

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

March 2015 Version 2.0



## Qualification at a glance

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

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Certificate in Independent Advocacy (Independent Mental Capacity Advocacy)	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Mental Health Advocacy)	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Advocacy Management)	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Advocacy with Adults)	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Advocacy with Children and Young People)	3610-03	600/7153/9
Level 3 Certificate in Independent Advocacy (Independent Advocacy Support under the Care Act 2014)	3610-03	600/7153/9
Level 3 Diploma in Independent Advocacy	3610-04	600/7233/7
Level 3 Certificate/Diploma in Independent Advocacy	3610-91	600/7153/9 600/7233/7



# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Structure	5
<b>2</b>	<b>Centre requirements</b>	<b>10</b>
	Approval	10
	Resource requirements	10
	Learner entry requirements	12
	Recognition of prior learning (RPL)	12
<b>3</b>	<b>Delivering the qualification</b>	<b>13</b>
	Initial assessment and induction	13
	Support materials	13
	Recording documents	13
<b>4</b>	<b>Assessment</b>	<b>14</b>
	Assessment of the qualification	14
	Assessment strategy	14
<b>5</b>	<b>Units</b>	<b>16</b>
<b>Unit 301</b>	<b>Purpose and principles of Independent Advocacy</b>	<b>17</b>
<b>Unit 302</b>	<b>Providing Independent Advocacy support</b>	<b>20</b>
<b>Unit 303</b>	<b>Maintaining the Independent Advocacy relationship</b>	<b>24</b>
<b>Unit 304</b>	<b>Understand the social context of Independent Advocacy</b>	<b>27</b>
<b>Unit 305</b>	<b>Providing Independent Mental Capacity Advocacy</b>	<b>30</b>
<b>Unit 306</b>	<b>Providing Independent Mental Health Advocacy</b>	<b>35</b>
<b>Unit 307</b>	<b>Managing Independent Advocacy services</b>	<b>39</b>
<b>Unit 308</b>	<b>Providing Independent Advocacy to adults</b>	<b>43</b>
<b>Unit 309</b>	<b>Providing Independent Advocacy to children and young people</b>	<b>47</b>
<b>Unit 310</b>	<b>Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards</b>	<b>51</b>
<b>Unit 311</b>	<b>Mental capacity legislation for the Independent Advocacy role</b>	<b>54</b>
<b>Unit 312</b>	<b>Mental health legislation for the Independent Advocacy role</b>	<b>57</b>
<b>Unit 313</b>	<b>Providing Independent Advocacy Support under the Care Act 2014</b>	<b>60</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>64</b>



# 1 Introduction

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

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

## Structure

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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



## 2 Centre requirements

### Approval

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

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

#### **Centres not already offering City & Guilds qualifications**

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

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

### Resource requirements

Centre staffing

#### **Assessors**

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

Assessors must:

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

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

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

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

### **Coordinating Assessors**

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

### **Expert witnesses**

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

The expert witness must have:

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

### **Internal Quality Assurers (IQA)**

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

Internal quality assurers must:

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

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

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

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

### **Continuing professional development (CPD)**

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

### **Learner entry requirements**

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

### **Age restrictions**

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

### **Recognition of prior learning (RPL)**

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

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



## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
fast track approval forms/generic fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

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

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



## 4 Assessment

### Assessment of the qualification

Learners must:

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

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

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

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

### Assessment strategy

#### Evidence Requirements

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

#### Special Considerations

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

### **Required sources of performance and knowledge evidence**

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

### **Other sources of performance and knowledge evidence**

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

### **Witness Testimony**

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

### **Professional discussion**

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

### **Work Products**

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

### **Confidential Records**

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

### **Questioning**

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



## 5 Units

### Availability of units

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

### Structure of units

These units each have the following:

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



## Unit 301

## Purpose and principles of Independent Advocacy

<b>UAN:</b>	<b>K/504/5176</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	22
<b>Aim:</b>	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.

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

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

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

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

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

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

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

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

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

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

## Unit 302

## Providing Independent Advocacy support

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

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

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

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

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

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

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

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

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

**Learning outcome**

The learner will:

5. be able to support the individual receiving Independent Advocacy support to self-advocate

**Assessment criteria**

The learner can:

- 5.1 explain the benefits of self-advocacy
- 5.2 use a **range of techniques** to support an individual to self-advocate.

**Range**

**Range of techniques:** eg reflection, modelling, demonstrations, role play, encouragement and praise

**Guidance**

Non-instructed advocates/IMCAs should describe the range of techniques that could be used in supporting an individual who lacks the capacity to instruct.

**Learning outcome**

The learner will:

6. be able to review and end the advocacy process

**Assessment criteria**

The learner can:

- 6.1 evaluate the outcomes of the advocacy process with the individual
- 6.2 establish if further advocacy support or assistance from other sources is needed
- 6.3 plan **when and how** to end the advocacy process.

**Range**

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

## Unit 303

## Maintaining the Independent Advocacy relationship

<b>UAN:</b>	<b>T/504/5178</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	24
<b>Aim:</b>	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.

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

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

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



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

<b>Range</b>
<b>Personal power</b> eg physical appearance, experience, qualifications, social class, gender, ethnicity

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

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

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

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

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

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

## Unit 304

## Understand the social context of Independent Advocacy

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

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

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

<b>Range</b>
<b>People:</b> specific vulnerable groups eg Prisoners, homeless and individuals from BME communities

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

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

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

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

**Learning outcome**

The learner will:

6. understand approaches to safeguarding

**Assessment criteria**

The learner can:

- 6.1 identify types of abuse
- 6.2 describe the potential signs of abuse
- 6.3 explain how to respond to abuse
  - suspected by advocate
  - alleged by client
  - reported by third party
- 6.4 describe the national and local context of **safeguarding** and protection from abuse.

**Range****Safeguarding**

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

## Unit 305

## Providing Independent Mental Capacity Advocacy

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

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

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

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

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

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

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

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

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



**Range**

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

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

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

**Learning outcome**

The learner will:

6. be able to work with serious medical treatment referrals

**Assessment criteria**

The learner can:

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

**Range****Impact**

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

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

**Learning outcome**

The learner will:

7. be able to work with adult protection referrals

**Assessment criteria**

The learner can:

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

**Range**

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

**Safeguarding process**

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Range**

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

## Unit 306

## Providing Independent Mental Health Advocacy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Unit 307

## Managing Independent Advocacy services

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

### Learning outcome

The learner will:

1. be able to manage Independent Advocacy services

### Assessment criteria

The learner can:

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

### Range

#### Management strategies

eg plan, organise, direct, monitor

#### Policy and Procedures

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

<b>Learning outcome</b>
The learner will: 2. be able to recruit and induct Independent Advocates
<b>Assessment criteria</b>
The learner can: 2.1 create job descriptions and person specifications for the Independent Advocacy role 2.2 recruit staff using <b>good practice</b> 2.3 explain the purpose of Independent Advocacy induction 2.4 design an induction programme for Independent Advocates 2.5 deliver an induction programme for Independent Advocates 2.6 evaluate an induction programme with Independent Advocates.

<b>Range</b>
<b>Good practice</b> eg: securing CRB checks and references, interview procedures, probationary periods, grievance and disciplinary procedures, exit strategies

<b>Learning outcome</b>
The learner will: 3. be able to manage Independent Advocates
<b>Assessment criteria</b>
The learner can: 3.1 explain the principles of <b>supervision</b> 3.2 provide supervision to Independent Advocates 3.3 undertake a formal appraisal with an Independent Advocate 3.4 deliver a training programme for Independent Advocates 3.5 evaluate a training programme with an Independent Advocate in respect of service delivery.

<b>Range</b>
<b>Supervision:</b> to include reflective practice, appraisal, internal and external training programmes, cpd



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

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

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

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

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

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

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

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

## Unit 308

## Providing Independent Advocacy to adults

<b>UAN:</b>	<b>D/504/5305</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	9
<b>GLH:</b>	40
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. be able to provide Independent Advocacy to adults
<b>Assessment criteria</b>
The learner can: 1.1 identify groups of adults who require Independent Advocacy support 1.2 respond to requests from individuals who ask for Independent Advocacy support 1.3 use <b>advocacy standards</b> when providing Independent Advocacy support 1.4 end the Independent Advocacy relationship in a positive manner.

<b>Range</b>
<b>Advocacy standards</b> as outlined by UKAN, Mind, Action 4 Advocacy: Advocacy Charter and Code of Practice.

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

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

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

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

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

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

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

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

<b>Learning outcome</b>
The learner will: 6. be able to support an individual to make a complaint
<b>Assessment criteria</b>
The learner can: 6.1 explain how complaints procedures work 6.2 support an individual to explore the advantages and disadvantages of making a complaint 6.3 support an individual to explore alternatives to making a complaint 6.4 support an individual to use a complaints procedure.

<b>Learning outcome</b>
The learner will: 7. be able to respond to risk and abuse
<b>Assessment criteria</b>
The learner can: 7.1 assess the potential risks in working with adults receiving Independent Advocacy 7.2 work with adults in ways that minimise risks 7.3 implement the Independent Advocacy service safeguarding procedures 7.4 use <b>supervision</b> to help resolve <b>complex practice issues</b> .

<b>Range</b>
<b>Supervision</b> A regular meeting with a supervisor to reflect on practice
<b>Complex practice issues</b> eg potential challenges, conflicts of interest, situations concerning risk and abuse

## Unit 309

# Providing Independent Advocacy to children and young people

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

<b>Learning outcome</b>
The learner will: 1. be able to respond to requests for Independent Advocacy support for children and young people
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>groups</b> of children and young people who require Independent Advocacy support 1.2 identify <b>people</b> who can refer children and young people to Independent Advocacy 1.3 implement child and young person friendly referral processes 1.4 support children and young people to express their preferred courses of action 1.5 signpost children and young people to <b>support services</b> .

<b>Range</b>
<b>Groups</b> eg disabled children, looked after children, care leavers children in need, children with mental health needs and children in the secure estate <b>People</b> eg the child, parent, carer, social worker and Independent Reviewing Officer <b>Support services</b> eg counselling, social services and mentors.

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

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

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



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

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

<b>Range</b>
<b>Promote</b> eg through providing information, challenging professionals, making complaints, accessing legal advice

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

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

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

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

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

## Unit 310

# Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards

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

<b>Learning outcome</b>
The learner will: 1. understand legislation which affects people who may be subject to Deprivation of Liberty Safeguards
<b>Assessment criteria</b>
The learner can: 1.1 explain when a deprivation of liberty safeguards Independent Mental Capacity Advocate must be <b>instructed</b> 1.2 evaluate factors which may determine whether a person is or is not being deprived of their liberty 1.3 identify the managing authority and supervisory body in situations where someone may be deprived of their liberty 1.4 summarise the relationship between the Mental Capacity Act 2005 and mental health legislation.

<b>Range</b>
<b>Instructed</b> Includes: <ul style="list-style-type: none"><li>• When there is no one appropriate to be consulted during the assessment process, or during an assessment of an unauthorised deprivation of liberty (39A),</li><li>• there is a gap in the appointment of a representative (39C),</li><li>• When the relevant person or their representative request the support of an IMCA, or the Supervisory Body considers a referral would be appropriate (39D).</li></ul>

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

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

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

<b>Range</b>
<b>Methods</b> including non-verbal and verbal

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

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

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

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

## Unit 311

# Mental capacity legislation for the Independent Advocacy role

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

### Learning outcome

The learner will:

1. know how a best interest decision must be made

### Assessment criteria

The learner can:

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

### Range

#### **Mental Capacity Act**

Mental Capacity Act 2005 and any subsequent relevant Act

#### **Best interest checklist**

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

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

<b>Range</b>
<b>Mental Capacity Act</b> Mental Capacity Act 2005 and any subsequent Act

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

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

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

<b>Range</b>
<b>Role</b> Emphasis should be made concerning the restricted nature of the IMCA and IMCA DOLS roles

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



## Unit 312

## Mental health legislation for the Independent Advocacy role

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

<b>Learning outcome</b>
The learner will: 1. understand the principles within current mental health legislation
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>principles</b> that underpin mental health legislation 1.2 explain the difference between patients who are in hospital subject to compulsion under mental health legislation and informal patients 1.3 explain what is meant by treatment within mental health legislation 1.4 explain the roles of <b>key professionals</b> within mental health legislation.

<b>Range</b>
<b>Principles</b> There are different principles with regard to mental health legislation in England and Wales
<b>Key professionals</b> Approved Mental Health Professionals; Approved Clinicians; Responsible Clinicians

<b>Learning outcome</b>
The learner will: 2. understand the pathways from the community to hospital under mental health legislation
<b>Assessment criteria</b>
The learner can: 2.1 explain the process that has to be followed to forcibly take an individual from the community to hospital for assessment or treatment 2.2 identify the requirements for admittance to hospital under the relevant sections of the <b>Mental Health Act</b> 2.3 explain the <b>powers</b> the police have to take an individual to a place of safety.

<b>Range</b>
<b>Mental Health Act</b> section 2 and 3 of the Mental Health Act 1983
<b>Police powers</b> eg sections 135(1), 135(2) and 136

<b>Learning outcome</b>
The learner will: 3. understand legislation that affects the individual under the Mental Health Act
<b>Assessment criteria</b>
The learner can: 3.1 describe nurses and doctors <b>holding powers</b> 3.2 explain the sections that relate to the <b>criminal justice system</b> 3.3 explain community treatment orders 3.4 explain the use of a Guardianship order 3.5 explain a range of <b>special rules</b> within mental health legislation which affect children and young people.

<b>Range</b>
<b>Holding powers</b> eg section 5(2) and 5(4)
<b>Criminal justice system</b> eg sections 35, 36, 37, 38, 41, 47, 48 and 49
<b>Special rules</b> eg Gillick competence/Fraser Guidelines; age appropriate accommodation; Code of Practice guidance; parental responsibility

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

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

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

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

## Unit 313

## Providing Independent Advocacy Support under the Care Act 2014

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

<b>Learning outcome</b>
The learner will: 1. understand the purpose, the main provisions and the principles of the Care Act 2014
<b>Assessment criteria</b>
The learner can: 1.1 explain the purpose of the Care Act 2014 1.2 explain key provisions of the Care Act 2014 1.3 analyse the wellbeing principle defined within the Care Act 2014 1.4 describe different types of assessment and when they would be used 1.5 explain factors that determine eligible and ineligible needs of individuals 1.6 describe situations when an individual may be eligible to receive support from an independent advocate under the Care Act 2014

<b>Range</b>
<b>Provisions</b> Provision of information, advice and support service by local authorities, new rights for carers, personal budgets, safeguarding, rights for people in prison who have care and support needs, young people in transition
<b>Assessment</b> Self-assessment, combined, joint, remote

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

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

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

<b>Range</b>
<b>Forms of advocacy</b> IMCA, IMHA, complaints advocacy, generic advocacy and children's advocacy

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

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

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

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



## Appendix 1 Sources of general information

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

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

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

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

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

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



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

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

- **Walled Garden:** how to register and certificate learners on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

## Useful contacts

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

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