



Centre Readiness Event:  
Level 4 Independent Advocacy



April/May 2020

This event is supported and facilitated by representatives and subject specialists from City & Guilds, with support from colleagues from WJEC.

## City & Guilds

### Suzi Gray

Ymgynghorydd Technegol

City & Guilds /

Technical Adviser City & Guilds

City & Guilds and WJEC continue to work collaboratively and in partnership with the following organisations who will also be contributing to this event:

- Qualifications Wales
- Social Care Wales
- Health Education and Improvement Wales



Gofal Cymdeithasol **Cymru**  
Social Care **Wales**



**GIG**  
CYMRU  
**NHS**  
WALES | Addysg a Gwella Iechyd  
Cymru (AaGIC)  
Health Education and  
Improvement Wales (HEIW)



To provide information and support for centre staff regarding the delivery requirements associated with the new:

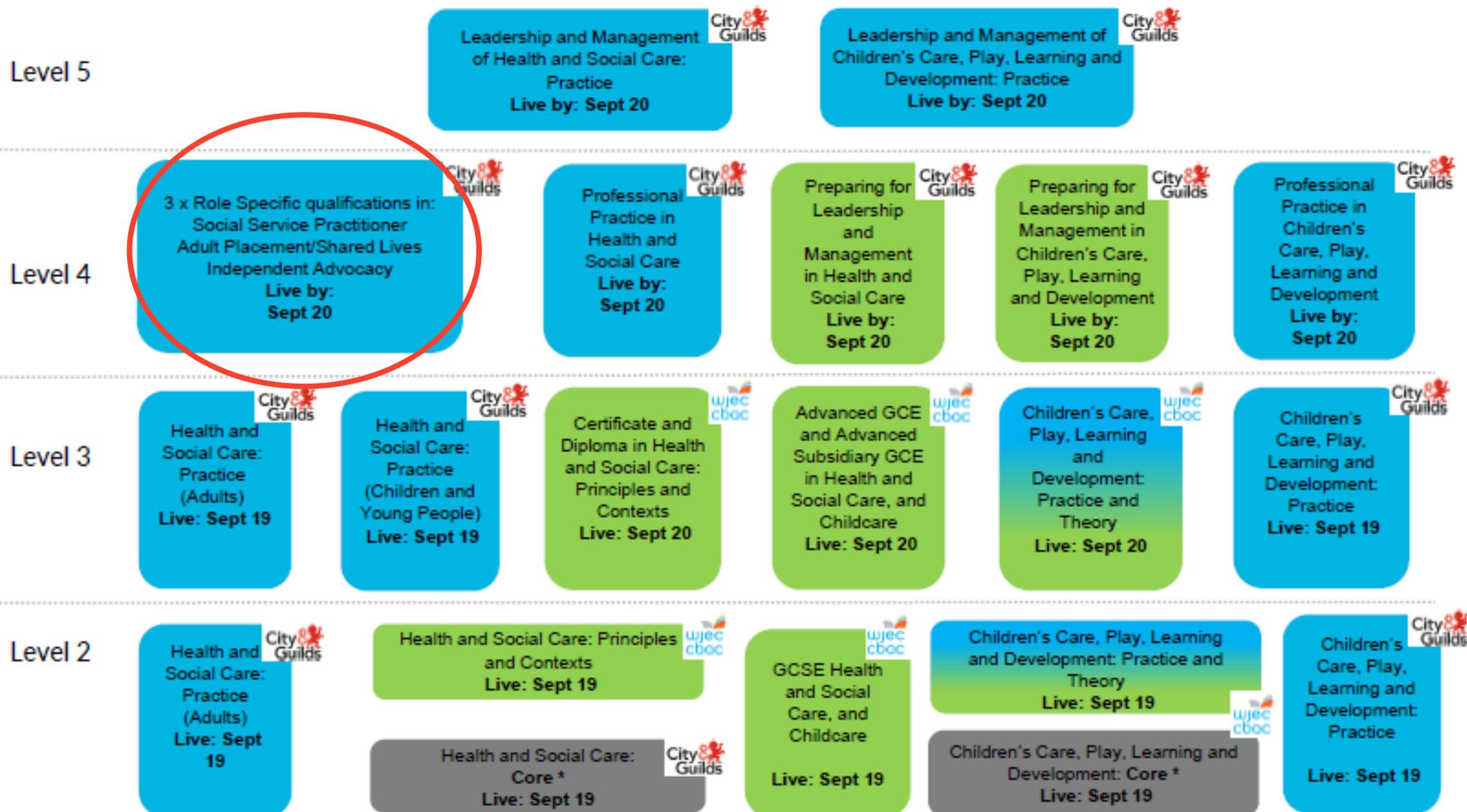
- Level 4 Independent Advocacy

Our objective for this event is to ensure that providers can increase their understanding and awareness of the new qualification(s) and to explore and discuss:



- Our documents and processes relating to the new qualifications, including gaining centre approval
- The qualification structures and content
- The assessment strategy, specifically the role of the internal assessor
- Our expectations for internal
- Potential model of external quality assurance

# The suite of qualifications



## Key

Practice based

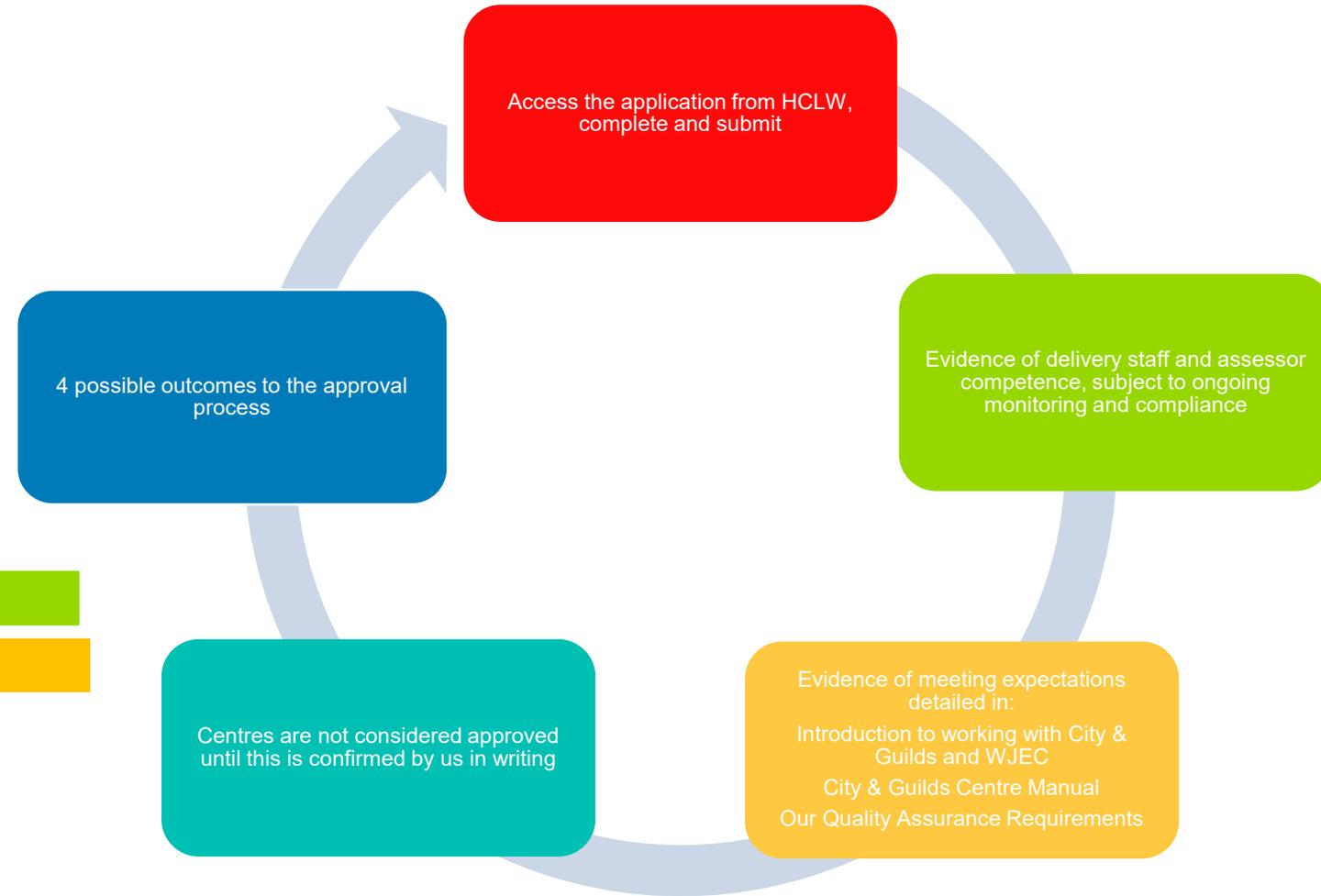
Knowledge based

\* It is recommended the Core qualification to be taken before or alongside Level 2 or Level 3

City & Guilds Offered by City & Guilds

WJEC CBAC Offered by WJEC

## How do I gain qualification approval?



Centre approval and qualification approval granted

Centre approval and qualification approval granted subject to action plan

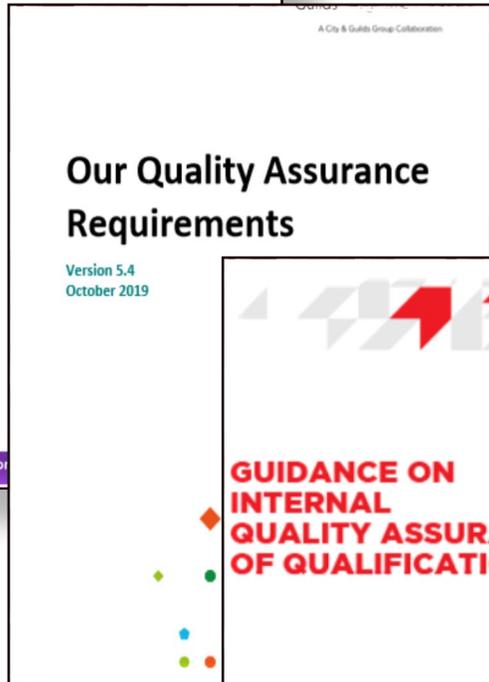
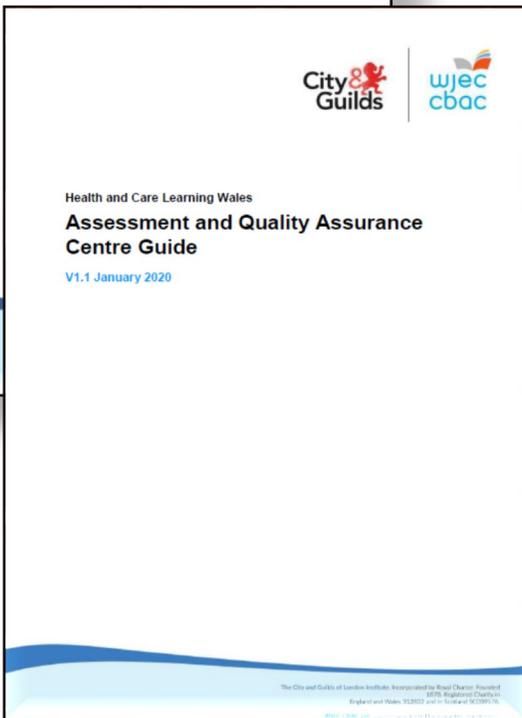
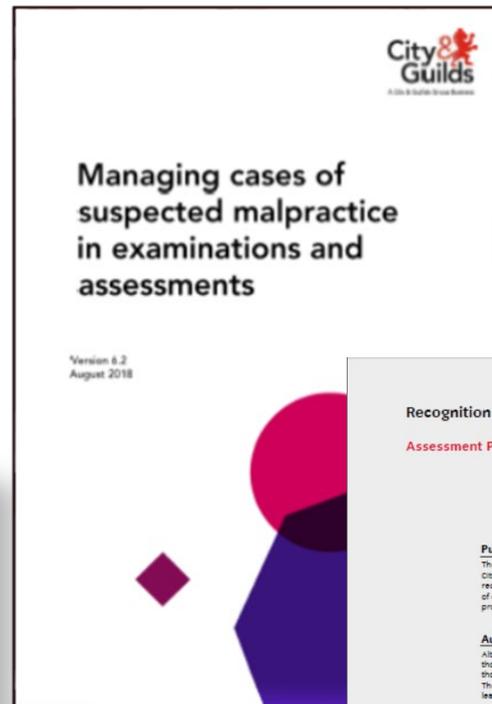
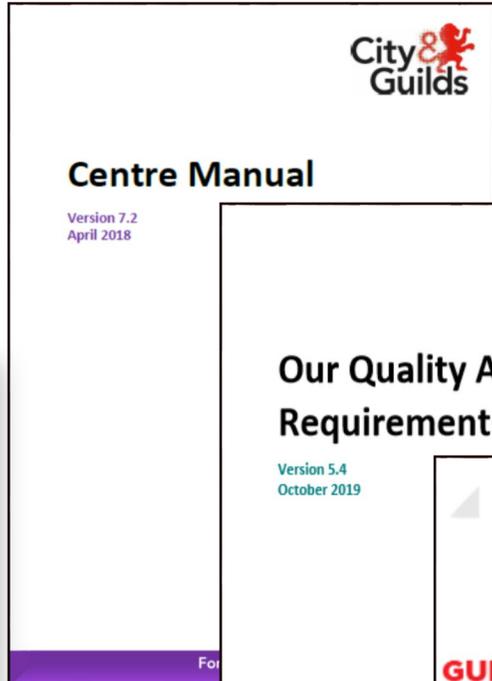
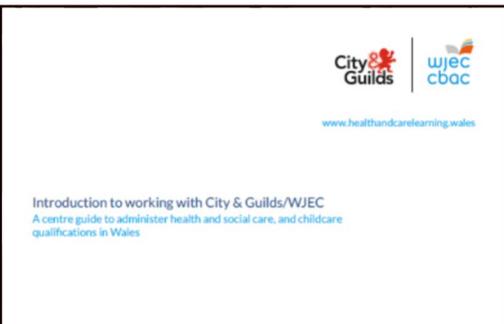
Centre approval and qualification approval withheld subject to action plan

Centre approval and qualification approval denied

Centres must seek formal approval from the Awarding Body BEFORE delivering this qualification.

Information about the approval process and expectations will be available from the Health and Care Learning Wales website

<https://www.healthandcarelearning.wales>



## How do I register learners?

### Registration

Learners are registered through our web-based registration and certification system Walled Garden. The City & Guilds Walled Garden allows centres to submit registrations on a 'roll-on/roll-off' basis i.e. registrations can be submitted at any time and in any number throughout the calendar year.

For more information on the registration and certification process please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available from the consortium website at [www.healthandcarelearning.wales](http://www.healthandcarelearning.wales).

### Walled Garden – support and guidance

<https://www.cityandguilds.com/what-we-offer/centres/working-with-us/walled-garden>

**Walled Garden**

Home > Our offer > Centres > Working with us > Walled Garden

### Walled garden

Walled Garden is a secure administration system for customers.

Our support information will help you use Walled Garden for many different centre administration tasks, like registering learners and booking end-point assessments. Only approved customers can have a Walled Garden account but it's easy to [apply to be a centre](#) and work with us.

It has been especially developed to enable City & Guilds approved centres to carry out a range of day-to-day functions quickly and efficiently via the internet. It is the quickest method of registering and administering candidates.

If you have any questions please call our Customer Services team on [+44 \(0\) 844 543 0000](tel:+44(0)8445430000) (8am-6pm Monday to Friday - UK time) or e-mail us at [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

Calls to our 0844 numbers cost 7 pence per minute plus your telephone company's access charge.

#### Managing Centre settings

- Create and edit user accounts
- Submit centre updates to centre, question paper and billing addresses
- Change results, certification and billing preferences.

#### Reporting and qualification information

- View candidate history reports, financial reports as well as order reports for all of your registrations, results and exam bookings
- View our full catalogue of qualifications, publications and merchandise
- Order tracking e.g. Online tracking of deliveries via a link to DHL (couriers).

#### Cohort and candidate management

- Amend candidate details e.g. Correct input errors for candidate names or DOB
- Cohort management allows you to group candidates together for ease of ordering.

#### Online ordering facilities

- Place orders for candidate registrations, on-demand, online and paper exam bookings
- Submit results to certificate candidates

#### WORKING WITH US

- e-Certificates
- e-volve
- Walled Garden

[Working with us >](#)

### WALLED GARDEN

Existing users can click here to log in to the Walled Garden.

[LOG IN TO WALLED GARDEN >](#)

#### e-volve centre analytics

Our [e-volve analytics](#) helps you manage, analyse, and give feedback on all your learner's Functional Skills tests through e-volve.

#### Need help?

If you need help with Walled Garden, take a look at our extensive range of user guides.

[Help with Walled Garden >](#)

# Access to Assessment

## Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

## Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of assessment. Where we do this, it is given after the assessment.

Access Arrangements
^

**Guidance documents**

- **JCQ Access Arrangements and Reasonable Adjustments (2019-2020) (PDF, 1MB)**  
 This JCQ document provides information and guidance on access arrangements and reasonable adjustments for candidates.
- **JCQ – A guide to the special consideration arrangements (PDF)**  
 This JCQ document provides guidance on special consideration arrangements. Special consideration may be given for candidates who are present for the examination but are unable to take the examination, for example, by temporary illness or adverse conditions.
- **Access arrangements - When and how to apply (PDF)**  
 This document provides a short summary of the requirements for access arrangements at City & Guilds.
- **Applying for access arrangements on the Walled Garden (PDF)**  
 This document provides a step-by-step guide to applying for access arrangements on the Walled Garden.

**Access forms:**

- **Access 1 - Request for access arrangements (DOC, 52KB)**  
 Centres can use this form if they are applying to City & Guilds for access arrangements.
- **Access 2 - Application for access arrangements – Profile of Learning Difficulties (DOC, 114KB)**  
 This form should be completed by the centre for candidates with learning disabilities. This form should be used to collate the evidence and kept on file within the centre. Centres can use either Form Access 2 or JCQ Form 8 (below), there is no need to use both.
- **Access 4 - Request for modified, enlarged or Braille question papers (DOC, 52KB)**  
 This form must be completed by the centre for each candidate who will require unmodified A3 question papers, modified, or Braille examination papers. The completed form should be submitted to City & Guilds, Policy, three months before the month of the examination.
- **JCQ Form 8 - Application for access arrangements - Profile of Learning Difficulties (DOC, 156KB)**  
 This form should be completed by the centre for candidates with learning disabilities. This form should be used to collate the evidence and kept on file within the centre. Centres can use either Form Access 2 (above) or JCQ Form 8, there is no need to use both.



# Level 4 Independent Advocacy

## Key Facts

## Who is these qualifications for?

- This qualification aims to develop the knowledge, understanding, behaviours and skills that underpin independent advocacy roles.

## What do the qualifications cover?

- This qualification will allow learners to develop the knowledge and skills required to undertake an independent advocacy role

## What progression opportunities are there?

- This qualification is practice-based and assesses learners' knowledge and practice. It is designed for learners in work-based learning, further education and higher education.

## Who did we develop the qualifications with?

- This qualification has been developed in close collaboration with key sector stakeholders, including Social Care Wales and Health Education and Improvement Wales (HEIW).
- The unit content of this qualification has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.

## Aims and objectives

The Level 4 Independent Advocacy qualification will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within the context of their chosen pathway.

In particular, learners will be able to demonstrate that they:

- develop and apply knowledge, understanding and skills within the chosen pathway;
- develop and apply knowledge and understanding of legislation, conventions and human rights instruments applicable to the chosen pathway;
- develop and apply knowledge and understanding to ensure that the views, wishes and preferences of children and young people/individuals and/or carers are represented
- develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds in the context of the chosen pathway;
- use an enquiring, critical approach to ensure that practice is underpinned by the principles of advocacy
- develop self-awareness in order to improve practice in the chosen pathway;
- develop and apply knowledge and understanding of rights across a range of settings/contexts
- use literacy, numeracy and digital competency skills as appropriate within their role

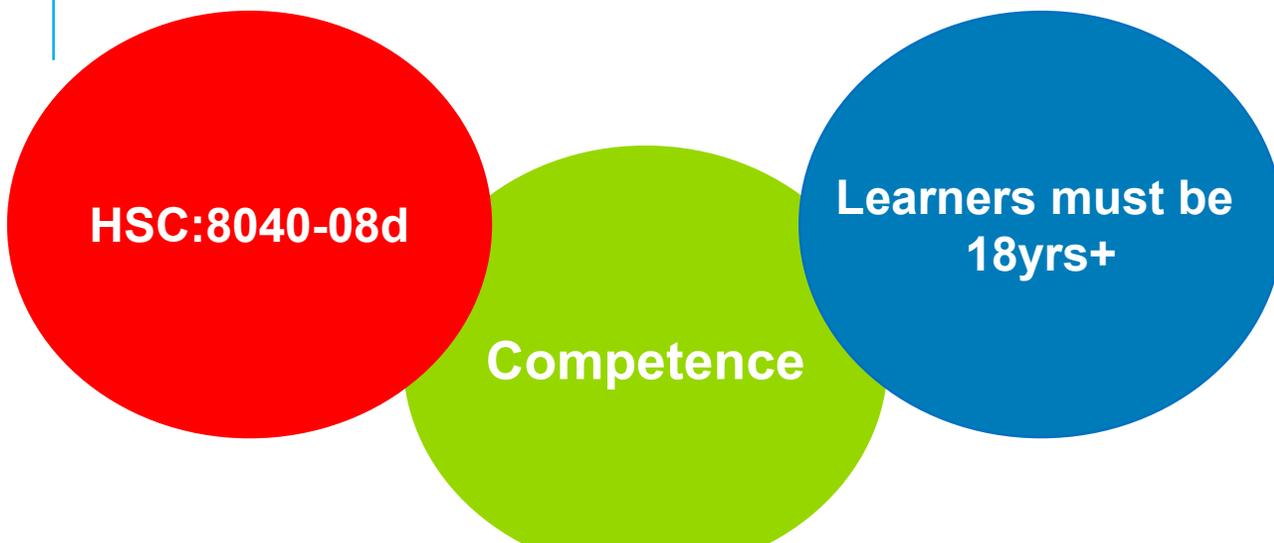
## Learner entry requirements

The Consortium does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Entries for the qualification can be made via the Walled Garden, see the City & Guilds website for further details:

<https://www.cityandguilds.com/what-we-offer/centres/working-with-us/walled-garden>

<https://www.cityandguilds.com/help/help-for-centres/walled-garden>



**HSC:8040-08d**

**Competence**

**Learners must be  
18yrs+**



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 qualification,
- any learning they have already completed which is relevant to the qualification
- the appropriate type and level of qualification.



It is recommended that centres provide an induction programme so:

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

# Level 4 Independent Advocacy - qualification structure and sequential delivery

This unit aims to support learners to develop the knowledge and understanding of the range of legislations that are applicable in the context of independent advocacy.

The understanding of legislation referred to in this unit is within the context of independent advocacy. (154 GLH)

This unit aims to support learners to develop the knowledge and understanding of the range of legislations that are applicable in the context of independent advocacy.

The understanding of legislation referred to in this unit is within the context of independent advocacy. (55 GLH)

Mandatory unit 428: Providing independent advocacy - principles and practice (32 credits)

Mandatory unit 429: Understanding legislation in the context of independent advocacy (9 credits)

Single optional (pathway) unit: Minimum of 11 credits needed

The optional unit choice denotes the pathway followed

## Optional (pathway) Units:

- Unit 430: Independent advocacy with adults (11 credits)
- Unit 431: Independent advocacy with children and young people (13 Credits)
- Unit 432: Independent mental health advocacy (13 Credits)
- Unit 433: Independent mental capacity advocacy (17 credits)

GLH:219 hrs

TQT: 520 hrs

52 credits

In the qualification some words or phrases within the assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome.

The range contains information about the depth and amount of detail required for a specific assessment criteria.

Whilst all elements listed in the range **MUST** be delivered, it is **not expected** that all range elements must be specifically observed during the assessment process; reflecting that the **assessment judgement is to be made as a holistic judgement**, and based at the level of the learning outcome

## Unit 432 Independent mental health advocacy

|               |   |
|---------------|---|
| Level:        | 4   |
| GLH:          | 35  |
| Credit:       | 13  |
| Unit Summary: | This unit aims to support learners to develop the knowledge understanding and skills of those workers who are responsible for providing independent mental health advocacy. |

### Learning outcome:

1. Use Codes of Practice and legislation related to mental health to inform practice

### Assessment criteria

#### You understand:

- 1.1 The **specific role and responsibilities** of an Independent Mental Health Advocate (IMHA) as outlined within the Mental Health Act Code of Practice
- 1.2 The relevant legislation, Codes of Practice and associated guidance and how these relate to the role of the Independent Mental Health Advocate
- 1.3 The rights that Independent Mental Health Advocates have under legislation on behalf of the individuals they are supporting
- 1.4 The qualifying criteria for support from an Independent Mental Health Advocate and who is responsible for providing information about these

#### You are able to work in ways that:

- 1.5 Use relevant legislation, Codes of Practice and associated guidance to inform Independent Mental Health Advocacy practice
- 1.6 Produce reports in line with organisational requirements
- 1.7 Establish when individuals have a right to support from an Independent Mental Health Advocate
- 1.8 Ensure individuals are informed of their **human rights** under the Mental Health Act

#### Range:

**Specific role and responsibilities:** set out under the Mental Health (Wales) Measure 2010 and The Mental Health Act Code of Practice for Wales 2016, Delivering the Independent Mental Health Advocacy Service in Wales: Guidance for Independent Mental Health Advocacy Providers and Local Health Board Advocacy Service Planners December 2011

# Activity 1: Review of unit content



## Things to consider:

1. Which 'pathway' units are the best fit for your learners
2. How best to integrate delivery across all units you may offer
3. Opportunities for blended/online learning

(20mins)



Break (10 mins)



Discussion and  
questions  
(10mins)



# Centre Staffing and external roles

### Internal assessor requirements

The internal assessor will be responsible for making the final assessment judgements for the internally assessed tasks within the qualification.

The Assessors of this qualification must:

- be occupationally competent within the specific pathway of the qualification that they are assessing - this means that each assessor must be able to carry out the full requirements within the competency units of the pathway that they are assessing. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold **D32/D33 or A1** OR be working towards the A1 replacement qualifications eg the City & Guilds 6317 such as:
  - the 6317-31 **Level 3 Award in Assessing Competence in the Work Environment** or
  - the 6317-33 **Level 3 Certificate in Assessing Vocational Achievement** or
  - another suitable qualification equivalent/alternative in the assessment of work base (list available via HCLW)

Where assessors have legacy assessor qualifications they must demonstrate that they are assessing in line with current assessment standards or another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.

### Internal quality assurers

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

The qualification requirements for an IQA are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
  - **Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice** or
  - **Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice** or
  - **Hold the D34 unit or V1 Verifiers Award.**

Where working towards an IQA qualification there must be a countersigning arrangement in place from a qualified IQA from the same or related occupational area or have a recognised teaching qualification and demonstrable experience of undertaking internal quality assurance for knowledge-based qualifications

#### Welsh context

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

**Continuing professional development** Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

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**Update your CV and CPD log to reflect these qualifications**



**Demonstrate that you are assessing in compliance with TAQA**

<https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/training-and-development/6317-assessment-and-quality-assurance#tab=information>

| ROLES                            | Scope and function   |
|----------------------------------|--|
| Tutor                            | provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment but is <b>not responsible for making any decisions</b> on assessment outcome   |
| Internal assessor                | a qualified assessor, provides support for the assessment delivery. The internal assessor will be <b>responsible for making assessment judgements</b> for the internally assessed tasks.   |
| Internal Quality Assurer         | ensures that the assessment of evidence is of a consistent and appropriate quality.  |
| External Quality Assurer         | responsible for confirming that the planning, delivery and assessment of the internally assessed tasks have been carried out in accordance with City & Guilds policies and procedures.   |
| City & Guilds External Assessor* | a qualified assessor, appointed by City & Guilds, and responsible for making the final assessment judgement of the candidate for the externally assessed tasks.  |
| City & Guilds Lead Assessor*     | will be responsible for sampling and standardising the assessment judgement determined by external assessors.  |
| Employer/Manager                 | understands the normal internal processes of the workplace/setting, documentation, communication systems etc and can assess whether the candidate is using them appropriately. Where appropriate can provide expert witness testimony for the portfolio in relation to day to day workplace practice. The employer/manager will support the internal assessor to confirm the candidate's project plan and thus the project |

## Level 4 Independent Advocacy - Witness testimony

### Witness Testimony:

- Acceptable form of evidence but must meet specific requirements
- Status of the witness needs careful consideration by IA
- Weighting applied
- Other supplementary evidence may be needed to infer competence
- Evidence labelled and referenced clearly re witness and their status

The status of the witnesses can be judged against the following criteria:

1. Occupational expert meeting the specific criteria for role of Expert Witness
2. Occupational expert not familiar with the standards;
3. Non-expert familiar with the standards;
4. Non-expert not familiar with the standards.

## Level 4 Independent Advocacy - Expert Witnesses

- Expert witness testimony can be used for providing evidence of competence
- The testimony must directly relate to the candidate's performance in the workplace/setting which has been observed first-hand by the witness.
- Any expert witness observations must be recorded and retained as part of the portfolio.
- All expert witness observation used as part of the assessment process needs to have been authenticated by the internal assessor

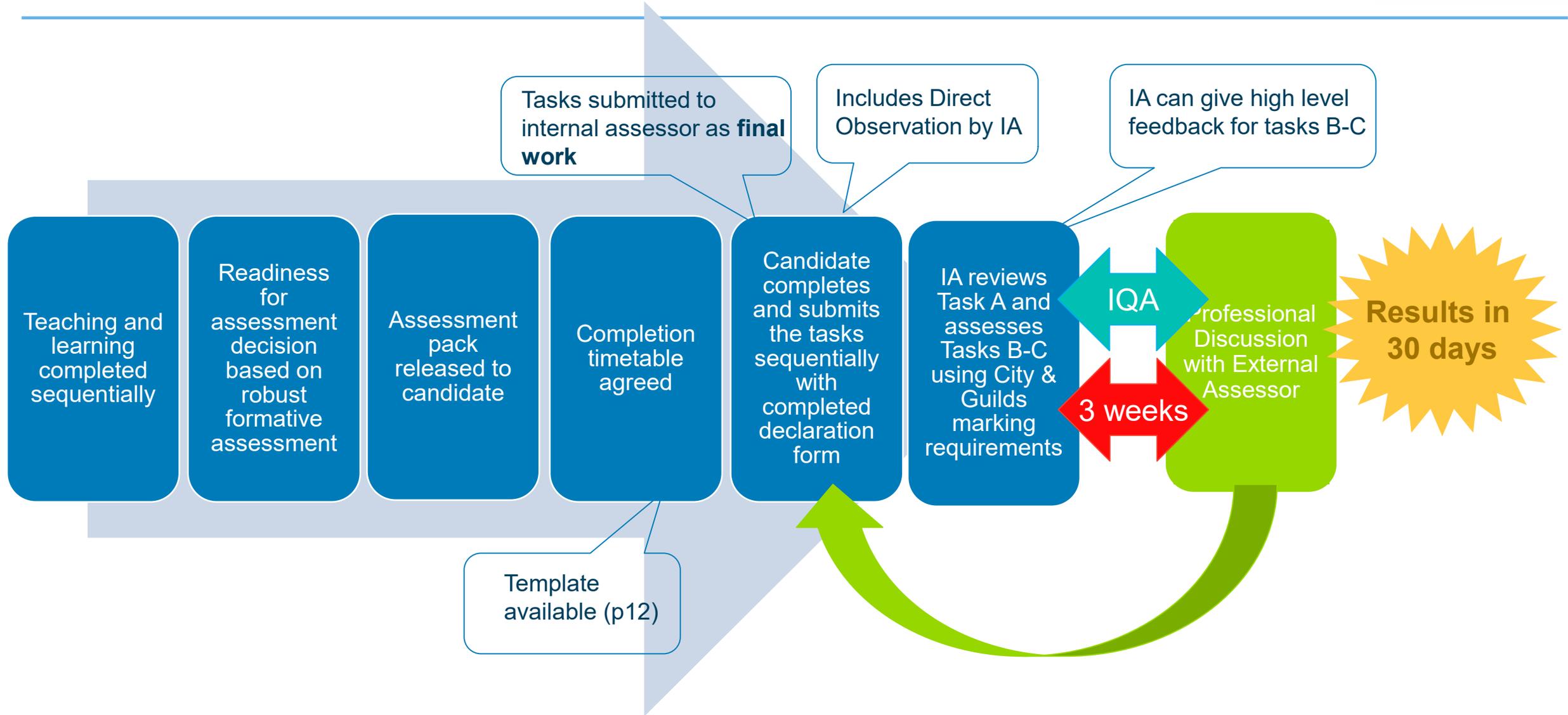
Expert witnesses must meet the following criteria:

1. have a working knowledge of the units for which they are giving testimony
2. be occupationally competent in their area of expertise to at least the same level of the unit for which they are providing testimony
3. have either any qualification in assessment of workplace performance or a professional work role which involved evaluating the everyday practice of staff



# Assessment Process

# Level 4 Independent Advocacy: Summary of assessment process



## Level 4 Independent Advocacy: Summary of assessment methods:

| Assessment method  | Task                                      | Evidence requirement/activity   |
|--|---|---|
| A portfolio of evidence - showcase   | Task A<br>(IA to review)                  | <ul style="list-style-type: none"> <li>The candidate will retain a portfolio of evidence throughout their assessment period.</li> <li>Holistic, mandatory and/or optional unit content that may not naturally occur;</li> <li>Showcase achievements; not transactional</li> </ul>   |
| An account related to legislation - (unsupervised)   | Task B<br>(IA to assess)<br>Unit 429      | <ul style="list-style-type: none"> <li>The candidate is required to produce an account that demonstrates and details how legislation is used to inform their practice.</li> <li>No word count</li> </ul>  |
| Direct observations of practice <ul style="list-style-type: none"> <li>Over approximately <b>6-9mths</b></li> <li>Single or multiple individual(s)</li> <li>Monthly intervals</li> </ul>                 | Task C(i)<br>(IA to assess)<br>Unit 428   | The candidate will be observed in practice on a minimum of <b>THREE</b> occasions: <ul style="list-style-type: none"> <li>3x applying the principles of independent advocacy in practice</li> <li>1x supporting individuals and/or carers to express their views, wishes and feelings</li> <li>1x supporting individuals and/or carers to make decisions</li> <li>1x supporting individuals and/or carers to challenge decisions</li> </ul> |
| A reflective log of practice - (unsupervised) incs: <ul style="list-style-type: none"> <li>Links back to observations</li> <li>Applied knowledge</li> <li>Embedding feedback from supervision</li> </ul> | Task C (ii)<br>(IA to assess)<br>Unit 428 | The candidate will retain a reflective log of practice throughout the assessment period <ul style="list-style-type: none"> <li>Self-reflection; critical analysis and detailed review of what they have achieved</li> <li>Different models explored during teaching and learning</li> <li>Model selected reflects learning style and supports progression</li> <li>No word count</li> </ul>   |
| A professional discussion (45 mins.)   | Task D<br>(EA to assess)<br>Holistic      | The candidate will undertake a professional discussion with an external assessor as an evaluation of their practice. <ul style="list-style-type: none"> <li>Remote assessment is recommended; NOT mobile phones; centre/workplace</li> </ul>  |

Approx. 9-12 mths.

Task best completed sequentially

## Level 4 Independent Advocacy: assessment requirements

Clear and auditable process required to determine 'readiness for assessment'

**NO restriction on number of re-submit/ retakes; clear audit trail required (p17)**

The tasks have been developed in a sequence that reflects the expected delivery model of the content for this qualification. It is therefore recommended that tasks are completed in sequence. Note, evidence for the portfolio may come from any part of the assessment period.

Unsupervised VARCS process

Proof of consent

Release of the assessment to the candidate confirms that the internal assessor has confidence that the candidate has undergone sufficient teaching and learning to have developed a depth of understanding that will allow them to respond to the tasks. **SUMMATIVE Assessment**

Declaration Form must be signed as part of submission requirement

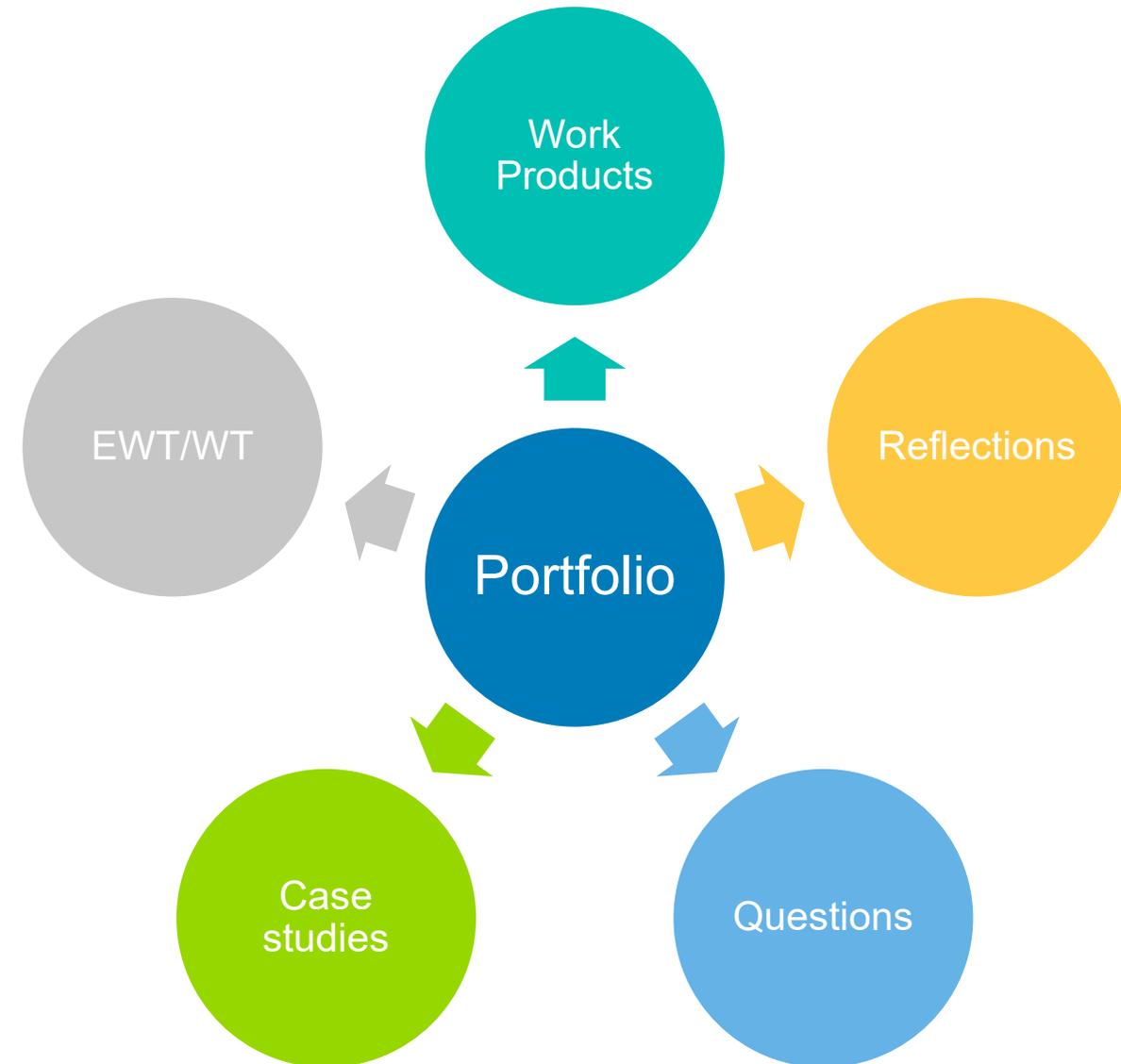
Pass criteria included in Assessment Pack

Written responses should be provided as electronic, typed responses. Candidates should ensure that work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins

Use of external resources and references – clear guidance on referencing has been provided in the assessment pack

### Portfolio:

- To evidence Learning outcomes not fully evidenced via the other assessment tasks
- Mix of evidence types can be used, identified by the IA
- Evidence collected towards the end of programme likely to be most holistic
- Showcase, not transactional
- Most effective evidence
- Demonstrates 'best' performance
- Avoid duplication with tasks/same criteria - proportionate
- Authenticity established



1. Which pieces holistically (most efficiently) give evidence that together cover all of the relevant outcomes?

2. Is this the **best** evidence I have, showing that I have met the learning outcomes?



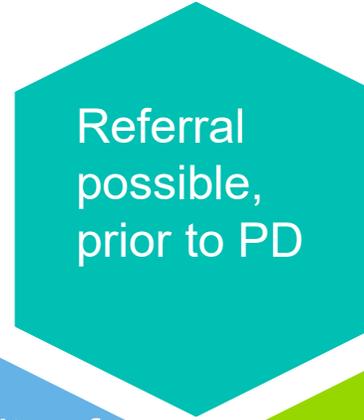
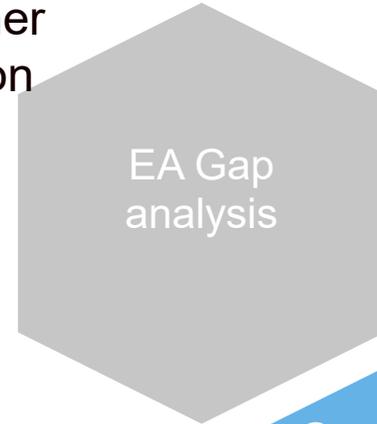
## Level 4 Independent Advocacy: Professional Discussion (if remote)



### Professional Discussion:

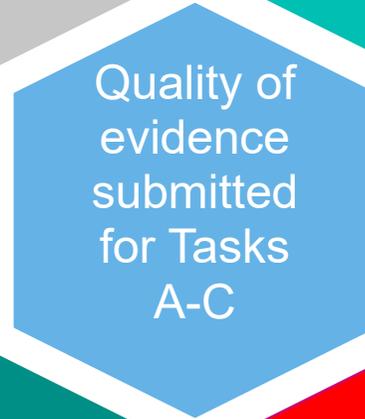
- Centre must have a dedicated person to manage arrangements and ensure compatibility of systems
- Centre responsible for checking, testing and confirming the remote technology in advance of date/time
- Photographic proof of identity; verified by EA
- Assessment can be undertaken at the workplace if required conditions can be met
- Candidate's work is independent and unaided
- During the assessment, candidate is not required to be under direct, on-site supervision; EA will act as supervisor during the assessment
- All remote recordings will be stored by City & Guilds for quality assurance purposes.

Areas that need further evidence or expansion



If EA identifies major deficiencies or significant concern about competence

Internal assessor will have made a formative assessment decision based on our marking criteria



Contextualised to their Independent Advocacy role

## Level 4 Independent Advocacy: Professional Discussion - areas of discourse

1. Apply the knowledge, understanding and skills of working from the chosen pathway

2. Develop and apply knowledge and understanding of legislation, conventions and human rights instruments applicable to the chosen pathway

3. Develop and apply knowledge and understanding of how to ensure the views, wishes and preferences of individuals and/or carers are represented

4. Develop and apply knowledge and understanding of rights across a range of settings/contexts

5. Uses reflective and critical thinking to ensure that practice is underpinned by the principles of advocacy

6. Shows self-awareness in order to improve practice

## Resources for written tasks

- The candidate is expected to have access to IT equipment, and the internet,
- Candidates are expected to produce typed responses for their written work.

## Task D - Professional Discussion

- **the centre is responsible for providing an appropriate environment and facilities**

## Candidate support and feedback

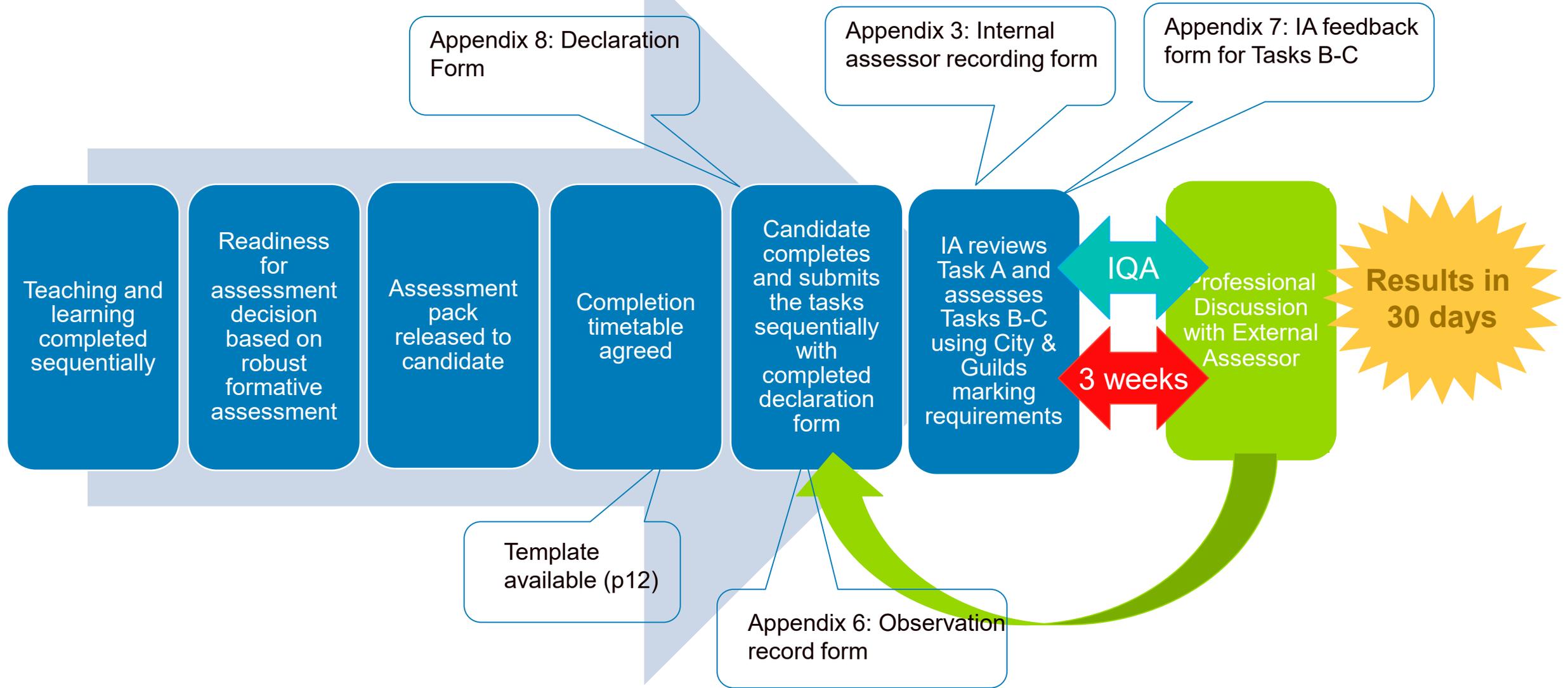
Tutors/internal assessors may:

- Guide the candidates on the evidence generation
- Support access to the tasks.
- Clarify candidates' understanding what they need to do and by when,
- Ensure that candidates' know that they need to add explanations in their written work to show understanding.

### **MUST NOT:**

**led or tell candidates what to do in a way that prevents them from being able to show their own independent decision making and application of their knowledge and understanding.**

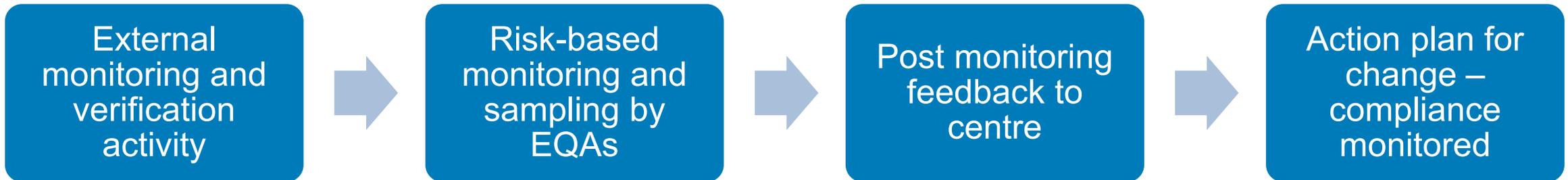
# Level 4 Independent Advocacy: Summary of assessment process



External quality assurance processes are in place for checking the validity and reliability of internal assessment decisions made by centre staff.

Centres will need to write and implement a robust IQA strategy and sampling activity in line with City & Guilds quality guidelines signposted in 'Introduction to working with City & Guilds and WJEC'

Internal assessment will be subject to external monitoring to ensure the consistency and validity of centre assessment decisions.



Significant non-compliance or areas of concern identified during external monitoring will be subject to appropriate action by City & Guilds/WJEC.

## Activity 2: Review of Assessment Pack (20 mins)



Things to consider:

1. Expectations of each task
2. The IA marking requirements (Appendix 1)
3. The EA Grading Descriptors (Appendix 2)



Discussion and Questions  
(10mins)



Plenary



# Event Evaluation



Thank you

City & Guilds

wjec  
cbac