

# Level 2 Award in Independent Advocacy (3610-02)

January 2013 Version 1.0



## 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>	None
<b>Assessment</b>	By Assignment
<b>Fast track</b>	Automatic approval from 7566
<b>Support materials</b>	Centre handbook Assessment pack
<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 2 Award in Independent Advocacy	3610-02	600/7235/0



# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Structure	4
<b>2</b>	<b>Centre requirements</b>	<b>5</b>
	Approval	5
	Resource requirements	5
	Candidate entry requirements	6
<b>3</b>	<b>Delivering the qualification</b>	<b>7</b>
	Initial assessment and induction	7
	Support materials	7
	Recording documents	7
<b>4</b>	<b>Assessment</b>	<b>8</b>
	Assessment of the qualification	8
	Recognition of prior learning (RPL)	8
<b>5</b>	<b>Units</b>	<b>9</b>
<b>Unit 201</b>	<b>Understand the purpose and role of the Independent Advocate</b>	<b>10</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>13</b>



# 1 Introduction

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

Area	Description
Who are the qualifications for?	An introductory qualification for candidates who are interested in acquiring knowledge about the role of an Independent Advocate.
What do the qualifications cover?	The qualification covers the principles of independent advocacy, the independent advocacy role, communication and equality and inclusion within independent advocacy.
What opportunities for progression are there?	It allow candidates to progress to the following City & Guilds qualifications: <ul style="list-style-type: none"> <li>• Level 3 Certificate in Independent Advocacy</li> <li>• Level 3 Diploma in Independent Advocacy</li> </ul>

## Structure

To achieve the Level 2 Award in Independent Advocacy, learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
Y/504/5092	201	Understand the purpose and role of the Independent Advocate	4



## 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 3610-02.

#### **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**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Quality Assurer, but cannot internally quality assure their own assessments.

#### **Assessors and Internal Quality Assurer**

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

## **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 verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for candidates 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 candidate should be made before the start of their programme to identify:

- if the candidate 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 candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Assignment guide for centres	<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

Candidates 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**

Candidates must:

- successfully complete one assignment for the mandatory unit

Please refer to the City & Guilds assessment pack which can be found at **[www.cityandguilds.com](http://www.cityandguilds.com)**

### **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>**





## 5 Units

### Availability of units

The following units can also be obtained from 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
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 201

# Understand the purpose and role of the Independent Advocate

<b>UAN:</b>	<b>Y/504/5092</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Aim:</b>	This unit aims to provide learners with an understanding of what Independent Advocacy is and the principles which underpin good practice.

<b>Learning outcome</b>
The learner will: 1. Understand the principles of Independent Advocacy
<b>Assessment criteria</b>
The learner can: 1.1 Identify the <b>principles</b> of Independent Advocacy 1.2 Describe the <b>circumstances</b> which may lead to an individual accessing Independent Advocacy 1.3 Identify <b>people</b> that Independent Advocacy supports 1.4 Describe the key features of independent advocacy <b>models</b> .

<b>Range</b>
<b>Principles</b> eg outlined within the Advocacy Charter eg independence, inclusion, client focused, empowerment, choice
<b>Circumstances</b> Oppression, communication issues, lack of information, discrimination, social exclusion, mental health needs
<b>People</b> eg learning disabilities, mental health conditions, older people, young people
<b>Models</b> eg Citizen Advocacy, issue based, group/collective, statutory, self.

<b>Learning outcome</b>
The learner will: 2. Understand the role of the Independent Advocate
<b>Assessment criteria</b>
The learner can: 2.1 Explain the <b>role</b> of the Independent Advocate 2.2 Describe the <b>skills and attributes</b> required for Independent Advocacy 2.3 Identify <b>activities</b> which are outside of an Independent Advocate's role 2.4 Describe what individuals <b>gain</b> from Independent Advocacy

<b>Range</b>
<b>Role</b> eg supporting an individual to have a voice, supporting an individual to make choices, safeguarding, challenging discrimination, information provider, representation
<b>Skills and attributes</b> eg active listen, communication skills, approachability, reliability, perseverance, non-judgmental
<b>Activities</b> Giving advice of any kind, replacing any part of a health or social services professional's role, helping with practical activities, becoming a befriender
<b>Gain</b> eg having a voice, being listened to, gaining confidence, understanding rights, having the support of someone who is not judging or assessing them.

<b>Learning outcome</b>
The learner will: 3. Understand communication methods used in Independent Advocacy
<b>Assessment criteria</b>
The learner can: 3.1 Describe the method of <b>active listening</b> 3.2 Identify ways of communicating with advocacy partners 3.3 Explain the benefits of accurate record keeping.

<b>Range</b>
<b>Active listening</b> eg structured, focus on the speaker, paying close attention, understand the message, not interrupting, reflection and feedback, respond appropriately, showing interest.

<b>Learning outcome</b>
The learner will: 4. Understand equality, diversity and inclusion
<b>Assessment criteria</b>
The learner can: 4.1 Define the terms <ul style="list-style-type: none"><li>• equality</li><li>• diversity</li></ul> 4.2 Describe different <b>types of discrimination</b> 4.3 Identify <b>activities</b> undertaken in Independent Advocacy to support inclusion.



<b>Range</b>
<b>Types of discrimination</b> Direct, indirect, passive, institutional
<b>Activities</b> eg accessible buildings, accessible referral systems, accessible information, complaints, appeals.



## 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 candidates
- 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 candidates 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 candidates 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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