

Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (7566)

Qualification handbook

500/5846/0 Certificate

500/5847/2 Diploma



Supported by the Department of Health

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**Independent Advocacy and Level
3 Diploma in Independent Mental
Capacity Advocacy - Deprivation
of Liberty Safeguards (7566)**

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This document contains the information that centres need to offer the following qualifications:

Qualification title	City & Guilds qualification number	QCA accreditation number(s)	Guided Learning Hours	Total Framework Credit Value
Level 3 Certificate in Independent Advocacy	7566	500/5846/0	135	27-34
Level 3 Diploma in Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	7566	500/5847/2	170	39

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- recording forms.

2.1 Accreditation details

Accreditation details

This qualification is

- accredited by the Qualifications and Curriculum Authority at Level 3 of the Framework.

Qualifications and Credit Framework

The Framework replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF).

The Framework provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The Framework recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the Framework, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

2 About the qualification

2.2 Aims of the qualification

For some time, the advocacy sector has recognised the need to develop national training as part of its drive to improve standards and consistency across advocacy provision. Since 2002, increasing numbers of advocacy services had developed accredited training in a quest to ensure quality in the training of their advocates but the sector as a whole is now looking for nationally recognised qualifications that the entire workforce can access.

There are three groups of people these qualifications will be aimed at:

- Existing advocates
- Workers looking for an introductory award who may have just started working in the sector
- Professionals who use advocacy skills as part of another role.

The qualifications would be primarily aimed at workers who currently provide Independent Advocacy support. This includes advocates who work with a range of client groups in settings such as:

- Adults with mental health problems
- Adults with learning disabilities
- Adults with physical disabilities, including people with sensory impairments and brain acquired injury
- Older people in hospital, residential care and community settings
- People subject to the Deprivation of Liberty Safeguards under the Mental Capacity Act 2005, as amended
- People entitled to receive Independent Mental Health Advocacy (IMHA) or Independent Mental Capacity Advocacy (IMCA)
- Children and young people particularly looked after children, young people in youth justice settings, disabled children and other children in need including young people with mental health problems.

2.3 Rules of combination

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

For the Level 3 Certificate:

Candidates will complete the **four** mandatory units plus **one** optional unit from 305-309, to lead to one of the following:

Level 3 Certificate in Independent Advocacy-(Independent Mental Capacity Advocacy)

Level 3 Certificate in Independent Advocacy-(Independent Mental Health Advocacy)

Level 3 Certificate in Independent Advocacy-(Independent Advocacy Management)

Level 3 Certificate in Independent Advocacy-(Providing Independent Advocacy to Adults)

Level 3 Certificate in Independent Advocacy –(Independent Advocacy with Children and Young People) (endorsed in Wales only at present)

For the Level 3 Diploma :

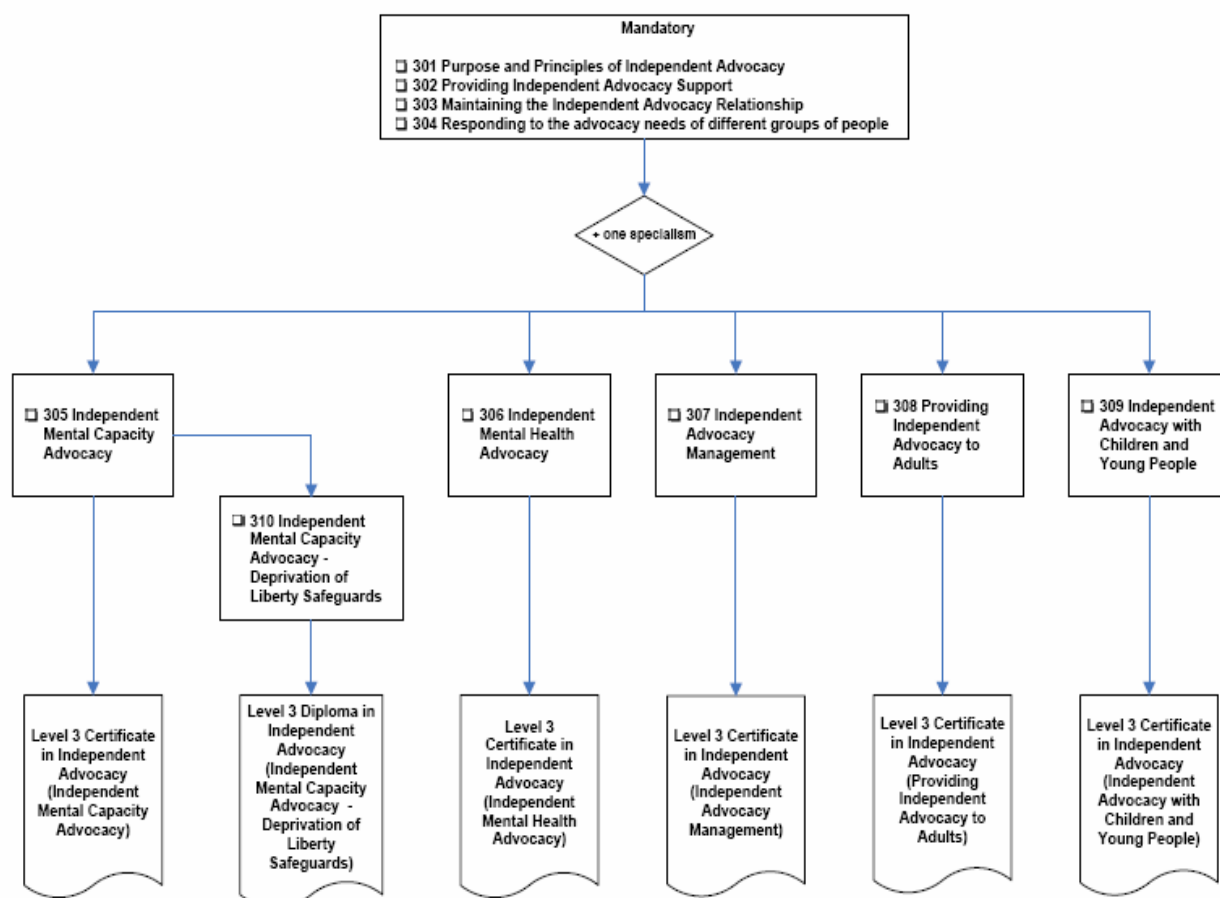
Candidates will complete the **four** mandatory units plus units 305 and 310 to obtain the following:

Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Level
M/502/3146	301	Purpose and principles of Independent Advocacy	Mandatory	4	3
T/502/3147	302	Providing Independent Advocacy support	Mandatory	6	3
A/502/3148	303	Maintaining the Independent Advocacy relationship	Mandatory	6	3
F/502/3149	304	Responding to the advocacy needs of different groups of people	Mandatory	6	3
F/502/3295	305	Independent Mental Capacity Advocacy	Optional	12	4
J/502/3296	306	Independent Mental Health	Optional	7	4

Advocacy					
L/502/3297	307	Providing Independent Advocacy Management	Optional	11	4
R/502/3298	308	Providing Independent Advocacy to Adults	Optional	5	4
Y/502/3299	309	Independent Advocacy with Children and Young People	Optional (endorsed in Wales only at present)	7	4
F/502/3300	310	Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	Optional	5	4

Rules of combination diagram



Certificates of unit credit

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate, a CUC for each unit achieved.

2 About the qualification

2.4 Sources of information and assistance

Related publications

City & Guilds also provides the following documents specifically for this qualification:

Publication	Available from
Community & Society Guidance updates	Email: chcqimat@cityandguilds.com

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** 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.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Online catalogue/shop** contains details of general regulations, registration and certification procedures and fees.
- **Guidance Update to Community & Society centres** contains updates on centre management, records, assessment and verification.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail

Query types

learnersupport@cityandguilds.com

all learner enquiries, including

- requesting a replacement certificate
- information about our qualifications
- finding a centre.

centresupport@cityandguilds.com

all centre enquiries

walledgarden@cityandguilds.com

all enquiries relating to the Walled Garden, including

- setting up an account
- resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to successfully gain the qualification.

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Age restrictions

These qualifications are not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

Progression

Learners will be able to access the award as a first qualification or as a continuation of entry level courses in advocacy.

The qualification will be delivered at level 3 which some learners may find difficult without completing level 2 or entry level courses. There are a number of such courses locally accredited which learners can currently access before completing this qualification.

The qualification can also act as demonstrable evidence of knowledge and skills required to access higher level courses in advocacy and social and health care such as degree level courses and vocational qualifications.

Europass Certificate Supplement

A Europass Certificate Supplement is available for the Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Advocacy Deprivation of Liberty Safeguards.

The Certificate Supplement is part of a European initiative called Europass which aims at facilitating mobility by making it easier to understand skills and qualifications, especially outside the issuing country.

The Certificate Supplement can be used to help learners find a job, get experience or enrol in an education or training programme abroad. It may also assist employers to identify the best applicant to work for their organisation.

The Certificate Supplement sits alongside the official certificate and is supplied by the awarding body which develops the qualification.

For more information on Europass and to download the Certificate Supplement for free, please visit www.cityandguilds.com/europass.

4 Centre requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 2 for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 2 for further information.

Centres anticipating the recording and use of evidence generated from interactions with individuals using a service, must gain their advocates' informed consent. Subsequently, centres must ensure that an individual's right to privacy is not compromised by their willingness to be involved.

4 Centre requirements

4.2 Resource requirements

Physical resources

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Site agreements

Centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements.
eg participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning 'fit person' checks are required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies and 'fit person' criteria, not the Awarding Body)
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer / tutor
- assessor
- internal verifier.

Staff delivering the qualifications

All new teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Details are available on the QTLS pages of www.cityandguilds.com.

The assessment centre will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses.

Assessors

Assessors are responsible for the planning, review and judgement of candidates' 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 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 are 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 candidate 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 candidates' 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 expertise is based. 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 Verifiers

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

Internal verifiers must:

- be occupationally knowledgeable in respect of the units they are going to verify prior to commencing the role. It is crucial that internal verifiers understand the nature and context of candidates' 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-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles as defined by the relevant national occupational standard
- hold, or be working towards, the appropriate IV qualification
- organise and /or participate in standardisation activities.

Internal verifiers who have not yet achieved the relevant IV qualification identified by the regulator, but who have the necessary vocational knowledge, can be supported by a qualified internal verifier who does not necessarily have the specific occupational knowledge. However, the supporting internal verifier must have relevant occupational expertise as a practitioner, manager or trainer. This can also be used as a method of supporting the accreditation of trainee internal verifiers.

Technical Requirements

Administration, Registration and Certification

Framework Technical Requirements

Centres must register with QCA to obtain access to the Learner Registration Service (LRS) in order to obtain the Unique Learner Number (ULN) and Learner Achievement Record (LAR) for their learners. Information on how to do this can be obtained from www.cityandguilds.com

Learners are awarded credit for the unit they have completed which is recorded on their Framework Learner Achievement Record (LAR). They may continue to accumulate credit towards a full qualification at a later date if they wish; provided it is within the timescales of accreditation for the particular qualification. The LAR also indicates to the learner how many more credits they need in order to achieve a full qualification and progression routes.

City & Guilds' administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change. The latest News is available on the website (www.cityandguilds.com).

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval* and in the *Online Catalogue*. Centres should ensure they are familiar with all requirements prior to offering assessments.

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificates of unit credit (CUCs)

A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after candidates have achieved a unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in section 2.3 Rules of combination.

4.4 Quality assurance

This information is a summary of quality assurance requirements.

Providing City & Guilds qualifications and in the *Centre toolkit* provide full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support learners, centres are currently required to retain copies of learners' assessment and verification records for three years after certification.

External quality assurance

External quality assurance for the qualification will be provided by City & Guilds external verification process.

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds' external verifiers attend training and development designed to keep them up-to-date, facilitate standardisation between verifiers and share good practice.

City & Guilds external verifiers use electronic report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling

- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

External verifiers must:

- be occupationally knowledgeable and have gained their knowledge through working within the sector or in an appropriate professional/occupational area
- demonstrate updating through CPD activities
- hold, or be working towards, the appropriate EV qualification as identified by the regulator. Achievement of the qualification must be within appropriate timescales
- have a working knowledge of the advocacy settings in which candidates operate, the regulation, legislation and codes of practice (where applicable) for the service, and the requirements of national standards at the time any assessment is taking place
- participate in updating, standardisation and CPD activities as identified by the Awarding Body.

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

5 Course design and delivery

5.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way that

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in section 6 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

5.3 Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

It is extremely important to protect the identity of the individuals encountered by candidates in the work setting, eg customers, clients, patients or service users.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the:

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- secure electronic storage requirements of photographs or video recordings
- associated child protection legislation.

6.1 Links to National Occupational Standards

City & Guilds has identified the connections to National Occupational Standards (NOS). This mapping is provided as guidance and suggests areas of overlap and commonality between the qualification and the NOS. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping. The mapping is contained in each unit.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a Framework qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

Contacting the Sector Skills Council/Standards Setting Body

This level 3 qualification has received the support of the relevant Sector Skills Councils (SSCs) Skills for Care & Development and Skills for Health.

Please note that the unit 'Independent Advocacy with Children and Young People' is only endorsed in Wales at present. The same therefore applies to the Level 3 Certificate in Independent Advocacy (Independent Advocacy with Children and Young People).

Name of SSC	Skills for Care and Development
Address	2nd Floor City Exchange 11 Albion Street Leeds LS1 5ER
Telephone	0113 390 7666
e-mail	sscinfo@skillsforcareanddevelopment.org.uk
URL	www.skillsforcareanddevelopment.org.uk

Name of SSC	Skills for Health
Address	Head Office 2nd Floor Goldsmith House Broad Plain Bristol BS2 0JP
Telephone	0117 922 1155
Fax	0117 925 1800
e-mail	office@skillsforhealth.org.uk

6.2 Key/Essential/Functional skills (England, Wales and Northern Ireland)

These qualifications include opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification. Where candidates are working towards any key skills alongside this qualification they will need to be registered with City & Guilds for the key skills qualifications.

It should not be assumed that candidates will necessarily be competent in, or able to produce evidence for, the key skills at the same level as this qualification.

The 'signposts' below identify the **potential** for key/essential/functional skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*'.

If this qualification is being delivered alongside an Essential Skills Communication and/or Application of Number programme in **Northern Ireland**, it is good practice to emphasise the relevance of these skills to candidates when completing their Action-Based Activities.

Unit	Communication	Application of Number	Information Technology	Problem Solving	Improving Own Learning and Performance	Working With Others
301	√			√	√	
302	√			√		√
303	√			√	√	
304	√				√	√
305	√			√		√
306	√			√		√
307	√				√	√
308	√				√	√
309	√				√	√
310	√		√	√	√	√

2. Knowledge and Skills Framework

2.1 Knowledge and Skills Framework Mapping

Communication	Level 1	Level 2	Level 3	Level 4
	Communicate with a limited number of people on a day to day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or about difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
301			√	
302			√	
203			√	
303			√	
304			√	
305			√	
306			√	
307			√	
308			√	
309			√	
310			√	

2. Personal and People development	Level 1	Level 2	Level 3	Level 4
	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
301		√		
302		√		
303		√		
304		√		
305		√		
306		√		

307		√		
308		√		
309		√		
310		√		

3. Health, safety and security	Level 1	Level 2	Level 3	Level 4
	Assist in maintaining own and others' health safety and security	Monitor and maintain health safety and security of self and others	Promote, monitor and maintain best practice in health safety and security	Maintain and develop an environment and culture that improves health safety and security
301		√		
302		√		
303		√		
304		√		
305		√		
306		√		
307		√		
308		√		
309		√		
310		√		

4. Service improvement	Level 1	Level 2	Level 3	Level 4
	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendation and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
301				
302				
303				
304				
305				
306				
307				
308				
309				
310				

5. Quality	Level 1	Level 2	Level 3	Level 4
	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
301		√		
302		√		
303		√		
304		√		
305		√		
306		√		
307		√	√	
308		√		
309		√		
310		√		

6. Equality and diversity	Level 1	Level 2	Level 3	Level 4
	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promote equality and values diversity
301			√	
302			√	
303			√	
304			√	
305			√	
306			√	
307			√	
308			√	
309			√	
310			√	

6 Relationships to other qualifications

6.4 Personal, Learning and Thinking Skills (PLTS)

Candidates taking these qualifications will demonstrate PLTS in the following areas:

Unit number	Personal, Learning and Thinking Skills Areas					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
301	√					
302	√			√	√	
303	√			√	√	
304	√			√	√	
305	√			√	√	
306	√			√	√	
307	√			√	√	
308	√			√	√	
309	√			√	√	
310	√			√	√	

7 Assessment

7.1 Summary of assessment requirements

Evidence requirements

Competent performance will be evidenced from candidates' real work practice, some of which must be observed. Sufficient observations, combined with other types of evidence across the qualification, should be planned to allow the assessor to make a safe judgement of candidate competence. Product evidence is also likely to be significant in providing evidence for this qualification.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of the clients must be upheld.

Knowledge evidence requirements

Candidates must demonstrate application of the specified knowledge and understanding to their work practice. Most usually, knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should use an alternative method to elicit this which may include questioning, professional discussion, assignments etc. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors. It is most appropriately used in the Certificate/Diploma in Independent Advocacy to elicit underpinning knowledge, gain explanations of how to deal with contingencies and can provide opportunities for candidates to clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio or visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Range of assessment methods or evidence sources

In addition to observation, assessors will negotiate the most effective and appropriate mix of methods/evidence sources from the list below to ensure all requirements are met.

- **Direct observation of work based activity** by an assessor is required as the primary source of evidence for the qualification.
- **Expert witnesses** may observe candidate practice and provide testimony for the occupationally specific units which will have parity with assessor observation for the optional units. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates' can evaluate their knowledge and practice across the qualification.
- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Witness testimonies:** these should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments/APEL:** candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not be included in candidates' portfolios but must be referred to in the assessment records.

Simulation

Simulation can **only** be used where it is not possible or it is inappropriate to gather evidence, for example:

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately
- where performance is critical, happens frequently but where there is risk of harm to the candidate or service user in a real situation – for example dealing with aggressive situations
- where performance is critical, happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing – for example a service user

may feel embarrassed about sharing their precise wishes and feelings or might not consent to being observed

Where simulations are used they must replicate working activities in realistic workplace environments.

7 Assessment

7.2 Recording forms

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

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of recording forms specifically for these qualifications;

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Candidate and centre details (Form IA 1)

Form used to record candidate and centre details and the units being assessed. This should be the first page of the candidate portfolio.

Contact details and signatures (Form IA 2)

Form used to record details and signatures of assessor(s) and internal verifier(s).

Skill audit (Form IA 3)

Form used to record the candidate's existing skills and knowledge.

Expert/witness status list (Form IA 4)

Form used to record the details of all those who have witnessed candidate evidence.

Assessment plan, review and feedback form (Form IA 5)

Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form IA 6)

Form used to record details of activities observed, witnessed or for which a reflective account has been produced.

Questioning record (Form IA 7)

Form used to record the focus of, and responses to, assessor devised questions.

Professional discussion record (Form IA 8)

Form used to record the scope and outcome of professional discussion if it is used

Unit assessment and verification declaration (Form IA 9)

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and

the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context.

Summary of achievement (Form IA10)

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete N/SVQ.

Candidate unit assessment, results and feedback record: assignment, case study reflective and project (form IA 11)

Form used to record results and feedback if assignment, case study, reflective account and projects are used.

8.1 About the units

Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS
- statement of guided learning hours
- assessment and grading
- learning outcomes which are comprised of a number of practical and/or knowledge based assessment criteria
- guidance notes.

8 Units

8.2 Glossary of acronyms used in the units

The following key acronyms are used in the units.

Term	Definition
IMCA	Independent Mental Capacity Advocacy/Advocate
IMHA	Independent Mental Health Advocacy/Advocate
DOLS	Deprivation of Liberty Safeguards
AMHP	Approved Mental Health Professional
RC	Responsible clinician
SCT	Supervised Community Treatment
CQC	Care Quality Commission
CSSIW	Care and Social Services Inspectorate Wales
ADASS	Association of Directors of Adult Social Services
BME	Black and Minority Ethnic
YOT	Youth Offending Team
UKAN	UK Advocacy Network
SLA	Service Level Agreement
IRO	Independent Reviewing Officer
CAMHS	Child and adolescent mental health services

8.3 The units

The units

Unit number	Title
301	Purpose and principles of Independent Advocacy
302	Providing Independent Advocacy support
303	Maintaining the Independent Advocacy relationship
304	Responding to the advocacy needs of different groups of people
305	Independent Mental Capacity Advocacy
306	Independent Mental Health Advocacy
307	Providing Independent Advocacy Management
308	Providing Independent Advocacy to Adults
309	Independent Advocacy with Children and Young People
310	Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards

Unit evidence requirement

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 301

Unit title: Purpose and Principles of Independent Advocacy

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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:

Direct Observation is the **required** assessment method to be used to evidence some part of this 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.

- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates' can evaluate their knowledge and practice across the qualification.

- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates' to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Witness testimonies:** these should be from people who are in a position to provide evidence of candidate competence. Testimony from service users may be particularly relevant in this qualification. However, where a witness testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments/APEL:** candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidates' portfolios but must be referred to in the assessment records.

Unit 301

Purpose and Principles of Independent Advocacy

Level: 3

Credit value: 4

Unit 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. The unit focuses on the different models of advocacy, their history and why they exist.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

- 1 Understand Independent Advocacy
- 2 Explain principles and values underpinning Independent Advocacy
- 3 Describe the development of advocacy
- 4 Be able to explain different types of advocacy support and their purpose
- 5 Understand the roles and responsibilities of an Independent Advocate
- 6 Understand advocacy standards.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

HSC 23	Develop your knowledge and practice
HSC 31	Promote effective communication for and about individuals
H136	Communicate effectively with individuals and others
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
HSC 335	Contribute to the protection of individuals from harm and abuse
HSC 366	Support individuals to represent their own needs and wishes at decision making forums
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 368	Present individuals' needs and preferences
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
HSC 3199	Promote the values and principles underpinning best practice
PE 1	Enable individuals to make health choices and decisions.

Advocacy

Understand Independent Advocacy

Assessment criteria

The candidate can:

- 1.1 **Define** Independent Advocacy
- 1.2 Explain the **limits** to advocacy and boundaries to the service
- 1.3 Identify the different steps within the advocacy process
- 1.4 Distinguish when Independent Advocacy **can and cannot help**
- 1.5 Identify a **range of services** Independent Advocates commonly signpost to
- 1.6 Explain the difference between advocacy provided by Independent Advocates and other people.

Range

- **Define:** definitions of different models of advocacy eg: peer advocacy, citizen advocacy, issue based advocacy and legal advocacy
- **Limits:** differentiate between independent advocacy and advocacy provided by other services and identify boundaries to the service
- **Can and cannot help:** identify when to provide support and when to signpost to other services
- **Range of services:** Including social services, counselling, citizen advice bureau, housing associations.

Advocacy

Outcome 2 Explain principles and values underpinning Independent Advocacy

Assessment criteria

The candidate can:

- 2.1 Explain the **key principles** underpinning Independent Advocacy
- 2.2 Explain why the key principles are important.

Range:

- **Key principles:** confidentiality, independence, empowerment and being client led.

Advocacy

Describe the development of advocacy

Assessment criteria

The candidate can:

- 3.1 Explain the **purpose** of Independent Advocacy
- 3.2 Identify **key milestones** in the history of advocacy
- 3.3 Explain the **wider policy** context of advocacy.

Range:

- **Purpose:** eg: addressing inequality, supporting people to speak up and securing individual rights
- **Key milestones:** the development of advocacy in the UK within the context of development in Europe and America
- **Wider policy:** Inclusion of advocacy within a range of policy initiatives such as Valuing People, Every Child Matters and the personalisation agenda.

Advocacy

Outcome 4 Be able to explain different types of Advocacy support and their purpose

Assessment criteria

The candidate can:

- 4.1 Compare a **range of advocacy models**
- 4.2 Explain the purpose of different advocacy models
- 4.3 Identify the commonalities and differences in a range of advocacy models.

Range:

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

Advocacy

Outcome 5 Understand the roles and responsibilities of an Independent Advocate

Assessment criteria

The candidate can:

- 5.1 Explain **roles and responsibilities** within Independent Advocacy
- 5.2 Describe the **limits and boundaries** of an Independent Advocate
- 5.3 Describe the **skills, attitudes and personal attributes** of a good advocate
- 5.4 Identify **when** and **who** to seek advice from when faced with dilemmas.

Range:

- **Roles and responsibilities:** providing emotional support, information, representation and offering a confidential relationship
- **Limits and boundaries:** eg: not giving advice
- **Skills, attitudes and personal attributes:** listening, representation, being approachable, non judgemental, reliable and having a commitment to promoting diversity
- **When:** Identify instances when advice needs to be sought, eg on information sharing or break of confidentiality
- **Who:** line manager, supervisors, peer network.

Outcome 6

Understand advocacy standards

Assessment criteria

The candidate can:

- 6.1 Describe a range of **standards** which apply to Independent Advocacy
- 6.2 Explain how standards can impact on the advocacy role and service.

Range:

- **Standards:** local, regional and national; National Standards for the Provision of Children's Advocacy, Action 4 Advocacy's code of Practice, local standards where developed.

Good practice:

This unit assesses the knowledge required to understand the key principles of Independent Advocacy. This unit also provides underpinning knowledge that candidates will require to complete the other units. It is envisaged that the delivery of this unit will take place in a taught classroom environment and candidates will use self study to further evidence of their understanding.

Unit evidence requirements

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 302

Unit title: Providing Independent Advocacy Support

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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:

Direct Observation is the **required** assessment method to be used to evidence some part of this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.
- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?

- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may include overdose and individuals causing injury or harm to themselves or others.
- **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.

Level: 3

Credit value: 6

Unit aim

This unit focuses on the practicalities of offering Independent Advocacy support. It aims to develop the skills which will enable candidates 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 outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

- 1 Establish safe boundaries to maintain the advocacy relationship
- 2 Establish the advocacy relationship
- 3 Assist the individual receiving advocacy support to explore and make choices
- 4 Construct an action plan
- 5 Support the individual receiving advocacy support to self-advocate
- 6 Act on the instruction of the person receiving advocacy support
- 7 Review and end the advocacy relationship.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

HSC 330	Support individuals to access and use services and facilities
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
AHP 17	Assist and support individuals to use total communication systems
HSC 31	Promote effective communication for and about individuals
HSC 41	Use and develop methods and systems to record and report
HSC 366	Support individuals to represent their own needs and wishes at decision making forums
HSC 368	Present individuals' needs and preferences
CHS 99	Refer individuals to specialist services for treatment and care
PE 1	Enable individuals to make health choices and decisions

Outcome 1

Establishing independent advocacy, support
Establish safe boundaries to maintain the Advocacy relationship

Assessment criteria

The candidate can:

- 1.1 Explain the advocacy role to a **range of people** receiving advocacy support
- 1.2 Conduct an introductory meeting which establishes **key principles** of Independent Advocacy
- 1.3 Identify a **range of issues** that can impact on the relationship
- 1.4 Identify limitations to the Independent Advocacy role.

Range

- **Range of people:** eg: older people, young people, people with learning disabilities
- **Key principles:** including confidentiality, information sharing and independence
- **Range of issues:** positive and negative elements which can impact on the relationship.

Outcome 2

Establishing independent advocacy, support Establish the advocacy relationship

Assessment criteria

The candidate can:

- 2.1 Explain the potential benefits of advocacy to the individual
- 2.2 Explain and establish a range of **boundaries**
- 2.3 Establish if advocacy support is appropriate
- 2.4 Establish the individual's requirements
- 2.5 Explain the complaints procedure of the advocacy service.

Range

- **Boundaries:** including confidentiality, information sharing, individual 's expectations of the advocacy relationship, establishing end and length of the relationship.

Outcome 3

Assist the individual receiving advocacy support to explore and make choices

Assessment criteria

The candidate can:

- 3.1 Support access to **information** to enable the individual to make an informed choice
- 3.2 Support the individual to explore **possible consequences** of making a particular choice
- 3.3 Distinguish between the advocate's view and the choice made by the individual
- 3.4 Support the individual to make choices including decisions that may be considered unwise
- 3.5 Using principles of Independent Advocacy, **respond** to individuals who choose to take risks.

Range:

- **Information:** from a range of sources, including internet, other services and individuals.
- **Possible consequences:** comparison of potential risks and advantages for individuals making a particular choice
- **Respond:** awareness on the advocates' part that they might be asked to do something they consider to be risky or dangerous.

Outcome 4 Construct an action plan

Assessment criteria

The candidate can:

- 4.1 Support an individual to prioritise his/her goals
- 4.2 Agree a **course of action** with the individual receiving advocacy support
- 4.3 Identify **key individuals** who will be involved in achieving the plan
- 4.4 Provide ongoing feedback to the individual
- 4.5 Review the action plan
- 4.6 Identify who to seek advice from when the action plan is threatened.

Range

- **Course of action:** identifying who is responsible for specific actions
- **Key individuals:** eg: individuals receiving advocacy support, line managers, supervisors, peer networks.

Outcome 5

Support the individual receiving advocacy support to self-advocate

Assessment criteria

The candidate can:

- 5.1 Summarise the benefits of self-advocacy
- 5.2 Use a **range of techniques** to support an individual to self-advocate
- 5.3 Take actions to help individuals achieve their goals.

Range

- **Range of techniques:** including reflection, modelling, demonstrations, role play, encouragement and praise.

Outcome 6

Act on the instruction of the person receiving advocacy support

Assessment criteria

The candidate can:

- 6.1 Identify the wishes and feelings of an individual receiving advocacy support
- 6.2 Agree a preferred course of action
- 6.3 Provide feedback on action taken to the individual.

Assessment criteria

The candidate can:

- 7.1 Support the individual to assess the outcomes of the advocacy relationship
- 7.2 Support the individual to establish if **further assistance** is needed
- 7.3 Decide when and how to end the advocacy relationship.

Range

- **Further assistance:** including other types of assistance such as advocacy and other support services.

Good practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes

Unit evidence requirements

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 303

Unit title: Maintaining the Independent Advocacy Relationship

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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:

Direct Observation is the **required** assessment method to be used to evidence some part of this 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.

- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates' can evaluate their knowledge and practice across the qualification.
- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide

evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.

- **Questions** asked by assessors and answered by candidates' to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Witness testimonies:** these should be from people who are in a position to provide evidence of candidate competence. Testimony from service users may be particularly relevant in this qualification. However, where a witness testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments/APEL:** candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidates' portfolios but must be referred to in the assessment records.

Relationship

Level: 3

Credit value: 6

Unit 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 outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

- 1 Know what to do when faced with practice dilemmas
- 2 Deal positively with conflict
- 3 Maintain accurate records
- 4 Prioritise competing work commitments
- 5 Use personal value base and power appropriately
- 6 Use supervision as a tool to reflect and improve practice
- 7 Use local and national networks
- 8 Respond to concerns of abuse.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
HSC 22	Support the health and safety of yourself and individuals
GEN 12	Reflect on and evaluate your own values, priorities, interests and effectiveness
HSC 23	Develop your knowledge and practice
H136	Communicate effectively with individuals and others
HSC 335	Contribute to the protection of individuals from harm and abuse
HSC 368	Present individuals' needs and preferences
HSC 45	Develop practices which promote choice, well-being and protection of all individuals

Outcome 1

Relationship

Know what to do when faced with practice dilemmas

Assessment criteria

The candidate can:

- 1.1 Identify a range of **ethical and practical challenges** commonly faced by advocates
- 1.2 Develop a plan or strategy to respond to a range of challenges and threats
- 1.3 Identify a **range of people** who can offer support in responding to dilemmas and threats.

Range

- **Ethical and practical challenges:** challenges such as breaching confidentiality, risk taking, information sharing, maintaining independence, managing conflict of interest and promoting risky choices
- **Range of people:** a range of people who can offer support including manager, peers and trustees.

Relationship

Deal positively with conflict

Assessment criteria

The candidate can:

- 2.1 Identify a **range of situations** and people where conflict may arise
- 2.2 Develop positive strategies in resolving conflict.

Range

- **Range of situations:** situations where conflict may arise including making complaints, during meetings and appeals.

Outcome 3

Maintaining the Independent Records, Relationship

Maintain accurate records

Assessment criteria

The candidate can:

- 3.1 Explain the importance of writing and maintaining accurate records
- 3.2 Identify a **range of information** which is and is not relevant
- 3.3 Use appropriate templates to record information.

Range

- **Range of information:** including personal information, legal rights and options.

Relationship

Prioritise competing work commitments

Assessment criteria

The candidate can:

- 4.1 Identify essential and non essential advocacy tasks
- 4.2 Prioritise competing commitments and tasks.

Relationship

Use personal value base and power appropriately

Assessment criteria

The candidate can:

- 5.1 Explain personal motivation and why the learner wants to provide Independent Advocacy Support
- 5.2 Identify personal values in relation to mental health, disability, human rights, participation and best interests
- 5.3 Identify sources of personal power.

Outcome 6

Relationship
Use supervision as a tool to reflect and improve practice

Assessment criteria

The candidate can:

- 6.1 Explain the purpose and function of supervision
- 6.2 Identify methods of preparing for supervision
- 6.3 Participate in supervision
- 6.4 Use self reflection to explore the advocate practice
- 6.5 Use supervision to identify opportunities to improve skills and knowledge
- 6.6 Use supervision to explore emotional and practical challenges.

Relationship

Use local and national networks

Assessment criteria

The candidate can:

- 7.1 Identify the role of local and national networks
- 7.2 **Access support** from local and national networks
- 7.3 **Contribute** to the work of local and national networks.

Range

- **Access support:** through visits, accessing resources, internet, telephone phone
- **Contribute:** through a variety of methods including attending conferences, regional networks.

Relationship

Outcome 8

Respond to concerns of abuse

Assessment criteria

The candidate can:

- 8.1 Identify potential signs of child (or) adult abuse
- 8.2 Explain child (or) adult protection procedures
- 8.3 Use the advocacy organisation’s protection policy to respond to concerns of abuse
- 8.4 Ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes
- 8.5 Support the individual uphold their right to be heard.

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate’s competency across a range of learning outcomes.

Unit evidence requirements

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 304

Unit title: Responding to the advocacy needs of different groups of people

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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:

Direct Observation is the **required** assessment method to be used to evidence some part of this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.
- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.

- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may include overdose and individuals causing injury or harm to themselves or others.
- **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.

Responding to the advocacy needs of different groups of people

Level: 3

Credit value: 6

Unit aim

The unit equips learners with an understanding of how to respond to the specific advocacy needs of different people such as

- Black people and ethnic minority groups
- Older people
- People who do not use English as their first language
- People who are physically disabled
- People with learning disabilities
- People with mental health needs
- Children and young people
- Those who cannot instruct an advocate
- People with sensory impairments

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

- 1 Make advocacy accessible to individuals and different groups
- 2 Define social exclusion
- 3 Explain the medical and social model of disability
- 4 Promote diversity
- 5 Use non-instructed Advocacy.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

HSC 330	Support individuals to access and use services and facilities
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
H16	Market and promote the service
H136	Communicate effectively with individuals and others
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 368	Present individuals' needs and preferences
MH 43	Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

different groups of people

Outcome 1

Make advocacy accessible to individuals and different groups

Assessment criteria

The candidate can:

- 1.1 Identify **factors** which prevent different groups of people from accessing advocacy support
- 1.2 Use a range of strategies to make advocacy **accessible** to different groups.

Range

- **Factors:** The candidate will be able to identify a range of factors such as threats, language barriers, attitudes, personal beliefs
- **Accessible:** how to make advocacy accessible to a range of people including older people, BME, people with learning or physical disabilities, children and people with sensory impairments.

Outcome 2

...depending on the category, needs of
different groups of people
Define social exclusion

Assessment criteria

The candidate can:

- 2.1 Summarise the key components of social exclusion
- 2.2 Explain the impact of social exclusion on different **groups of people**.

Range

- **Groups of people:** specific vulnerable groups including Travellers, Prisoners, and individuals from BME communities.

Responding to the advocacy needs of different groups of people

Outcome 3

Explain the medical and social model of disability

Assessment criteria

The candidate can:

- 3.1 Describe the medical and social model of disability
- 3.2 Explain how the medical and social model impacts on an individual
- 3.3 Explain how an advocate can use the medical and social model of disability within the advocacy relationship.

Responding to the diversity, needs of **different groups of people**

Promote diversity

Assessment criteria

The candidate can:

- 4.1 Explain the concept of diversity and discrimination
- 4.2 Use a range of strategies to promote diversity
- 4.3 Use strategies to challenge discrimination.

responding to the advocacy needs of different groups of people

Use non-instructed Advocacy

Assessment criteria

The candidate can:

- 5.1 Explain the concept of non-instructed Advocacy
- 5.2 Select when it is appropriate to use non-instructed Advocacy
- 5.3 Use **non-instructed Advocacy**
- 5.4 Identify a range of threats and challenges when using non-instructed Advocacy.

Range

- **Non instructed advocacy:** including watching brief, human rights approach, person centred.

Good practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Unit evidence requirement

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 305

Unit title: Independent Mental Capacity Advocacy

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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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 is the **required** assessment method to be used to evidence some part of this unit.

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 this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.

- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may include overdose and individuals causing injury or harm to themselves or others.
- **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.

Providing Independent Mental Capacity, Advocacy

Level: 4

Credit value: 12

Unit aim

The unit aims to support candidates to develop the practical skills and knowledge required to provide IMCA support within the Mental Capacity Act 2005

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will be able to:

- 1 Understand and use the Mental Capacity Act
- 2 Provide Independent Mental Capacity Advocacy
- 3 Work with the decision maker
- 4 Challenge decisions made by the decision maker
- 5 Work with people who lack capacity
- 6 Work with accommodation and care review referrals
- 7 Work with serious medical treatment referrals
- 8 Work with adult protection referrals
- 9 Construct an IMCA written report that meets statutory requirements.

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

AHP 17	Assist and support individuals to use total communication systems
GEN 12	Reflect on and evaluate your own values, priorities, interests and effectiveness
H16	Market and promote the service
H136	Communicate effectively with individuals and others
HSC 328	Contribute to care planning and review
HSC 368	Present individuals' needs and preferences
HSC 3199	Promote the values and principles underpinning best practice
HSC 41	Use and develop methods and systems to communicate record and report
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
HSC 418	Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
HSC 423	Assist individuals at formal hearings
HSC 431	Support individuals where abuse has been disclosed
HSC 434	Maintain and manage records and reports
HSC 437	Promote your organisation and its services to stakeholders
MH_1	Promote effective communication and relationships with people who are troubled or distressed

Maintaining Independent Mental Capacity, Advocacy

Understand and use the Mental Capacity Act 2005

Assessment criteria

The candidate can:

- 1.1 Explain **key principles** of the Mental Capacity Act 2005
- 1.2 Analyse powers within the Mental Capacity Act 2005
- 1.3 Use research skills to identify a range of **provisions** within the Mental Capacity Act 2005
- 1.4 Explain who may be affected by the Mental Capacity Act 2005 and why
- 1.5 Use the Code of Practice.

Range

- **Key principles:** including the five key principles and best interests framework
- **Provisions:** new provisions within the Act including advance decisions to refuse treatment, Court of Protection, office of public guardian, lasting power of attorney and Court appointed deputies.

Providing Independent Mental Capacity, Advocacy

Provide Independent Mental Capacity Advocacy

Assessment criteria

The candidate can:

- 2.1 Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA
- 2.2 Analyse the role and responsibilities of an IMCA
- 2.3 Summarise rights afforded to an IMCA within the Mental Capacity Act 2005
- 2.4 Prioritise a range of case work
- 2.5 Assess a range of potential **challenges** which IMCAs can face in practice
- 2.6 Resolve practice dilemmas
- 2.7 Evaluate the **differences** between IMCA and general advocacy
- 2.8 Assess and resolve conflicts of interest
- 2.9 Summarise the role of commissioners
- 2.10 Commit to using supervision
- 2.11 Signpost qualifying people to other services.

Range

- **Challenges:** including working with people who cannot instruct, working with professionals, challenging decisions, time constraint of role
- **Differences:** a range of differences between IMCA and general advocacy including differences in confidentiality boundaries, information sharing, seeking consent, taking instructions, accepting referrals and securing outcomes.

Working independently mental capacity, **Advocacy**

Work with the decision maker

Assessment criteria

The candidate can:

- 3.1 Identify the decision maker
- 3.2 Identify good practice in partnership working between the decision maker and the IMCA
- 3.3 Resolve a range of **dilemmas and challenges** which may be faced
- 3.4 Use referral processes which identify legal requirements for accepting a new client
- 3.5 **Evaluate** the correctness of the assessment of capacity
- 3.6 Identify the requirements for accepting referral when family are involved
- 3.7 Identify which IMCA service is responsible to represent an individual in different geographical areas
- 3.8 Respond to decision makers who do not practice partnership working
- 3.9 Present to decision makers on what an IMCA can contribute.

Range

- **Dilemmas and challenges:** dilemmas faced when taking referrals, challenging decisions and accessing information
- **Evaluate:** identify requirements of the assessment of capacity and how IMCAs can raise concerns about the person's capacity to make the referral decision.

Challenging independent mental capacity, **Advocacy**

Challenge decisions made by the decision maker

Assessment criteria

The candidate can:

- 4.1 Map out the decision making process within each **area** an IMCA may be involved
- 4.2 Raise concerns during the decision making process
- 4.3 Highlight concerns after the decision is made.

Range

- **Area:** including serious medical treatment, change of accommodation, protection of vulnerable adults and accommodation review.

Working Independent Mental Capacity, **Advocacy**

Work with people who lack capacity

Assessment criteria

The candidate can:

- 5.1 Use a **range of methods** to communicate with people who lack capacity
- 5.2 Use non-instructed Advocacy to identify the wishes and preferences of people receiving IMCA support
- 5.3 Use strategies to work with people with dementia or learning disabilities
- 5.4 Ascertain the wishes and preferences of people who lack capacity.

Range

- **Range of methods:** including verbal and non verbal communication.

Outcome 6

Working independently mental capacity, Advocacy

Work with accommodation and care review referrals

Assessment criteria

The candidate can:

- 6.1 Research **information** and establish options
- 6.2 Evaluate the differences and similarities in a range of **types of accommodation**
- 6.3 Identify a range of possible care packages to enable people to stay at home
- 6.4 Assess the suitability of types of accommodation to individuals
- 6.5 Assess the impact the decision will have on the individual
- 6.6 Use a range of information sources to suggest alternative courses of action
- 6.7 Explain the function of a range of **regulatory bodies**.

Range

- **Information:** taken from inspection reports
- **Types of accommodation:** including supported living, residential care, nursing homes, sheltered housing and receiving support in one's own home
- **Regulatory bodies:** including CQC and CSSIW.

Working Independent Mental Capacity, **Advocacy**

Work with serious medical treatment referrals

Assessment criteria

The candidate can:

- 7.1 Summarise the criteria for serious medical treatment
- 7.2 Research and gather information
- 7.3 Assess the impact the **decision** will have on the individual
- 7.4 Use a range of information sources to suggest alternative courses of action
- 7.5 Obtain a second medical opinion where appropriate
- 7.6 Explain the importance of seeking a second medical opinion
- 7.7 Identify risks, benefits and ethical issues connected to medical treatments
- 7.8 Explain the process of referral in medical systems to access treatment.

Range

- **Decision:** the impact a range of decisions could have on the individual including end of life decisions and Do not Attempt Resuscitation orders.

Outcome 8

Work with adult protection referrals

Assessment criteria

The candidate can:

- 8.1 Identify the different stages at which the IMCA may be instructed within adult protection procedures
- 8.2 Identify a range of situations where the IMCA may represent the individual during adult protection meetings
- 8.3 Analyse and use local and national adult protection procedures
- 8.4 Use the **guidelines** for IMCA in adult protection proceedings referrals
- 8.5 Research and gather information
- 8.6 Attend meetings where necessary
- 8.7 Identify a range of protection plans which may be formulated within adult protection strategy meetings
- 8.8 Summarise the issues involved in communicating with families in adult protection cases.

Range

- **Guidelines:** ADASS guidance on the criteria for the use of IMCAs in safeguarding adult cases.

Outcome 9

Constructing Independent Mental Capacity, Advocacy

Construct an Independent Mental Capacity
Advocacy written report that meets statutory
requirements

Assessment criteria

The candidate can:

- 9.1 Identify a range of issues that should be addressed within an IMCA report
- 9.2 Identify what should never be in an IMCA report
- 9.3 Write an IMCA report
- 9.4 Identify good practice in recording case work
- 9.5 Explain the impact of data protection legislation on the recording of work.

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Evidence Requirements

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 306

Unit title: Independent Mental Health Advocacy

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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 is the **required** assessment method to be used to evidence some part of this unit.

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 this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.

- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may include overdose and individuals causing injury or harm to themselves or others.
- **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.

Level: 4

Credit value: 7

Unit aim

The unit will support learners to develop the skills and knowledge required to provide Independent Health Advocacy (IMHA) as detailed within the Mental Health Act.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

- 1 Know how Mental Health legislation affects IMHA qualifying patients
- 2 Provide Independent Mental Health Advocacy
- 3 Respond to requests for IMHA support
- 4 Engage with professionals
- 5 Respond to individuals who have diverse needs
- 6 Work safely.

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
GEN 12	Reflect on and evaluate your own values, priorities, interests and effectiveness
H16	Market and promote the service
HSC 23	Develop your knowledge and practice
HSC 328	Contribute to care planning and review
HSC 366	Support individuals to represent their own needs and wishes at decision making forums
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 368	Present individuals' needs and preferences
HSC 3199	Promote the values and principles underpinning best practice
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
HSC 418	Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
HSC 419	Provide advice and information to those who enquire about mental health needs and related services
HSC 423	Assist individuals at formal hearings
HSC 431	Support individuals where abuse has been disclosed
HSC 434	Maintain and manage records and reports
HSC 437	Promote your organisation and its services to stakeholders
MH_1	Promote effective communication and relationships with people who are troubled or distressed

MH43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

Outcome 1

Know how Mental Health legislation affects Independent Mental Health Advocacy qualifying patients

Assessment criteria

The candidate can:

- 1.1 Explain key principles of **Mental Health legislation**
- 1.2 Analyse powers within the Mental Health Act 1983
- 1.3 Use the Mental Health Act 1983 to explain the **process of compulsion**
- 1.4 Research a range of **safeguards** enshrined within the Mental Health Act 1983

Range

- **Mental Health legislation:** including the Mental Health Act 1983 and Codes of Practice (England and Wales)
- **Process of compulsion:** for individual patients who are detained or who are liable to be detained; individuals under guardianship or SCT
- **Safeguards:** including the Tribunal, Hospital Managers' hearing and statutory advocacy.

Outcome 2

Provide Independent Mental Health Advocacy

Assessment criteria

The candidate can:

- 2.1 Use the Mental Health Act 1983 when an individual is entitled to receive IMHA support
- 2.2 Analyse the **roles and responsibilities** of an IMHA
- 2.3 Summarise **rights** afforded to an IMHA within the Mental Health Act 1983
- 2.4 Prioritise a range of case work
- 2.5 Assess a range of **potential dilemmas** which IMHAs can face in practice
- 2.6 Resolve practice dilemmas
- 2.7 Summarise and respond to a range of **common advocacy issues** for qualifying patients
- 2.8 Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act 1983
- 2.9 Signpost qualifying patients to other services
- 2.10 Identify a range of information that should and must be recorded
- 2.11 Work within different environments
- 2.12 Understand **how** physical environment can impact on individuals.

Range

- **Roles and responsibilities:** including listening, accessing information and promoting rights
- **Rights:** including access to records, patients and staff
- **Potential dilemmas:** including information sharing, supporting people who may experience delusional beliefs and supporting people affected by mental distress
- **Common advocacy issues:** including appeals, complaints, accessing information, changing medication, applying for leave and discharge
- **How:** impact on the individual such as living on locked wards, accessing private spaces.

Outcome 3

Respond to requests for Independent Mental Health Advocacy support

Assessment criteria

The candidate can:

- 3.1 Identify a **range of people** who can refer to the IMHA service
- 3.2 Use referral processes
- 3.3 Implement and review referral processes
- 3.4 Respond to referrals
- 3.5 Know when to refer to a **range of advocacy services**.

Range

- **Range of people:** including the individual, nearest relative, RC, AMHP, therapist, care manager
- **Range of advocacy services:** including IMCA, generic and specialist advocacy services (ie older people).

Outcome 4

Engage with professionals

Assessment criteria

The candidate can:

- 4.1 Research and identify **a range of people and services** the IMHA is likely to come into contact with
- 4.2 **Communicate** the IMHA's role to a range of people
- 4.3 Use strategies to negotiate with professionals
- 4.4 Respond to dilemmas and challenges which may be faced.

Range

- **Range of people and services:** people and services the IMHA is likely to come into contact with, including RC, AMHP and care manager
- **Communicate:** communicate the IMHA role to a range of people including AMHP, RC nearest relative, care manager.

Outcome 5

Respond to individuals who have diverse needs

Assessment criteria

The candidate can:

- 5.1 Describe how having mental health needs can **impact on daily living**
- 5.2 Offer support to individuals who have mental health needs
- 5.3 Use a range of methods to communicate with people who have mental health needs
- 5.4 Respond to the cultural and spiritual **needs of an individual**
- 5.5 Identify dimensions of diversity
- 5.6 Signpost a range of **specialist support services** that a qualifying patient may wish to access
- 5.7 Evaluate how the **personal and cultural identity** of an IMHA can impact on the advocacy relationship.

Range

- **Impact on daily living:** living with a range of mental health needs including hearing voices, having delusional beliefs and paranoia
- **Needs of an individual:** including individuals from BME groups and people who use languages other than English
- **Specialist support services:** including specialist BME services
- **Personal and cultural identity:** impact on the advocacy relationship of different aspects of identity including age, ethnicity, sexual orientation, geographical location and religious beliefs.

Outcome 6

Work safely

Assessment criteria

The candidate can:

- 6.1 Identify situations that present potential risks
- 6.2 Respond to risk
- 6.3 Summarise adult (or) child protection procedures
- 6.4 Commit to using supervision.

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Unit evidence requirements

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 307

Unit title: Providing Independent Advocacy Management

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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 is the **required** assessment method to be used to evidence some part of this unit.

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 this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.

- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may including overdose and individuals causing injury or harm to themselves or others.
- **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.

Managing Independent Advocacy, Management

Level: 4

Credit value: 11

Unit aim

The unit develops practical skills in how to manage an Independent Advocacy service or scheme.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will be able to:

- 1 Manage advocacy services
- 2 Implement record keeping systems
- 3 Recruit and induct Independent Advocates
- 4 Facilitate service user involvement in the running of the Independent Advocacy Service
- 5 Construct a business plan
- 6 Measure advocacy outcomes
- 7 Negotiate a Service Level Agreement
- 8 Establish relationships with commissioners of advocacy services
- 9 Promote Independent Advocacy and the service.

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

HSC 41	Use and develop methods and systems to communicate record and report
H16	Market and promote the service
HSC48	Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
HSC 411	Manage a service which achieves the best possible outcomes for the individual
HSC 431	Support individuals where abuse has been disclosed
HSC 434	Maintain and manage records and reports
HSC 435	Manage the development and direction of the provision
HSC 437	Promote your organisation and its services to stakeholders
HSC 440	Support effective governance
HSC 441	Contribute to the selection, recruitment and retention of staff to develop a quality service
HSC 445	Recruit and place volunteers
HSC 449	Represent one's own agency at other agencies' meetings
HSC 451	Lead teams to support a quality provision

HSC 452	Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals
LMC A1.2	Manage and develop workers through supervision and performance reviews
LMC A1.4	Enhance the quality and safety of your provision through workforce development
LMC A2.3	Promote a positive image of your provision and its contribution to the lives of people
LMC A3	Actively engage in the safe selection and recruitment of workers and their retention in care services
LMC B1	Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people
LMC B1.1	Lead and manage provision that complies with legislation, registration, regulation and inspection requirements
LMC B1.2	Lead and manage provision that promotes rights and responsibilities
LMC B2.1	Lead and manage provision that involves people in decisions about the outcomes they wish to achieve
LMC B1.3	Lead and manage provision that protects people
LMC E1.2	Manage effective communication
LMC E1.3	Manage and maintain recording and reporting systems and procedures and use them effectively
LMC E5.1	Develop and review operational plans for your provision
LMC E5.3	Evaluate whether and to what extent resources meet current and future demands
LMC E7.1	Develop a business plan for your provision
LMC E7.2	Implement, monitor and review the business plan
LMC E7.3	Evaluate policies, procedures and practices for business planning
LMC E13	Market, cost and contract to ensure the viability of your provision
CPC 414 A	Identify and evaluate opportunities for change and improvements in services, provisions and systems
CPC 415 A	Analyse information and prepare the business case
CPC 503 A	Evaluate internal and external trends and changes

Managing Independent Advocacy, Management

Manage advocacy services

Assessment criteria

The candidate can:

- 1.1 Select and use a range of management strategies
- 1.2 Explain the purpose and principles of **supervision**
- 1.3 Provide supervision
- 1.4 Implement an appraisal system
- 1.5 Review a range of **policy and procedures**
- 1.6 Implement advocacy policy and procedures
- 1.7 Maintain and review policy documents
- 1.8 Produce and share policy documents
- 1.9 Use standards in the running of the service.

Range

- **Supervision:** a range of different approaches to supervision such as peer support meetings, 1:1 supervision, group supervision and quality assurance of case files
- **Policy and Procedures:** range of policies including child/adult protection, whistle blowing, information sharing and confidentiality.

Recruiting Independent Advocates, Management

Recruit and induct Independent Advocates

Assessment criteria

The candidate can:

- 3.1 Create job descriptions and person specifications for the Independent Advocacy role
- 3.2 Implement **good practice** within recruitment processes, recognising diversity and fairness
- 3.3 Adhere to legal requirements in the recruitment of advocates
- 3.4 Explain the purpose of advocacy induction
- 3.5 Design and implement induction packages
- 3.6 Identify support needs of new advocates.

Range

- **Good practice:** range of good practice checks including securing CRB checks and references.

..... **Management**

Outcome 4 Facilitate service user involvement in the running of the Independent Advocacy Service

Assessment criteria

The candidate can:

- 4.1 Use a range of opportunities to **involve service users**
- 4.2 Explain why service users should be involved in the running of the services
- 4.3 Offer support and training to skill service users to secure their involvement.

Range

- **Involve service users:** including at board level, through evaluation and feedback of the service, in training and recruitment, in developing policy or business plans, in promoting the service and creating marketing literature.

Identifying independent interests, Management

Construct a business plan

Assessment criteria

The candidate can:

- 5.1 Identify **key features** of a business plan
- 5.2 Construct a business plan
- 5.3 **Present** the business plan to the organisation
- 5.4 Review the business plan.

Range

- **Key features:** including funding opportunities, aims of the service and threats
- **Present:** to a range of people including trustees, management board and staff.

Outcome 6 Measure advocacy outcomes

Assessment criteria

The candidate can:

- 6.1 Analyse different types of **outcomes**
- 6.2 Use available data to measure quantitative outcomes
- 6.3 Implement strategies to measure qualitative outcomes
- 6.4 Evaluate results in order to implement changes.

Range

- **Outcomes:** including qualitative and quantitative types.

7.1 Explain the purpose and function of a Service Level Agreement, **Management**

7.2 Construct a Service Level Agreement

7.3 Negotiate a Service Level Agreement

Assessment criteria

The candidate can:

- 7.1 Explain the purpose and function of a Service Level Agreement
- 7.2 Construct a Service Level Agreement
- 7.3 Negotiate a Service Level Agreement which upholds **key advocacy principles** with funders or commissioners.

Range

- Key advocacy principles: including independence, being client led and confidentiality within the SLA.

Management

Outcome 8

Establish relationships with commissioners of advocacy services

Assessment criteria

The candidate can:

- 8.1 Explain the role of commissioners and commissioning bodies
- 8.2 Develop successful working relationships
- 8.3 Identify and address potential barriers which can prevent effective working relationships.

Promoting Independent Advocacy, Management

Promote Independent Advocacy and the service

Assessment criteria

The candidate can:

- 9.1 Use **opportunities** and a range of methods to promote advocacy
- 9.2 Establish user-friendly referral processes.

Range

- **Opportunities:** including attending conferences, delivering training, visiting places where people receive services and a range of methods including producing leaflets, marketing products, and word of mouth.

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 308

Unit title: Providing Independent Advocacy to Adults

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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 is the **required** assessment method to be used to evidence some part of this unit.

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 this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.
- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.

- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may including overdose and individuals causing injury or harm to themselves or others.
- **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.

Level: 4

Credit value: 5

Unit 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 outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

- 1 Provide Independent Advocacy support to adults in a range of settings
- 2 Treat the individual receiving advocacy support as an individual
- 3 Assist the individual receiving advocacy support to explore choices and potential consequences
- 4 Support adults through a range of meetings
- 5 Work safely.

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

- HSC 330 Support individuals to access and use services and facilities
- HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals
- AHP 17 Assist and support individuals to use total communication systems
- HSC 31 Promote effective communication for and about individuals
- GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness
- H16 Market and promote the service
- H136 Communicate effectively with individuals and others
- HSC 328 Contribute to care planning and review
- HSC 335 Contribute to the protection of individuals from harm and abuse
- HSC 366 Support individuals to represent their own needs and wishes at decision making forums
- HSC 367 Help individuals identify and access independent representation and advocacy
- HSC 368 Present individuals' needs and preferences
- HSC 3199 Promote the values and principles underpinning best practice
- HSC 45 Develop practices which promote choice, well-being and protection of all individuals
- HSC 423 Assist individuals at formal hearings
- HSC 429 Work with groups to promote individual growth, development and independence
- HSC 431 Support individuals where abuse has been disclosed
- HSC 434 Maintain and manage records and reports
- HSC 437 Promote your organisation and its services to stakeholders.

Level 3 Certificate in Independent Advocacy, and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation

Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation

Outcome 1 Provide Independent Advocacy support to adults in a range of settings

Assessment criteria

The candidate can:

- 1.1 Identify a range of **settings** and their impact on adults who may require the support of an advocate
- 1.2 Analyse and address the potential negative impact of the environment
- 1.3 Promote the advocacy service in a range of settings
- 1.4 Identify and address a range of **dilemmas** advocates can face in practice
- 1.5 Support adults to self-advocate
- 1.6 Apply **local or national standards**.

Range

- **Settings:** including prisons, day centres, hospital and locked wards and their impact on the adult receiving advocacy support
- **Dilemmas:** including maintaining confidentiality, remaining person led and information sharing
- **Local or national standards:** UKAN, Mind, Action 4 Advocacy: Advocacy Charter and Code of Practice.

Outcome 2 Treat the individual receiving advocacy support as an individual

Assessment criteria

The candidate can:

- 2.1 Identify personal values
- 2.2 Use **communication methods** appropriate to the individual
- 2.3 Resolve **barriers** that can prevent people being treated as an individual
- 2.4 Use underpinning advocacy principles of empowerment and person centred to treat people as individuals
- 2.5 Describe how cultural backgrounds can impact on the advocacy relationship
- 2.6 Recognise common myths and assumptions about **different people**
- 2.7 End the advocacy relationship a positive manner.

Range

- **Communication methods:** verbal and non verbal methods of communication
- **Barriers:** including financial, time, personal and organisational
- **Different people** common myths and assumptions about people including those with learning and physical disabilities, sensory impairments, mental health needs and dementia.

Outcome 3

Assist the individual receiving advocacy support to explore choices and potential consequences

Assessment criteria

The candidate can:

- 3.1 Help individuals to access a range of **sources of information** on options available
- 3.2 Support an individual to explore options available and make choices
- 3.3 Use UK and European **legislation** to identify human, service and legal rights
- 3.4 Act on the choices and preferred options of an individual.

Range

- **Sources of information:** including reports, records, medical information and rights.
- **Legislation:** including the Human Rights Act 1998, NHS + Community Care Act 1990, Mental Health Acts 1983 and 2007, Disability and Discrimination Act 2005, Care Standards Act 2000.

Outcome 4

Support adults through a range of meetings

Assessment criteria

The candidate can:

- 4.1 Explain the purpose and function 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 a range of meetings
- 4.4 **Review and take further steps** as appropriate.

Range

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

Outcome 5

Work safely

Assessment criteria

The candidate can:

- 5.1 Use supervision to identify good practice and areas for improvement
- 5.2 Maintain accurate records
- 5.3 Summarise local adult protection procedures
- 5.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality
- 5.5 Respond to disclosures of abuse.

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Unit evidence requirements

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 309

Unit title: Independent Advocacy with Children and Young People

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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 is the **required** assessment method to be used to evidence some part of this unit.

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 this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.

- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may include overdose and individuals causing injury or harm to themselves or others.
- **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.

Independent Advocacy, Children and Young People

Level: 4

Credit value: 7

Unit aim

The unit will support learners to develop the skills and knowledge required to provide Independent Advocacy to children and young people, particularly:

- children in need
- children who are looked after by the local authority
- children who are involved in family group or child protection conferences
- young people in the secure estate
- disabled children and young people
- children and young people in education
- children and young people receiving mental health support.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

- 1 Provide Independent Advocacy support to children and young people
- 2 Use UK, European and International legislation to promote children's rights
- 3 Respond to requests for advocacy support
- 4 Assist the child or young person to explore choices and potential consequence
- 5 Support children and young people through a range of meetings and decision making processes
- 6 Engage with professionals
- 7 Use child protection systems to keep children and young people safe.

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

H136	Communicate effectively with individuals and others
HSC 330	Support individuals to access and use services and facilities
HSC 366	Support individuals to represent their own needs and wishes at decision making forums
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 368	Present individuals' needs and preferences
HSC 3199	Promote the values and principles underpinning best practice
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
AHP 17	Assist and support individuals to use total communication systems

HSC 44	Develop practices which promote choice, well being and protection of children and young people
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
HSC 46	Independently represent and advocate with, and on behalf of, children and young people
HSC 49	Develop and maintain an environments which safeguards and protects children and young people
HSC 431	Support individuals where abuse has been disclosed
HSC 434	Maintain and manage records and reports
HSC 437	Promote your organisation and its services to stakeholders
GEN 12	Reflect on and evaluate your own values, priorities, interests and effectiveness
H16	Market and promote the service
CCLD 301	Develop and promote positive relationships
CCLD 305	Protect and promote children's rights
CCLD 226	Safeguard children from harm
CCLD 338	Develop productive working relationships with colleagues
CCLD 404	Reflect on, review and develop own practice

Outcome 1

Young People

Provide Independent Advocacy support to children and young people

Assessment criteria

The candidate can:

- 1.1 Analyse which **groups** of children and young people access advocacy support
- 1.2 Analyse the roles and responsibilities of a children's advocate
- 1.3 Assess a range of **common advocacy issues** for children and young people
- 1.4 Respond to a range of common advocacy issues
- 1.5 Identify a range of dilemmas children's advocates can face in practice
- 1.6 Respond to practice dilemmas
- 1.7 Support children and young people to self-advocate
- 1.8 Select and use skills to support children and young people to express their wishes, feelings and preferred course(s) of action
- 1.9 Distinguish between best interests and wishes and feelings
- 1.10 Select and apply relevant **standards** which govern the service and practitioner
- 1.11 Use a **variety of methods** to communicate with children and young people
- 1.12 Recognise the impact on communication of behaviour, emotional state, feelings, confidence and of gender
- 1.13 Make positive endings when the advocacy relationship finishes.

Range

- **Groups:** including disabled children, looked after children, care leavers children in need, children with mental health needs and children in the secure estate
- **Common advocacy issues:** including support with complaints, attending meetings, contact or accessing services
- **Standards:** select and apply National Minimum Standards for the Provision of Children's advocacy Services
- **Variety of methods:** variety of communication methods including verbal and non verbal.

Outcome 2

Young People

Use UK, European and International legislation to promote children's rights

Assessment criteria

The candidate can:

- 2.1 Summarise **key principles** and powers in a range of legislation and guidance affecting children
- 2.2 Use the Children Act 1989 and 2004 to identify a range of safeguards and rights
- 2.3 Use opportunities to promote the rights of children and young people
- 2.4 Explain to young people the rights they are entitled to claim
- 2.5 Empower young people with strategies to claim rights.

Range

- **Key principles:** key principles of a range of legislation including Children Act 1989 and 2004, United Nations Convention on the Rights of the Child, Working Together and Human Rights Act 1998.

Outcome 3

Young People

Respond to requests for advocacy support

Assessment criteria

The candidate can:

- 3.1 Identify a range of **people** who can refer to children's advocates
- 3.2 Implement child-friendly referral processes
- 3.3 Refer to a **range of support services**.

Range

- **People:** including the child, parent, carer, social worker and IRO
- **Range of support services:** including counselling, social services, connexions and YOT.

Young People

Outcome 4 Assist the child or young person to explore choices and potential consequence

Assessment criteria

The candidate can:

- 4.1 Use UK and European legislation to identify children's service, ethical and legal rights
- 4.2 Treat the child as an individual and accept their preferred choices
- 4.3 Access information to allow children and young people to make informed choices
- 4.4 Support children and young people who wish to make **complaints** or representations about the services they receive
- 4.5 Support children and young people to understand the potential short, medium and long term consequences of the choice(s) they are making.

Range

- **Complaints:** stages of Local Authority Complaints Procedure (under Children Act 1989) and a range of options from negotiation to judicial review.

Outcome 5

Young People

Support children and young people through a range of meetings and decision making processes

Assessment criteria

The candidate can:

- 5.1 Explain the purpose and function of a range of **meetings**
- 5.2 Summarise the role of an Independent Advocate within a range of meetings
- 5.3 Attend a range of meetings
- 5.4 Support a child or young person to attend a range of meetings
- 5.5 Represent a child or young person at meetings
- 5.6 Support a young person to have his/her voice heard at a range of meetings
- 5.7 Support a young person to evaluate the outcomes of a range of meetings.

Range

- **Meetings:** including statutory review, child protection conferences, family group conferences, appeals and complaint meetings.

Outcome 6

Young People

Engage with professionals

Assessment criteria

The candidate can:

- 6.1 Explain the role of a children's advocate to a **range of people**
- 6.2 Summarise a range of **services and systems** children and young people are likely to come into contact with
- 6.3 Represent the views and wishes of children and young people to professionals responsible for making decisions
- 6.4 Summarise the roles and responsibilities of a **range of people** who support children and young people
- 6.5 Explain jargon and terminology to children and young people.

Range

- **Range of people:** including children and young people, social workers, foster carers, elected members and residential staff
- **Services and systems:** including social services, health, education and youth justice
- **Range of people:** including social workers, judges, guardian, CAMHS workers, IRO's and personal advisor.

Outcome 7

Young People

Use child protection systems to keep children and young people safe

Assessment criteria

The candidate can:

- 7.1 Explain the role of Safeguarding Boards
- 7.2 Summarise local child protection procedures
- 7.3 Use child protection procedures to identify when it is appropriate to disclose information and breach confidentiality
- 7.4 Respond to disclosures or concerns of abuse.

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Unit evidence requirements

Qualification title: Level 3 Certificate in Independent Advocacy and Level 3 Diploma in Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Unit Number: 310

Unit title: Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards

Evidence Requirements for this unit:

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 unit means that **most** of your evidence must come from 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.

(Additional guidance can be found in the overarching Assessment Strategy, Qualification Handbook, pages 27-29)

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 is the **required** assessment method to be used to evidence some part of this unit.

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 this 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.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the risks of misuse.

- **Confidential Records:** These 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 in your portfolio e.g. Case records and incident reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of 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 e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may including overdose and individuals causing injury or harm to themselves or others.
- **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.

Advocacy - Deprivation of Liberty Safeguards

Level: 4

Credit value: 5

Unit aim

The unit aims to provide candidates with the practical skills and knowledge required to provide IMCA DOLS

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards
- 2 Provide the statutory IMCA DOLS service
- 3 Construct an IMCA DOLS written report that meets statutory requirements
- 4 Challenge decisions.

Guided learning hours

It is recommended that 35 hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

AHP 17	Assist and support individuals to use total communication systems
HSC 41	Use and develop methods and systems to communicate record and report
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
H136	Communicate effectively with individuals and others
HSC 328	Contribute to care planning and review
HSC 335	Contribute to the protection of individuals from harm and abuse
HSC 368	Present individuals' needs and preferences
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
HSC 3199	Promote the values and principles underpinning best practice
MH_1	Promote effective communication and relationships with people who are troubled or distressed
MH 43	Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

Unit 310

Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards

Outcome 1

Understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards

Assessment criteria

The candidate can:

- 1.1 Identify when a IMCA DOLS must be **instructed**
- 1.2 Identify a range of 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 Analyse key principles and powers of the Mental Capacity Act 2005
- 1.5 Summarise the interplay between the Mental Capacity Act 2005 and Mental Health Act
- 1.6 Use the Code of Practice.

Range

- **Instructed:** including:
 - 1) representing people who are being assessed for standard authorisation or being assessed for a potential unlawful deprivation of liberty(39A),
 - 2) standing in as a person's representative (39C) for people who are subject to an authorisation when no other representative is available
 - 3) supporting the person who is subject to an authorisation or his/her representative where the persons' representative is unpaid (39D).

Outcome 2

Advocacy - Deprivation of Liberty Safeguards

Provide the statutory Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards service

Assessment criteria

The candidate can:

- 2.1 Distinguish between standard and urgent authorisations
- 2.2 Identify the requirements of each of the six assessments for authorisations and who should undertake them
- 2.3 Summarise the roles and responsibilities for the three IMCA DOLS' roles
- 2.4 Identify factors which may or may not make a deprivation of liberty in a person's best interest.
- 2.5 Evaluate the different ways the IMCA can make representations in the assessment process
- 2.6 Use a range of **methods** to communicate with people who lack capacity
- 2.7 Use non-instructed Advocacy to ascertain the wishes, feelings or preferences of an individual
- 2.8 Provide a range of **information** to help an individual understand the process of deprivation of liberty
- 2.9 Support an individual to engage with the process
- 2.10 Represent an individual during assessment
- 2.11 Support an individual to appeal.

Range

- **Methods:** including non verbal and verbal
- **Information:** including rights, the assessment process review of a standard authorisation and access to the Court of Protection.

Outcome 3 Construct an IMCA DOLS written report that meets statutory requirements

Assessment criteria

The candidate can:

- 3.1 Identify a range of issues that should be addressed within an IMCA DOLS report
- 3.2 Write an IMCA DOLS **report**
- 3.3 Identify good practice in recording case work
- 3.4 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.

Outcome 4

Advocacy - Deprivation of Liberty Safeguards

Challenge decisions

Assessment criteria

The candidate can:

- 4.1 Map out the **potential routes** for formal challenges
- 4.2 Know how to raise informal and formal concerns and provide feedback
- 4.3 Use opportunities to highlight concerns.

Range

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

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on the job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency based outcomes must be demonstrated through work based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Appendix 1 Sources of information about level accreditation, qualification and credit frameworks and level descriptors

Please visit the following websites to find current information on accreditation, qualification level descriptors and national qualification and credit frameworks and in each country.

Nation	Framework	Who to contact	Websites
England	Qualification and Credit Framework	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	Scottish Credit and Qualifications Framework (SCQF)	The Scottish Qualifications Authority	www.scqf.org.uk www.sqa.org.uk
Wales	The Credit and Qualifications Framework for Wales (CQFW)	The Department for Children, Education, Lifelong Learning and Skill (DCELLS)	www.wales.gov.uk
Northern Ireland	Qualification and Credit Framework	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 2 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to assessment

Qualifications on the Qualifications and Credit Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the The Department for Children, Education, Lifelong Learning and Skills (DCELLS): www.wales.gov.uk</p>	<p>Contact the The Department for Children, Education, Lifelong Learning and Skills (DCELLS): www.wales.gov.uk</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Contact the Department for Employment and Learning at www.delni.gov.uk.</p>

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