

City & Guilds Level 4  
Independent  
Advocacy Practice  
(3614-04)



January 2021 Version 1.1

Qualification Handbook

## Qualification at a glance

<b>Industry area</b>	Health and Social Care
<b>City &amp; Guilds number</b>	3614
<b>Age group approved</b>	18+
<b>Entry requirements</b>	Learners must be employed in an independent advocacy role either on a paid or voluntary basis
<b>Assessment</b>	Portfolio of evidence
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Automatic approval from 3610-03/04
<b>Support materials</b>	Qualification handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Qualification number	Total GLH	TQT
City & Guilds Level 4 Independent Advocacy Practice	3614-04	603/6889/5	179	283

Version and date	Change detail	Section
Version 1.0	Initial version	All
Version 1.1	Titling amended Access to assessment link added	All Section 2

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# 1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for those individuals who act as independent advocates in statutory and/or non-statutory roles.
What does the qualification cover?	<p>This qualification provides the opportunity to develop both the skills and knowledge required to provide independent advocacy.</p> <p>The mandatory content of this qualification covers the principles and practice of independent advocacy, policy and legislation and entitlements to advocacy.</p> <p>Specialist roles are covered in the optional units:</p> <ul style="list-style-type: none"><li>Independent mental capacity advocacy</li><li>Independent mental health advocacy</li><li>Children and young people's advocacy</li><li>Independent advocacy within adult social care</li><li>Independent complaints advocacy</li><li>Community advocacy.</li></ul>
What opportunities for progression are there?	Management of services via team leader or ILM suite of qualifications at Level 4 and above.
Who did we develop the qualification with?	<p>Kate Mercer Training, Carers Federation</p> <p>Developed in consultation with representatives of the Department of Health &amp; Social Care and the Department for Education.</p>

## Structure

### City & Guilds Level 4 Independent Advocacy Practice

City & Guilds unit number	Unit title	Assessment Method	GLH	Credit
<b>Mandatory group</b>				
401	Principles and practice of independent advocacy	Portfolio	73	11
402	The legislative framework which impacts upon the independent advocacy role	Portfolio	53	10
403	Entitlements to independent advocacy	Portfolio	26	4
<b>Optional group</b>				
404	Independent mental capacity advocacy	Portfolio	39	5
405	Independent mental health advocacy	Portfolio	39	5
406	Independent advocacy within adult social care	Portfolio	32	4
407	Independent advocacy with children and young people	Portfolio	39	4
408	Independent complaints advocacy	Portfolio	39	4
409	Community advocacy	Portfolio	27	3

To achieve the **City & Guilds Level 4 Independent Advocacy Practice**, learners must achieve a minimum of **28** credits in total.

Learners must achieve **25** credits from the mandatory units and a minimum of **3** credits from the optional units.

## Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- 1) The number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and
- 2) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 4 Independent Advocacy Practice	179	283

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## 2 Centre requirements

### Approval

Centres approved to offer the 3610-03/04 qualifications will receive automatic approval to run the new 3614-04.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the **Centre Manual** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification 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 (IOA)

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 quality assurer who does not necessarily have the specific occupational knowledge. However, the supporting internal quality assurer must have relevant occupational expertise as a practitioner, manager or trainer.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot quality assure their own assessments.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, 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 under the Quality Assurance section of the **Centre Document Library**.

## Access to assessment and special consideration

Learners can have access to all forms of equipment and software that constitute their normal way of working, provided that these do **not** affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

For more information on how to apply for access arrangements please refer to **How and when to apply for access arrangements and special consideration (cityandguilds.com)**

## 3 Delivering the qualification

### Initial assessment/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.

### Recording documents

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

## 4 Assessment

### Assessment of the qualification

Learners must:

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

### Assessment strategy

Evidence requirements

- Learners must provide assessors 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 Quality Assurer/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.

\*an exception to this is unit 409. Please see guidance for Learning outcomes 3 and 4 which permits simulation for the specified criteria.

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.
- 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. The following should be prioritised:

- Professional discussion
- Work products
- Learner reflection.

These methods are most appropriately used to cover any outstanding areas of your qualification and should also be used to triangulate evidence generated from expert witness testimony.

#### 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 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 e.g. 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 e.g. 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

### Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of assessment criteria
- range
- guidance.

### Guidance for the units

Throughout the following units, learners should use legislation and policy as it applies in the national context in which they work. Where legislation and policy are applicable to a particular nation/jurisdiction this has been identified within the range/guidance for that learning outcome.

Where named legislation appears within the unit guidance this is correct at the time of publishing. Centres should be referring to up-to-date legislation/guidance/regulations at the time when assessment is taking place.

## Unit 401

# Principles and practice of independent advocacy

<b>Level:</b>	Level 4
<b>Credit value:</b>	11
<b>GLH:</b>	73
<b>Aim:</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide Independent Advocacy support.

<b>Learning outcome</b>
1. Understand Independent Advocacy practice
<b>Assessment criteria</b>
The learner can: 1.1 define Independent Advocacy 1.2 explain the boundaries to Independent Advocacy services 1.3 describe the different steps within advocacy processes 1.4 summarise Independent Advocacy principles 1.5 define the purpose of the standards underpinning Independent Advocacy 1.6 critically compare different advocacy models 1.7 describe the roles and responsibilities of an Independent Advocate 1.8 discuss skills, attitudes and personal attributes of a competent Independent Advocate

<b>Range</b>
Processes Non-instructed and instructed advocacy processes  Standards Advocacy Code of Practice and Charter, national standards for children's advocacy  Models citizen, issue-based, non-instructed, self and peer advocacy, systemic advocacy

<b>Guidance</b>
AC 1.4 Principles: as defined in the Advocacy Code of Practice

<b>Learning outcome</b>
2. Understand the development of Independent Advocacy practice
<b>Assessment criteria</b>
The learner can:
2.1 discuss the development of Independent Advocacy practice
2.2 describe the impact of these developments on <ul style="list-style-type: none"> <li>• individuals</li> <li>• service provision</li> <li>• communities</li> </ul>
2.3 discuss the wider policy context of advocacy
2.4 explain how an advocate can contribute to the development of Independent Advocacy

<b>Guidance</b>
AC 2.1 Development: milestones which have shaped advocacy
AC 2.2 Impact: from self-advocacy movement to statutory commissioned services
AC 2.3 Policy context: new legislation, white/green papers, new policy initiatives, changes to work practices within other professions, regulations, registration
AC 2.4 Contribute: contributing to local or national networks, contributing to consultations, influencing legal developments, systemic advocacy

<b>Learning outcome</b>
3. Provide Independent Advocacy
<b>Assessment criteria</b>
The learner can:
3.1 use referral processes to respond to requests for advocacy support
3.2 discuss potential conflicts of interest
3.3 implement strategies to mitigate barriers which impact on a person's ability to access Independent Advocacy
3.4 signpost individuals where their needs cannot be met by the Independent Advocacy service
3.5 explain the potential benefits of Independent Advocacy support to an individual
3.6 determine the advocacy needs with an individual
3.7 use a range of communication methods that meet the needs of an individual
3.8 implement a range of boundaries
3.9 support an individual to self-advocate
3.10 support an individual through representation
3.11 demonstrate consultation with family members and professionals
3.12 evaluate the outcomes of the advocacy process with the individual
3.13 determine if further advocacy support or assistance from other sources is needed
3.14 demonstrate that the person receiving advocacy leads the advocacy process
3.15 explain the importance of accurate record keeping and storage of information



**Range**

Boundaries confidentiality, information sharing, individual's expectations of the advocacy relationship, establishing end and length of the relationship

**Guidance**

AC 3.2 Conflicts of interest: when advocating for members of the same family, working with people previously known

AC 3.7 Communication: non-verbal, total communication, BSL, pictorial, PECS, Makaton, talking mats, client's preferred method

AC 3.7 Needs: sensory loss, capacity to make decisions, specific communication needs

AC 3.9 Self-advocate: within non-instructed advocacy the learner should seek opportunities to promote self-advocacy

AC 3.11 Consultation: where instructed to by the person or when using non-instructed advocacy

**Learning outcome**

4. Support an individual to make decisions

**Assessment criteria**

The learner can:

- 4.1 describe supported decision making
- 4.2 describe substituted decision making
- 4.3 identify when the state can substitute a decision on behalf of an individual
- 4.4 promote the views, wishes and preferences of the individual
- 4.5 support the individual to access to information
- 4.6 support the individual to explore and consider options
- 4.7 review possible consequences of options with the individual

**Learning outcome**

5. Develop own practice as an advocate

**Assessment criteria**

The learner can:

- 5.1 describe the purpose and function of supervision
- 5.2 demonstrate the values required for the role of Independent Advocate
- 5.3 demonstrate the ability to resolve a range of practice challenges faced by Independent Advocates
- 5.4 use supervision to reflect on emotional and practical challenges
- 5.5 demonstrate use of local or national networks
- 5.6 assess the potential risks of working with individuals
- 5.7 demonstrate working in ways that minimise risk
- 5.8 describe the importance of developing personal resilience

**Range**

Supervision one to one supervision with a manager, peer supervision, group supervision, external supervision

Challenges ethical dilemmas, breaching confidentiality, risk taking, information sharing, maintaining independence, managing conflict of interest and promoting risky choices

**Guidance**

AC 5.2 Values: such as courage, perseverance, problem solving, person-centred, respecting individual's choice and independence, trustworthiness, integrity

**Learning outcome**

6. Challenge decisions and decision-making processes

**Assessment criteria**

The learner can:

- 6.1 analyse circumstances where a person may want to challenge a decision
- 6.2 describe routes that can be accessed to challenge a decision or raise a concern
- 6.3 demonstrate different strategies in resolving conflict
- 6.4 support an individual to challenge a decision
- 6.5 challenge decisions on behalf of an individual

**Range**

Routes complaints, ombudsman, Monitoring Officer, Court of Protection (England) or Office of Care and Protection/Office of the Public Guardian (Northern Ireland), judicial review

**Guidance**

AC 6.1 Circumstances: disagreement over care and treatment, competing interests, power imbalances, lack of resources, infringement of the rights of an individual

**Learning outcome**

7. Maximise the impact of Independent Advocacy within communities

**Assessment criteria**

The learner can:

- 7.1 summarise the key components of social exclusion
- 7.2 implement strategies that reduce the impact of social exclusion
- 7.3 explain the impact of discrimination on individuals and communities
- 7.4 evaluate strategies an Independent Advocacy service could use to prevent and challenge discrimination
- 7.5 measure the impact of advocacy
- 7.6 describe ways in which individuals and communities are subject to and experience forms of oppression

**Guidance**

AC 7.5 Measure the impact: learners should reflect on the impact their advocacy support has had on people

**Learning outcome**

8. Understand non-instructed advocacy

**Assessment criteria**

The learner can:

- 8.1 explain the model of non-instructed advocacy
- 8.2 describe non-instructed advocacy approaches
- 8.3 evaluate when it is suitable to use non-instructed advocacy
- 8.4 review threats and challenges that arise in non-instructed advocacy

**Range**

Approaches Watching Brief, rights-based approach, person-centred

**Learning outcome**

9. Safeguard individuals in the context of the role of the Independent Advocate

**Assessment criteria**

The learner can:

- 9.1 explain different types of abuse
- 9.2 analyse the signs of potential abuse
- 9.3 describe their role in safeguarding individuals as an Independent Advocate
- 9.4 demonstrate use of processes to report safeguarding concerns
- 9.5 support an individual through safeguarding processes
- 9.6 demonstrate the use of local and national safeguarding guidance

**Guidance**

AC 9.4, 9.5 Safeguarding: where a learner is unable to provide practice evidence, these criteria may be met by professional discussion based on a scenario, a case study, or a reflective account of a previous time the issues were encountered.

## Unit 402

# The legislative framework which impacts upon the independent advocacy role

Level:	Level 4
Credit value:	10
GLH:	53
Aim:	The unit aims to support learners to develop their understanding of legislation required to provide Independent Advocacy support.

<b>Learning outcome</b>
1. Understand current human rights legislation
<b>Assessment criteria</b>
The learner can:
1.1 explain the aim and purpose of human rights legislation
1.2 summarise the main provisions of human rights legislation which affect Independent Advocacy
1.3 evaluate when to use human rights legislation in support of an individual
1.4 explain how to support an individual to uphold their human rights
1.5 explain how to support an individual to use human rights legislation to secure a goal

<b>Range</b>
Goal accessing services, overturning decisions, ensuring voice is heard and taken seriously

<b>Guidance</b>
AC 1.1-1.5 Human rights legislation: United Nations Convention on the Rights of People with Disabilities (UNCRPD)
In England also: Human Rights Act and Equality Act (England)
In Northern Ireland also: Statutory Equality Duty of Section 75 of the Northern Ireland Act (Northern Ireland), Disability Discrimination Act (and subsequent Orders) (Northern Ireland), relevant employment legislation
AC 1.2 Provisions: Article 3, 5, 6 and 8 of the Human Rights Act, protected characteristics and reasonable adjustments

<b>Learning outcome</b>
2. Understand current mental capacity legislation
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 analyse the aim and purpose of mental capacity legislation</p> <p>2.2 describe the main provisions in mental capacity legislation</p> <p>2.3 summarise the key principles of mental capacity legislation</p> <p>2.4 describe when a capacity assessment is required and when an advocate may request a reassessment</p> <p>2.5 discuss what constitutes a lawful Deprivation of Liberty</p> <p>2.6 describe how to raise concerns about restrictions or deprivations of liberty</p> <p>2.7 discuss the interplay between mental capacity legislation and mental health legislation</p> <p>2.8 give examples of how to communicate effectively when supporting a person who lacks capacity</p>

<b>Range</b>
<p>Provisions lasting power of attorney, advance decisions, Court-appointed Deputies, Office of the Public Guardian (OPG), Court of Protection (England) or Northern Ireland equivalents</p> <p>Concerns should include when to access Court of Protection (England) or Health and Social Care Trust/Office of Public Guardian (Northern Ireland)</p> <p>Lacks capacity people who have been assessed as lacking capacity to make specific decisions, those who have fluctuating capacity, or those with impaired decision-making ability due to a disability</p>

<b>Guidance</b>
<p>AC 2.2 Provisions: under current legislation in Northern Ireland until the Mental Capacity Act is fully implemented these are enduring power of attorney and Court-appointed Controller. In Northern Ireland there are currently no plans to change advanced directives (Common Law) to advanced decisions (Statute Law).</p>

<b>Learning outcome</b>
3. Understand current mental health legislation
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 analyse the aim and purpose of mental health legislation</p> <p>3.2 describe the processes of compulsion</p> <p>3.3 summarise the key principles of mental health legislation</p> <p>3.4 analyse powers within mental health legislation</p> <p>3.5 explain a range of safeguards within mental health legislation</p> <p>3.6 discuss the impact mental health needs can have on daily living and how this can affect the advocacy relationship</p>

**Range**

Compulsion for individual patients who are admitted to hospital by force under civil and forensic sections; made subject to guardianship; made subject to a Community Treatment Order (CTO)

Powers detaining powers, treating powers, police powers, court powers

Safeguards Mental Health Tribunal, Hospital Managers' Hearing, Nearest Relative, Independent Mental Health Advocacy (IMHA), additional provisions applying to children and young people

Needs relating to others, keeping to a routine, employment, social activities, stigma, sleeping, physical health

**Learning outcome**

4. Understand current adult social care legislation

**Assessment criteria**

The learner can:

- 4.1 analyse the aim and purpose of adult social care legislation
- 4.2 explain the principle of wellbeing, as described in adult social care legislation
- 4.3 explain the adult social care assessment process
- 4.4 describe eligible and ineligible needs in the adult social care assessment process
- 4.5 evaluate available options in the care and support planning process
- 4.6 explain the review process for an individual's care and support plan

**Range**

Adult social care legislation In England: **this is covered by the** Care Act

In Northern Ireland: Health and Social Care (Reform) Act (NI), Health and Personal Social Services (NI) Order, Chronically Sick and Disabled Persons (NI) Act, Disabled Persons (NI) Act, Mental Health (NI) Order, Carers and Direct Payments Act (NI), Mental Capacity Act (Northern Ireland)

Options local authority services, brokerage, respite, financial assessments, direct payments, personal budgets

Review planned, unplanned and light touch reviews

**Learning outcome**

5. Understand current legislation affecting children and young people

**Assessment criteria**

The learner can:

- 5.1 analyse the main provisions of legislation that affects children and young people

- 5.2 explain the purpose of the United Convention of the Rights of the Child
- 5.3 describe the main features of the United Convention of the Rights of the Child
- 5.4 describe settings where children and young people receive support from health, social and youth justice
- 5.5 describe services an independent advocate is likely to come into contact with when working with children and young people
- 5.6 explain residential visiting advocacy

### Guidance

#### AC 5.1 Legislation:

In England: The Children Act (and updates), Minimum Standards for Children's Homes (Regulations), Adoption and Children Act, Children and Social Work Act, Children and Families Act, Care Act, Working Together to Safeguard Children, Children and Young People Act, Leaving Care Act and Deprivation of Liberty Safeguards (DoLs)/Liberty Protection Safeguards (LPS)

In Northern Ireland: The Children (Northern Ireland) Order, Children (Leaving Care) Act (Northern Ireland), The Adoption (Northern Ireland) Order, Adoption (Intercountry Aspects) Act (Northern Ireland), The Children (Leaving Care) Regulations (Northern Ireland), The Arrangements for Placement of Children (General) Regulations (Northern Ireland), The Children's Homes Regulations (Northern Ireland), The Children's Homes (Amendment) Regulations (Northern Ireland), The Commissioner for Children and Young People (Northern Ireland) Order, Children and Young Persons Act (Northern Ireland), Safeguarding Vulnerable Groups Order (as amended by the Protection of Freedoms Act), Special Educational Needs and Disability (SEND) Act (Northern Ireland), Addressing Bullying in Schools Act, Education Order, Cooperating to Safeguard Children and Young People in Northern Ireland, Children and Young People's Strategy, Working Together to Improve the Wellbeing of Children and Young People Living in Northern Ireland, Delivering Positive, Long-Lasting Outcomes (Department For Education), Revised Regional Core Child Protection Policies and Procedures for Northern Ireland (Safeguarding Board for Northern Ireland), Understanding the Needs of Children in Northern Ireland Assessment Framework (UNOCINI), Children's Services Co Operation Act (Northern Ireland), Mental Capacity Act (NI), Mental Health (NI) Order

### Learning outcome

6. Understand complaint processes and regulations

#### Assessment criteria

The learner can:

- 6.1 define a complaint
- 6.2 describe current legislation that governs
  - NHS complaints
  - adult social care complaints
  - children's social care complaints
- 6.3 analyse the complaints procedure

<b>Range</b>
Complaints procedure steps, time limits, options for resolution, investigation, remedies available, review, appeal

<b>Guidance</b>
AC 6.2 Legislation:  In England: Local Authority Social Services and National Health Service Complaints (England) Regulations and subsequent amendments, Health Act, NHS Constitution  In Northern Ireland: Health & Social Care Complaints Procedure Directions (NI) and subsequent amendments, Guidance in relation to Health & Social Care Complaints Procedure

Guidance for unit 402

Throughout this unit learners should use legislation as it applies in the national context.



Level:	Level 3
Credit value:	4
GLH:	26
Aim:	The unit aims to support learners to develop their understanding of rights and/or access to receive Independent Advocacy support.

<b>Learning outcome</b>
1. Understand access to Independent Advocacy
<b>Assessment criteria</b>
The learner can:
1.1 explain when an individual is entitled to access an Independent Advocate in the national context of where you work
1.2 describe the local provision of Independent Advocacy
1.3 define what is meant by seldom heard groups
1.4 explain barriers people from seldom heard groups face in accessing and using Independent Advocacy
1.5 describe strategies to respond to diverse needs of individuals using Independent Advocacy

<b>Range</b>
Entitled statutory and non-statutory
National context understand entitlement to independent advocacy in these contexts
<ul style="list-style-type: none"> <li>• mental health/IMHA</li> <li>• mental capacity/IMCA</li> <li>• adults/Care Act advocacy</li> <li>• children and young people</li> <li>• community – individual, groups and peer advocacy</li> <li>• complaints/NHS complaints advocacy</li> </ul>
Local provision learners should describe the services commissioned or provided in their own local authority/authorities/Health and Social Care Trust (NI)

**Guidance****AC 1.1 Entitlements to advocacy:**

In England: Learners must identify where there is a statutory entitlement to Independent Advocacy and all contexts need to be covered, including identifying the links to legislation, where relevant.

In Northern Ireland: Learners must refer to current and partly enacted legislation until such time as it is fully enacted. Learners need to refer to current arrangements and explain how this may change as legislation changes are progressed.

**Learning outcome**

2. Understand who is responsible for ensuring access to advocacy

**Assessment criteria**

The learner can:

- 2.1 describe who has the duty to inform people of their rights to advocacy
- 2.2 describe who has the duty to arrange advocacy
- 2.3 explain how to respond when these duties are not delivered

**Range**

Rights to advocacy In England: Children's, Independent Mental Capacity Advocacy (IMCA), Independent Mental Health Advocacy (IMHA) and under the Care Act, NHS complaints advocacy

In Northern Ireland: Rights under Mental Capacity Act (NI) (when fully enacted)

**Guidance**

AC 2.1-2.3 Duties: In Northern Ireland, where a person may not have a statutory right to an advocate, learners should provide answers which include where it would be expected/best practice to inform people about advocacy

<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	39
<b>Aim:</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide Independent Advocacy support within current mental capacity legislation. This is a statutory role in England.

<b>Learning outcome</b>
1. Undertake the role and responsibilities of an Independent Mental Capacity Advocate
<b>Assessment criteria</b>
The learner can:
1.1 describe issues that should be addressed within an Independent Mental Capacity Advocacy report
1.2 demonstrate use of the current code of practice
1.3 determine the wishes and preferences of individuals receiving Independent Mental Capacity Advocacy support
1.4 use non-instructed advocacy to support and represent an individual
1.5 research information to inform the Independent Mental Capacity Advocate's report
1.6 produce an Independent Mental Capacity Advocacy report

<b>Guidance</b>
In Northern Ireland, the Mental Capacity Act is being implemented on a phased basis and guidance for the IMCA role under the act is not yet available. The Mental Capacity Act will also replace the Mental Health Order in NI, so it is envisaged that the IMCA role will cover aspects of the IMHA role when this happens.

<b>Learning outcome</b>
2. Provide advocacy for long term change of accommodation referrals
<b>Assessment criteria</b>
The learner can:
2.1 determine the views of the individual about where they want to live
2.2 compare different types of accommodation options
2.3 explain the function of regulatory bodies
2.4 evaluate how an IMCA can support an individual at a care review
2.5 differentiate between alternative options regarding the accommodation decision

- |     |  |
|-----|--|
| 2.6 | evaluate the suitability of accommodation for individuals                                      |
| 2.7 | assess the impact the decision will have on the individual regarding a change of accommodation |

<b>Range</b>
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Accommodation supported living, residential care, nursing homes, sheltered housing and receiving support in one's own home
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Regulatory bodies General Medical Council
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In England also: Care Quality Commission (CQC)
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In Northern Ireland also: Regulation and Quality Improvement Authority (RQIA)
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<b>Learning outcome</b>
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3. Provide advocacy for serious medical treatment referrals
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<b>Assessment criteria</b>
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The learner can:
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3.1	explain what constitutes a serious medical treatment decision
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3.2	evaluate the importance of seeking a second medical opinion
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3.3	clarify when an advocate might challenge a Do Not Attempt Cardio Pulmonary resuscitation (DNACPR)
-----	---

3.4	explain when decisions about serious medical treatment should be taken to the Court of Protection
-----	---

3.5	assess the impact the decision concerning proposed serious medical treatment will have on the individual
-----	--

3.6	critically compare risks and benefits connected to medical treatments
-----	---

3.7	determine the views of the individual about the proposed treatment
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<b>Guidance</b>
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AC 3.4 Court of Protection: Learners in Northern Ireland may substitute Court of Protection for Health & Social Care Trust/Office of Care and Protection
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<b>Learning outcome</b>
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4. Provide advocacy support and representation to people affected by deprivations of liberty
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<b>Assessment criteria</b>
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The learner can:
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4.1	describe the requirements for advocates to visit, support and represent an individual subject to a deprivation of liberty
-----	---

4.2	analyse factors which may or may not lead to a deprivation of liberty
-----	---

4.3	represent the person's views and preferences as decisions are made whether restrictions or arrangements amount to a deprivation of liberty
-----	--

4.4	research information about restrictions and deprivations of liberty and how they impact on the individual
-----	---

- |     |  |
|-----|--|
| 4.5 | determine the <b>individual's</b> views about restrictions and deprivations of liberty |
| 4.6 | support an individual through the assessment process                                   |
| 4.7 | support an individual to appeal or challenge an authorisation                          |
| 4.8 | consider least restrictive options   |

<b>Range</b>
--------------

Individual this could be the person affected by the deprivation of liberty or their representative or appropriate person
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<b>Guidance</b>
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In England, during the transition from Deprivation of Liberty Safeguards (DoLS) to Liberty Protection Safeguards (LPS), centres need to cover what is current at the time of delivery and assessment.
---

AC 4.3 Under the original DoLS system the candidate will need to show how they represent the person during Best Interest decisions. Under the LPS system the candidate will need to show how they represent the person as decisions are made whether arrangements (or proposed arrangements) are necessary and proportionate
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AC 4.7 Challenging authorisations: including rights to request review, complain, Best Interest meeting and taking issues to the Court of Protection (England) or Office of the Public Guardian/Mental Health Tribunal/Health & Social Care Trust (Northern Ireland)
---

AC 4.7 Where it is not possible to demonstrate this assessment criterion in practice for the whole process, learners must describe how they would carry out the assessment criterion in their role as an advocate.
--

<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	39
<b>Aim:</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide Independent Advocacy support within current mental health legislation. This is a statutory role in England.

<b>Learning outcome</b>
1. Undertake the role and responsibilities of an Independent Mental Health Advocate
<b>Assessment criteria</b>
The learner can:
1.1 demonstrate use of the current code of practice
1.2 determine the wishes and preferences of people receiving Independent Mental Health Advocacy support
1.3 use non-instructed advocacy to support and represent an individual

<b>Guidance</b>
AC 1.3 Where it is not possible to demonstrate this assessment criterion in practice, learners must describe how they would carry out the assessment criterion in their role as an advocate.

<b>Learning outcome</b>
2. Respond to advocacy issues
<b>Assessment criteria</b>
The learner can:
2.1 explain routes to discharge
2.2 discuss how and when to request the involvement of a second opinion appointed doctor (SOAD)
2.3 evaluate how the physical environment can impact on individuals with mental health conditions
2.4 support an individual to understand their rights and safeguards within mental health legislation which affect them
2.5 support an individual to
<ul style="list-style-type: none"> <li>• appeal against their decision</li> <li>• review or change medication</li> </ul>

- apply for leave
- explore care and treatment options
- participate in discharge planning
- make plans regarding their care and treatment

### Guidance

AC 2.3 Physical environment: living on a locked ward, general hospital environment, limited personal space, noise, privacy, personal items

AC 2.4 Rights and safeguards: including rights to appeal, review, be involved, complain, second opinion appointed doctor (SOAD), S117 aftercare (England), advocacy, rights of the nearest relative

AC 2.5 Appeal:

In England: this includes applications to managers' hearing, Ministry of Justice and First Tier Tribunal

In Northern Ireland: this includes Review Tribunal

AC 2.5 Medication: this could include the type of medication, dosage, method of administration

AC 2.5 Leave: this could be unsupervised, escorted or extended leave

AC 2.5 Care and treatment: for their existing needs and advanced care planning

AC 2.5 Where it is not possible to demonstrate this assessment criterion in practice for the whole process, learners must describe how they would carry out the assessment criterion in their role as an Advocate.

### Learning outcome

3. Provide culturally appropriate Independent Mental Health Advocacy support

### Assessment criteria

The learner can:

- 3.1 demonstrate an understanding of the factors that drive ethnic inequalities in the prevalence of poor mental health
- 3.2 discuss the over-representation of people from racialised communities within mental health hospitals
- 3.3 identify which racialised groups are under-represented in the use of independent mental health advocacy services
- 3.4 evaluate personal identity and how it may impact on the advocacy relationship
- 3.5 support an individual to have their cultural needs respected
- 3.6 take action to reduce the effects of cultural bias

### Guidance

AC 3.2 and 3.3 The phrase 'racialised communities' recognises that inequalities can be perceived, viewed, experienced and understood in a racial context. This is

especially pertinent for people from the following racialised groups, who are over-represented within mental health hospitals and experience relatively poor outcomes in comparison with their white counterparts: African, African Caribbean, South Asian

AC 3.2 This should include the difficulties and barriers to accessing mental health support and the relatively poor outcomes in comparison with their white counterparts. This is specifically pertinent for people from the following racialised groups: African, African Caribbean, South Asian

AC 3.4 Personal identity may cover age, gender, ethnicity, sexual orientation, geographical location, religious beliefs, political affiliations, community affiliations

AC 3.5 Through working in partnership with relevant community organisations

AC 3.6 Both personally and within the organisation

<b>Learning outcome</b>
4. Work in ways that minimise risk and promote safety
<b>Assessment criteria</b>
The learner can: 4.1 assess potential risks present within mental health settings 4.2 consider a range of strategies to minimize risk 4.3 summarise who is at risk in a mental health setting 4.4 apply organisational policy in safe working



<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Aim:</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide Independent Advocacy support within current adult social care legislation. This is a statutory role in England.

<b>Learning outcome</b>
1. Undertake the role and responsibilities of the Independent Advocate arranged under adult social care legislation
<b>Assessment criteria</b>
The learner can:
1.1 demonstrate the use of adult social care legislation guidance
1.2 determine the wishes and preferences of people receiving Independent Advocacy
1.3 support an individual to identify their own needs, strengths and goals in relation to assessment, planning processes or safeguarding
1.4 produce a report to raise concerns or challenge decisions
1.5 use non-instructed advocacy to support and represent an individual
1.6 explain when a person receiving independent advocacy under adult social care legislation may be deprived of their liberty

<b>Guidance</b>
AC 1.1, 1.6 Adult social care legislation must reflect current legislation including:
In England: Care Act
In Northern Ireland: The Health and Social Care (Reform) Act (NI), Health and Personal Social Services (NI) Order, Chronically Sick and Disabled Persons (NI) Act, Disabled Persons (NI) Act, Mental Health (NI) Order, Carers and Direct Payments Act (NI), Mental Capacity Act (Northern Ireland)
AC 1.5 Where it is not possible to demonstrate this assessment criterion in practice, learners must explain how they would carry out the assessment criterion in their role as an advocate.

<b>Learning outcome</b>
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2. Support an individual through the assessment process
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<b>Assessment criteria</b>
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The learner can:
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- |  |
|--|
| 2.1 support an individual to understand the assessment process               |
| 2.2 support an individual to consider their wellbeing                        |
| 2.3 support an individual to participate through the assessment process      |
| 2.4 support an individual to understand the assessment outcome               |
| 2.5 evaluate whether the assessment process is appropriate and proportionate |

<b>Range</b>
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Assessment self-assessment, combined, joint, remote
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<b>Learning outcome</b>
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3. Support an individual through the care and support planning process
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| 3.1 support an individual to consider how they would like their needs met |
| 3.2 support an individual to contribute to their own plan                 |
| 3.3 determine an individual's preferences to meeting their needs          |
| 3.4 consider alternative options where there are risks to the plan        |
| 3.5 support an individual to understand their final care and support plan |

<b>Range</b>
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Needs eligible needs or ineligible needs which the Local Authority/Health and Social Care Trust has agreed to meet
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Plan care and support plan for the adult with needs, support plan for the carer
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<b>Learning outcome</b>
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4. Support an individual through the review process
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| 4.1 support an individual to understand the review process                |
| 4.2 support an individual to consider if and how their needs have changed |
| 4.3 support an individual to participate through the review process       |
| 4.4 support an individual to understand the review outcomes               |

<b>Learning outcome</b>
5. Support an individual through safeguarding processes
<b>Assessment criteria</b>
The learner can: 5.1 support an individual to understand the safeguarding process 5.2 support an individual to express what measures can keep them safe 5.3 support an individual to participate through the safeguarding process 5.4 support an individual to understand the outcome of a safeguarding enquiry or review

# Unit 407 Independent advocacy with children and young people

<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	39
<b>Aim:</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide Independent Advocacy support to children and young people

<b>Learning outcome</b>
1. Undertake the role and responsibilities of the Children and Young Person's Independent Advocate
<b>Assessment criteria</b>
The learner can:
1.1 act in the role of a children's advocate
1.2 summarise in which settings children and young people are legally entitled to access Independent Advocacy support
1.3 explain how children and young people can claim agency
1.4 support children and young people to express their preferred courses of action
1.5 apply standards that govern the service and advocate
1.6 use non-instructed advocacy to support and represent an individual

<b>Range</b>
Settings looked after children, care leavers, children with mental health needs and children in the secure estate
Agency how children and young people can be seen as a moral agent in their own right and not as a mini adult or property of an adult
Standards National Standards for the Provision of Children's Advocacy Services, variety of methods, verbal, non-verbal, social media

<b>Guidance</b>
AC1.2 Settings: learners in Northern Ireland may summarise the settings where children and young people can access support even though not a legal entitlement

AC1.6 Where it is not possible to demonstrate this assessment criterion in practice, learners should explain how they would carry out the assessment criterion in their role as an advocate.

### Learning outcome

2. Respond to advocacy issues raised by children and young people

### Assessment criteria

The learner can:

- 2.1 analyse common issues raised by children and young people in different settings
- 2.2 summarise key provisions within the care system
- 2.3 explain how children and young people come into the secure estate
- 2.4 summarise entitlements care leavers can access
- 2.5 describe systems which support children and young people who have specific educational needs
- 2.6 support an individual to make a complaint or representation
- 2.7 support an individual to influence their plan
- 2.8 support an individual to receive services they are entitled to
- 2.9 use legislation to ensure the rights of the child or young person are upheld and protected

### Range

Settings care, youth justice, education and health

Plan In England: care plan, pathway plan, child protection plan, Education Health Care Plan (EHCP)

In Northern Ireland: Health Care plan (NI), Statement of Special Educational Needs (NI), Individual Education Plan (NI)

### Guidance

AC 2.6 Where it is not possible to demonstrate this assessment criterion in practice, learners should explain how they would carry out the assessment criterion in their role as an advocate.

### Learning outcome

3. Support children and young people in meetings

### Assessment criteria

The learner can:

- 3.1 explain the purpose of a range of meetings
- 3.2 support a child or young person to participate in meetings
- 3.3 support children and young people to self-advocate in meetings
- 3.4 demonstrate representation on behalf of a child or young person at meetings
- 3.5 review meeting outcomes with the child or young person

3.6 use strategies to challenge jargon and terminology used by professionals when communicating with children and young people

**Range**

Meetings statutory review, child protection conferences, family group conferences, education meetings, appeals and complaint meetings, Team Around the Child/Family.

**Learning outcome**

4. Work with others to achieve advocacy outcomes for children and young people

**Assessment criteria**

The learner can:

- 4.1 summarise services and systems children and young people may access
- 4.2 define the roles and responsibilities of professionals who support children and young people
- 4.3 support professionals to understand the independent advocacy role
- 4.4 create positive working relationships with professionals whilst maintaining independence

**Range**

Services and systems social services, health, education and youth justice

Professionals social workers, foster carers, elected members, residential staff, Independent Reviewing Officer, Designated Teacher

<b>Level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	39
<b>Aim:</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide independent complaints advocacy

<b>Learning outcome</b>
1. Understand procedures which impact on health and social care complaints
<b>Assessment criteria</b>
The learner can:
1.1 evaluate the alternatives to using the NHS complaints procedure available to an individual if they have a complaint about NHS services
1.2 analyse the various routes to raise concerns or to make a complaint about adult social care services
1.3 explain how an individual may make a joint complaint about NHS services and social care services
1.4 describe the legislation that allows an individual to access and obtain copies of their medical and social care records

<b>Range</b>
Various routes informal and formal, local authority social care complaint procedures

<b>Guidance</b>
AC 1.1 Alternatives: dependent on desired outcome/objective, apology, disciplinary action, policy change, compensation, change or clarification of the law, reform of procedures, legal proceedings, complaint to General Medical Council (GMC), Care Quality Commission (CQC) (England) or Regulation and Quality Improvement Authority (RQIA) (Northern Ireland), or other professional body, special procedures for mental health patient complaints/concerns, refusal to fund certain treatment, contact MP / MLAs to make representations, judicial review, whistle-blowing legislation, local whistle-blowing policies and procedures

<b>Learning outcome</b>
2. Understand the social context of NHS and social care complaints
<b>Assessment criteria</b>
The learner can:

- 2.1 describe the distinction between primary and secondary health care
- 2.2 analyse complaint statistics from a trusted source related to NHS or social care
- 2.3 explain the function and role of the services which provide patient advice
- 2.4 research and discuss inquiries relevant to NHS complaint procedures
- 2.5 describe the role of the ombudsman
- 2.6 discuss what is meant by the term 'medical negligence'
- 2.7 identify which body handles medical negligence legal claims against the NHS, and describe its role and function
- 2.8 describe what is meant by the terms 'Serious Untoward Incident' and 'Patient Safety Incident'
- 2.9 describe the function and role of bodies that regulate health and social care professionals
- 2.10 describe the function and role of other bodies and agencies which a complaints advocate will come into contact with

### Guidance

- AC 2.2 Statistics: total figures, primary and secondary care, percentages upheld, sources of complaint (patient, parents, carers, guardians), common issues raised by complainants regarding health and social care services in different settings
- AC 2.3 Patient advice:  
 In England: Patient Advice and Liaison Services (PALS), Patient Advice Services  
 In Northern Ireland: Patient and Client Council (PCC)
- AC 2.4 Inquiries:  
 In England: Francis Report, CQC reports, Health select Committee reports, Public Administration Committee reports, Putting Patients Back in the Picture  
  
 In Northern Ireland: Bamford Review, Hyponatraemia-related Deaths Inquiry
- AC 2.6 Medical negligence: breach of duty of care, causation, loss and damages, compensation types
- AC 2.7 Body: Currently NHS Resolution which replaced NHS Litigation Authority (NHSLA)
- AC 2.8 Learners in Northern Ireland may substitute terms 'Serious Untoward Incident' and 'Patient Safety Incident' for 'Serious Adverse Incidents'
- AC 2.9 Bodies that regulate health and social care professionals:  
 Professional Standards Authority for Health and Social Care, General Medical Council (GMC), Nursing and Midwifery Council (NMC), General Chiropractic Council (GCC), General Dental Council (GDC), General Optical Council (GOC), General Osteopathic Council (GOsC), Health and Care Professions Council (HCPC), The General Pharmaceutical Council (GPhC),  
  
 In England also: Social Work England (SWE)  
  
 In Northern Ireland also: Social Care Council



AC 2.10 Other bodies and agencies:

In England: Healthwatch (Local and National), NHS England, Action Against Medical Accidents (AvMA), Clinical Commissioning groups, Primary Care networks, Patients Association, Coroner, Ombudsman (Parliamentary and Health Service Ombudsman, and the Local Government and Social Care Ombudsman)

In Northern Ireland: Northern Ireland Public Services Ombudsman (NIPSO), Health and Social Care Board (HSCB), Public Health Agency (PHA), Regulation and Quality Improvement Authority (RQIA), GP Federations

**Learning outcome**

3. Undertake the role of the Independent Complaints Advocate

**Assessment criteria**

The learner can:

3.1 support a person to

- understand how complaint procedures work
- explore the advantages and disadvantages of making a complaint
- explore alternatives to making a complaint
- access their medical records and reports
- prepare an effective complaint letter
- use a complaint procedure

3.2 use techniques to support an individual to self-advocate at various stages of the complaint procedure

**Range**

Techniques preparation, research, providing information, feedback, praise and encouragement, development of skills, confidence building

**Learning outcome**

4. Support an individual at meetings

**Assessment criteria**

The learner can:

4.1 describe the purpose of meetings that a complaints advocate may attend

4.2 analyse the role and responsibilities of people who attend meetings with a complaints advocate

4.3 support an individual at a resolution meeting

4.4 support an individual to evaluate outcomes of a resolution meeting

4.5 support an individual to raise an appeal or seek a review regarding health or social care complaint decisions

**Guidance**

AC 4.2 People: medical professionals, NHS complaints handlers, clinical governance, note takers, client's family or supporters

## Unit 409

## Community advocacy

<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	The unit aims to support learners to develop the practical skills and knowledge required to provide non-statutory Independent Advocacy support

<b>Learning outcome</b>
1. Undertake the role of a community advocate
<b>Assessment criteria</b>
The learner can: 1.1 define what community is 1.2 define citizenship 1.3 act in the community advocacy role 1.4 explain the difference between statutory and non-statutory advocacy 1.5 define case-focused advocacy, cause-focused advocacy and community advocacy 1.6 identify strength-based approaches to advocacy 1.7 respond to issues raised by the individual 1.8 respond to ongoing or repetitive issues 1.9 identify the social value of advocacy support to the advocacy partner and to communities

<b>Guidance</b>
AC 1.1-1.9 Community: community through shared interest, community of action or cause, shared place or location, shared experience, shared circumstances, shared interests, shared goals, community of practice.
AC 1.6 Strength-based: person-centred, focus on strengths and skills of advocacy partner, link to strength-based community approach focused on resources and strengths of communities.
AC 1.7 Issues: financial support, support to access specialist benefits advice, accessing universal services, mental health support, support with employment processes, complaints, tenants agreements and disputes, accessing local leisure opportunities, personal safety and safeguarding, support with health literacy, health action planning and health appointments, support to explore education and employment opportunities, support with life planning including end of life, support with rehabilitation, support with historical abuse or inquiries, support with information

retrieval, support with truth recovery, support for people affected by the conflict in Northern Ireland, support with hate crimes.

AC 1.9 Social value: value created as a result of impact experienced by individuals and organisations, financial value relates to potential and evidence-based savings that will be experienced by the public sector, non-financial value relates to the intangible value that is felt by people.

### Learning outcome

2. Deliver Independent Advocacy in the community

### Assessment criteria

The learner can:

- 2.1 network with other community-based services or support
- 2.2 summarise different services that a person may access
- 2.3 deliver pro-active advocacy
- 2.4 explain how advocacy can contribute to community organising

### Guidance

AC 2.2 Services: health, benefits, housing, financial support, employment, education, leisure, crime and justice, social prescribing, victims and survivors

AC 2.3 Pro-active: taking advocacy out to people rather than respond to referrals, awareness raising.

AC 2.4 Community organising: working with groups of people in a community to support them to come together to identify issues and ambitions from and for their community (cause-focused advocacy).

### Learning outcome

3. Understand ways to support group advocacy

### Assessment criteria

The learner can:

- 3.1 describe how to facilitate
  - self-advocacy groups
  - peer advocacy groups
  - peer mentoring partnerships
- 3.2 explain ways group advocacy can affect and influence local services
- 3.3 assess how to support group advocacy members to identify and prioritise group aims and objectives
- 3.4 assess how to manage group dynamics to enable group members to lead and take part
- 3.5 assess how to coordinate practical arrangements of group activity and events
- 3.6 evaluate ways to report on group activities and outputs

**Guidance**

AC 3.3-3.5 Wherever possible these assessment criteria should be met through practice, however in circumstances where the learner is not working in a group setting these criteria may be met through theory or simulation

**Learning outcome**

4. Support community participation, engagement and co-production

**Assessment criteria**

The learner can:

- 4.1 support participation in consultation and planning events with local decision makers
- 4.2 enable planning, preparation, involvement in and reviewing of community engagement
- 4.3 identify tools/resources to support communication and engagement in a range of ways
- 4.4 discuss how experts-by-experience can be involved in local planning and decision making
- 4.5 enable co-production within local communities with a range of organisations/sectors

**Guidance**

AC 4.1 wherever possible these assessment criteria should be met through practice, however in circumstances where the learner is not working in a group setting these criteria may be met through theory or simulation

## 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](http://www.cityandguilds.com)

### *City & Guilds Centre Manual*

This document 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
- Examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records.

### *Our Quality Assurance Requirements*

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- Specifies the quality assurance and control requirements that apply to all centres
- Sets out the basis for securing high standards, for all our qualifications and/or assessments
- Details the impact on centres of non-compliance.

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to centres working with City & Guilds:

- Ofqual's General Conditions of Recognition.

### *Access Arrangements and Special Considerations*

This document provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

## Appendix 2    **Useful contacts**

<b>UK learners</b> General qualification information	E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e- assessment, Navigation, User/menu option, Problems	E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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