individuals
- 1.6 describe situations when an individual may be eligible to receive support from an independent advocate under the Care Act 2014

Range

Provisions

Provision of information, advice and support service by local authorities, new rights for carers, personal budgets, safeguarding, rights for people in prison who have care and support needs, young people in transition

Assessment

Self-assessment, combined, joint, remote

Learning outcome
The learner will: 2. understand legislation which affects the provision of independent advocacy under the Care Act 2014
Assessment criteria
The learner can: 2.1 explain the key principles of the Mental Capacity Act 2005 2.2 analyse how the Mental Capacity Act 2005 may impact on individuals receiving independent advocacy under the Care Act 2014 2.3 describe the circumstances under which a Deprivation of Liberty Safeguard may apply to a person receiving independent advocacy under the Care Act 2014 2.4 explain how different legislative frameworks may impact on individuals receiving independent advocacy under the Care Act 2014 2.5 explain how the United Nations Convention on the Rights of Persons with Disabilities can be used to support individuals when providing independent advocacy under the Care Act 2014

Range
Impact Powers and provisions (the Office of the Public Guardian, Court of Protection, Advance Statements)
Frameworks Children and Families Act 2014 Mental Health Act 2007 Human Rights Act 1998

Learning outcome
The learner will: 3. understand the role of the advocate as required by the Care Act 2014
Assessment criteria
The learner can: 3.1 explain the aims and purpose of the independent advocacy role when providing support to individuals under the Care Act 2014 3.2 explain limits to the independent advocacy role when providing support to individuals under the Care Act 2014 3.3 explain how to identify, manage and report conflicting interests when representing more than one individual under the Care Act 2014 3.4 explain how advocacy under the Care Act 2014 interacts with and differs from other forms of advocacy 3.5 explain why it is important for the advocate to promote supported decision making

Range
Forms of advocacy IMCA, IMHA, complaints advocacy, generic advocacy and children's advocacy

Learning outcome
The learner will: 4. be able to provide independent advocacy support under the Care Act 2014
Assessment criteria
The learner can: 4.1 use the referral process to respond to requests for independent advocacy under the Care Act 2014 4.2 apply relevant legislation when supporting or representing an individual receiving advocacy under the Care Act 2014 4.3 use a range of strategies to aid communication with an individual 4.4 support an individual to identify their needs, strengths and their own goals 4.5 support an individual to make their own decisions and choices 4.6 support an individual to engage in the decision making processes 4.7 provide information to an individual in an accessible format 4.8 use a range of advocacy approaches to support an individual in a way that promotes their views, aspirations or outcomes 4.9 use supervision to reflect on own advocacy practice 4.10 maintain accurate records

Range
Requests Eligible and ineligible referrals from professionals, by the individual or their family and other advocacy services
Strategies Environment, language, time of day, other people
Decision making processes Assessment, care and support planning, review, safeguarding enquires and safeguarding reviews
Information Personal budgets, care and support plans, potential consequences, people involved
Format Easy to Read, Makaton, Talking Mats, Braille, interpreter
Advocacy approaches Non-instructed, self-advocacy, representational
Supervision A formal meeting with a supervisor to reflect on practice

Learning outcome
The learner will: 5. be able to raise concerns and challenge decisions made by the local authority as required by the Care Act 2014
Assessment criteria
The learner can: 5.1 identify practice and decisions that may breach an individual's rights 5.2 raise concerns with the local authority using a range of methods to ensure processes and decisions are taken in line with the Care Act 2014 5.3 submit challenges in writing within a report 5.4 support an individual to make an appeal to the local authority 5.5 explain how to escalate concerns through formal routes 5.6 explain when an appeal may be submitted on behalf of an individual

Range
Methods Options to highlight concerns, complaint, whistleblowing, report safeguarding concerns, access the Court of Protection/appeal Verbally, in writing, informally, formally
Challenges When a decision inconsistent with the duty to promote well being, when reasonable adjustments have not been considered or when the provisions of the Mental Capacity Act have not been correctly applied



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

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