

Level 4 Independent Advocacy

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Assessment pack

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1 Assessment overview

Assessment approach

The Level 4 Independent Advocacy qualification will be assessed through the following assessments.

- a portfolio of evidence (Task A)
- an account related to legislation (Task B)
- direct observations of practice (Task C(i))
- a reflective log of practice (Task C(ii))
- a professional discussion (Task D)

A detailed breakdown of these tasks is shown below.

Task A – Portfolio of evidence

The candidate will retain a portfolio of evidence throughout their assessment period.

Task B – Account of legislation, conventions and human rights instruments

The candidate is required to produce an account that demonstrates and details how legislation is used to inform their practice.

Task C(i) – Direct observations of practice

The candidate will be observed on **three** occasions in practice as part of this assessment.

Each of the observations must show how the candidate supports an individual and or/carer and

- applies the principles of independent advocacy in practice

In addition, candidates must be observed on at least one occasion across the observations,

- supporting individuals and/or carers to express their views, wishes and feelings
- supporting individuals and/or carers to make decisions
- supporting individuals and/or carers to challenge decisions

Task C(ii) – Reflective log of practice

The candidate will retain a reflective log of practice throughout the assessment period.

Task D – Professional discussion

The candidate will undertake a professional discussion with an external assessor as an evaluation of their practice.

2 Candidate guidance

Assessment Overview

This qualification has been developed and designed to enable you to demonstrate your ability to support and deliver practice as an independent advocate. Completion of this qualification will allow you to develop, deliver and maintain practice that ensures that the views, wishes and preferences of children and young people/individuals and/or carers are taken account of.

This assessment is made up of a number of activities. These have been designed to assess your ability to demonstrate the knowledge and understanding needed for the role of the independent advocate as well as the practical skills and competencies needed for your practice. The entire assessment period will last for approximately 9 – 12 months.

As part of these activities, you will be observed in practice (Task C(i)) on three occasions within your role. Across the three occasions, you will be observed supporting individuals and/or carers to access independent advocacy services and will be observed:

- Applying the principles of independent advocacy in practice
- Supporting individuals and/or carers to express their views, wishes and feelings
- Supporting individuals and/or carers to make decisions
- Supporting individuals and/or carers to challenge decisions

The practice assessment will be underpinned by further activities that are aimed at showing your knowledge and understanding that reflect your practice. You will be required to:

- Undertake an **account** related to how legislation, conventions and human rights instruments are used to inform your practice (Task B)
- Complete a **reflective log of practice** (Task C(ii))
- Deliver a final evaluation of your assessments and of how you work through a **professional discussion** (Task D)

A **portfolio of evidence** (Task A) will be used to gather assessment evidence for any learning outcomes where evidence opportunities may not be fully presented through the other assessment activities.

The purpose of the portfolio is to:

- Supplement evidence for outcome areas from the mandatory and/or optional content that may not naturally occur or be possible to apply through the observations undertaken.
- Provide you with an opportunity to provide evidence of key achievements and activities that occurred outside the key assessment activities.

General information for candidates

Introduction to the tasks

Where the tasks reference 'your chosen pathway', note that this relates to the pathway that you have focused on as part of your learning programme. This will relate to one of the following,

- a) Independent advocacy with adults
- b) Independent advocacy with children and young people
- c) Independent mental health advocacy
- d) Independent mental capacity advocacy

Terminology

The use of the term 'individuals' in this assessment pack refers to either adults or children and young people dependant on your role.

Presentation of evidence

Written responses are required for Tasks B and C(ii). Written responses should be provided as electronic, typed responses. You should ensure that your work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12) and use double spacing and include adequate margins.

Use of external resources and references

Where relevant, you are permitted to use and make reference to external resources throughout the assessment tasks. However, you must clearly detail and reference any external sources that you have referred to or used as part of your responses. The '**What must be produced for assessment**' section of each task clearly states where a reference list must be provided if you have used any external resources as part of your task response.

Confidentiality

You are required to follow the confidentiality and consent requirements of your organisation/setting at all times whilst completing the assessment tasks. All evidence submitted must meet the confidentiality and consent requirements of your organisation/setting. You must also be aware of and ensure you work in ways that complies with safeguarding considerations in your work environment at all times.

Task A

You are required to maintain a portfolio of evidence throughout your assessment period. The portfolio is intended to capture evidence for outcomes that would not be directly evidenced through your tasks and observations. You may also use the portfolio to provide any 'showcase' examples of evidence that capture key activities and achievements that you have undertaken as part of your practice from across the period of assessment.

You will be asked to submit your portfolio, and **will** be asked about the contents of your portfolio during the professional discussion in Task D.

Your internal assessor will support you to ensure the most relevant evidence is selected for submission from your portfolio.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

- Portfolio of evidence - which may include - documentation/products, witness testimony, question responses, reflections, supportive case studies

Task B

You are required to produce an account that demonstrates and details how legislation, conventions and human rights instruments underpin the role of independent advocates and is used to inform practice.

You should consider:

- the range of different legislation, conventions and human rights instruments that inform the role of an **independent advocate**
- the importance of understanding a wide range of legislation as an independent advocate
- how your practice has been informed by **the** application of understanding of legislation.

Note, your response must reference all of the legislation, conventions and human rights instruments that you have learnt about as part of your learning programme when considering how legislation underpins the role of **independent advocates**.

Conditions of assessment:

Your account does **not** need to be completed under supervised conditions, but it must be an authentic account of your understanding of legislation (i.e. it must be written in your own words, style and related to your practice).

What must be produced for assessment:

- Account of legislation, conventions and human rights instruments

- Reference list of any research, information sources or resources used or referred to

Task C

For Task C, you are required to demonstrate how you practice as an independent advocate.

Task C(i)

You will be observed on three occasions in practice as part of this assessment.

Each of the observations must show how you support an individual and or/carer and

- apply the principles of independent advocacy in practice

In addition, you must be observed on at least one occasion across the observations,

- supporting individuals and/or carers to express their views, wishes and feelings
- supporting individuals and/or carers to make decisions
- supporting individuals and/or carers to challenge decisions

Each observation will be undertaken in the context of the chosen pathway that you are undertaking.

The three observations will be taken across a period of approximately 6-9 months. The observations will be held a minimum of one month apart and will be agreed with your **internal** assessor. You must consider ongoing feedback and guidance provided as part of your routine supervision and from your continuing practice as part of each observation.

The observations may support the same individual and/or carer over a period of time or may involve different individuals and/or carers for each observation. You will need to demonstrate that the consent requirements of your organisation are followed at all times when planning to support individuals.

Conditions of assessment:

Normal workplace conditions

What must be produced for assessment:

- Observation record forms (Internal Assessor) (Appendix 6)

Task C(ii)

You will keep a reflective log of your practice throughout the assessment period. This will include

- Specific reference to the observations undertaken in Task C(i)
- Reflection on how your practice has been informed through applying different legislation, conventions and human rights instruments to support individuals
- Consideration of how you have embedded direct feedback from supervision, as well as your own reflections from your practice.

Conditions of assessment:

Your reflective log does **not** need to be completed under supervised conditions, but it must be an authentic account of your understanding of legislation (i.e. it must be written in your own words, style and related to your practice).

What must be produced for assessment:

- Reflective log
- Reference list of any research, information sources or resources used or referred to

Task D

Professional discussion

You will be invited to attend a professional discussion with an external assessor following completion of Tasks A-C.

Content and structure of the professional discussion

The discussion will be based on the information that you have provided as part of your other completed assessments. You will be required to reflect on and evaluate how your practice has met the principles and practices of independent advocacy.

You may prepare notes in advance, these may be brought with you and used to help you during the discussion.

The external assessor will be interested in your approach to work which demonstrates the standard to which you perform. During the discussion, you should draw upon:

- The information provided in your tasks
- Specific examples of experiences and work practices
- The knowledge and understanding you have gained from your learning programme

The main discussion points are listed below, for some of these areas, the external assessor may ask you more than one question or may spend more time focused on a particular area. The external assessor is looking for evidence that you have applied the knowledge, understanding and skills from your learning in your practice.

The external assessor is looking for evidence of how you:

- Apply the knowledge, understanding and skills of working within your chosen pathway area
- Develop and apply knowledge and understanding of legislation, conventions and human rights instruments applicable to your chosen pathway
- Develop and apply knowledge and understanding to ensure the views, wishes and preferences of children and young people/individuals and/or carers are represented

- Develop as an effective and independent learner, with critical and reflective thinking in the context of the chosen pathway
- Use reflective and critical thinking to ensure that practice is underpinned by the principles of advocacy
- Show 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

You must respond to the questions asked in the discussion independently without support.

You must be aware of confidentiality when providing examples from the workplace.

You may bring the following documentation to refer to:

- copy of all tasks and portfolio evidence
- any preparation notes

Time allowed for professional discussion

The discussion will last for no more than **45 minutes**.

Conditions of assessment

Professional discussion, under quiet uninterrupted conditions

What must be produced for assessment:

Assessor notes from the discussion.

3 Assessment introduction for tutors/internal assessors

Introduction

This assessment is designed to require candidates to make use of the 'tool kit' of knowledge, understanding and skills they have built up over their programme of learning for this qualification for them to show their ability to work as an independent advocate.

The assessment presented here has been developed so that the tasks are applicable for candidates completing any of the pathways within this qualification. The internal assessor should ensure that candidates are aware of this and that their tasks should be responded to within the context of their selected pathway.

Roles within the process

The internal assessor is responsible for assessing Tasks A-C following the marking requirements provided in this assessment pack (Appendix 1).

The internal assessor will be responsible for ensuring the authenticity of the assessments for Tasks A - C prior to submission to City & Guilds.

Tutors may be involved in the release/assignment of tasks to candidates. However, it is the role of the internal assessor to ensure that the assessments are undertaken as stipulated in this guidance and to assess tasks A - C in accordance with the marking requirements.

Confirming the assessment period

Prior to the assessment period commencing, the manager/supervisor, internal assessor and candidate should discuss and agree the candidate's readiness for assessment.

The assessment period is expected to take place within a 9 -12month period. The range of time has been provided to support the range of roles that candidates who undertake this qualification will be in – and to accommodate, for example, those who work part-time. For those in full-time work, it is expected that the assessment would be feasible to take place within a 9-month period.

If it is agreed that the assessment will take longer than 9 months, the decision for this should be recorded, and a rationale provided to confirm why this approach has been agreed. The rationale should be retained and made available for external quality assurance activities.

Delivery of the assessments

Introducing the assessment to candidates

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.

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.

Conditions of assessment

Due to the nature of the tasks, Tasks B and C(ii) are permitted to be completed by the candidate under quiet, uninterrupted conditions with the candidate working independently. These tasks do not require full supervision however the tutor/internal assessor must be able to confirm the authenticity of candidates' final work.

The candidate is required to sign the declaration of authenticity form (Appendix 8) to confirm that the work that they are submitting is their own. The internal assessor is responsible for flagging any concerns with the submitted work and must also sign the declaration form to confirm authenticity of the submitted work.

Completion and submission of assessment

The assessment pack should only be released to candidates when the tutor/internal assessor is confident that the candidate is secure in their knowledge and understanding to complete the assessment tasks.

Due to the nature of the tasks, it is permissible for the tutor/internal assessor to release the entire assessment pack to the candidate. The candidate should be guided to understand all the assessment tasks and the structure of the assessment; with clarity provided on the linkages between tasks. Whilst the assessments can be released upfront, it is anticipated that the candidate would work through the assessment tasks in the order as presented in the assessment pack.

The tutor/internal assessor should discuss and agree a completion timetable for the tasks with the candidate, considering their delivery programme and their ability to successfully undertake each of the tasks. Following this discussion and agreement, the tutor/internal assessor must provide candidates with a planned timetable of completion for each of the tasks, with clear submission dates. The candidate will submit each task as their final work and will be assessed accordingly.

It is suggested that the table below (or one like the one presented below) is kept for each candidate; recording the release date of the task, anticipated submission date and actual receipt date. This table can also be used to record any resubmission required, as applicable.

	Agreed start date	Submission due date	Submission received date	Resubmission due date (if applicable)	Resubmission received date (if applicable)
Task A					
Task B					
Task C(i) – Observation 1					
Task C(i) – Observation 2					
Task C(i) – Observation 3					
Task C(ii)					
Task D					

The professional discussion (Task D) should occur within 3 weeks of confirmation of the receipt of the candidate’s evidence for Tasks A, B and C by City & Guilds.

Review of evidence and grading

For Task B, the internal assessor will assess the candidate’s completed task against the marking criteria provided (Appendix 1).

For Task C(i), the internal assessor will review the candidate’s performance for each observation against the learning outcomes of the mandatory and optional pathway content as outlined in the marking requirements (Appendix 1).

The internal assessor will complete an observation record form (Appendix 6) to capture evidence of the observation and how each observations satisfies the learning outcomes.

The internal assessor will complete the Internal Assessor Recording Form (Appendix 3) to capture the outcome of the assessment of Tasks A-C. This completed form should be submitted alongside all of the completed observation record forms (Appendix 6) to City & Guilds alongside the candidate’s evidence for Tasks A - C as it will form evidence to be used by the external assessor as part of the final assessment judgement.

The final assessment judgement and confirmation of the candidate’s grade will be undertaken by the external assessor.

Internal quality assurance

Prior to submission of assessment outcomes to City & Guilds, all assessment evidence must be quality assured by an Internal Quality Assurer (IQA). IQA’s should review the evidence that internal assessors have provided to inform their assessment of evidence against the learning outcomes. This will include reviewing how the internal assessor formed their judgement against the learning outcomes and marking requirements (where appropriate) and should

confirm that the evidence provided for this judgement is securely and accurately referenced within the Internal assessor recording form (Appendix 3) against the candidates completed task evidence.

Preparing and submitting evidence for external submission

The assessment responses for Task A, B and C(ii) will be submitted for review as part of the final external assessment judgement by the internal assessor following their completion. The candidate materials for these assessments should be submitted upon completion of all tasks, along with the completed Internal Assessor Recording Form (Appendix 3) and Observation Record forms (Appendix 6).

The internal assessor should ensure that the declaration of authenticity form (Appendix 8) is completed by both the candidate and the internal assessor and submitted with the assessment materials for the tasks.

Evidence being submitted for assessment must be presented as follows:

- Evidence must have a header on each page containing the name and e-signature of the candidate together with the date the evidence was produced.
- Each piece of evidence must be referenced to the task it is being submitted against either on an evidence reference form or within the header.

The centre must provide City & Guilds of notification of the submission of candidate evidence a minimum of three weeks-notice prior to submission.

City & Guilds will confirm candidate results within 30 working days of the final professional discussion conducted by the external assessor.

Resit arrangements

Candidates who fail to meet the criteria required to achieve a pass in any assessment task are permitted to retake the task.

Internally-assessed tasks

For Task B, if candidates fail to meet the marking criteria, then the candidate is permitted to retake the task.

For Task C(i), if candidates fail to provide suffice practice-based evidence to satisfy the learning outcomes, then the candidate may undertake a further observation. See the task guidance section for further information.

The internal assessor should provide high-level feedback to the candidate using the Feedback form provided (Appendix 7).

Externally-assessed tasks

If following the submission of candidate evidence, the external assessor identifies that insufficient evidence has been provided to support confirmation of a pass grade, the candidate will be required to undertake additional activity.

If the external assessor is unable to award a pass to the candidate on finalisation of Task D, they will provide feedback on the candidate's overall performance, highlighting the objective areas from the grading descriptors where further evidence is to be observed and the assessment tasks where this may be evidenced. In some cases, this may require additional evidence to be submitted via the portfolio. In exceptional cases, the external assessor may require the candidate to undertake a further professional discussion following a period of further learning and support to confirm that the candidate has developed to a sufficient level for a pass grade to be awarded.

The external assessor will provide feedback to the internal assessor and candidate using Section 3 of the External assessor grading summary form (Appendix 5) to confirm the actions that need to be undertaken for resubmission. Feedback will be provided at a high-level to support the candidate to understand the objective areas which have not been sufficiently evidenced within the grading criteria, though it will be the responsibility of the candidate to identify exactly how they respond and provide further evidence as needed.

Where a candidate is required to provide further evidence or retake any task, a clear audit trail must be provided by the internal assessor that shows how feedback has been provided to the candidate, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

A feedback form has been provided for this (Appendix 7).

Task guidance

Task A - Portfolio of evidence

The purpose of the portfolio is to:

- Supplement evidence for any outcome areas from the mandatory and/or optional content that may not naturally occur or be possible to apply through the other assessment tasks due to the nature of the assessments.
- Provide an opportunity for the candidate to provide evidence of key achievements and activities that occurred outside the key assessment activities. *

* It is important that candidates are reminded that the portfolio is to be used to capture standout or showcase examples of their practice; it is not intended to be a transactional account of all of the work that a candidate has done over their period of learning.

The internal assessor will support the candidate to identify areas that will need to be evidenced via the portfolio. This will be determined through consideration of the learning outcomes evidenced through the practice observations.

Evidence from the portfolio should be kept in accordance with the confidentiality and consent requirements of the workplace/setting, as well as the conditions outlined in the Administration Handbook (*Introduction to working with City & Guilds and WJEC*).

Guidance on acceptable evidence for portfolio

If any learning outcome areas are not fully evidenced through the other assessment tasks, then internal assessors should identify an appropriate mix of other assessment methods from the list below, to support the collation of evidence for areas not fully observed and to support the development of the candidate's portfolio.

The list below identifies the range of acceptable types of evidence, however consideration to the type of evidence should be based primarily on the purpose of the evidence, and its validity in evidencing the candidate's ability.

- **Expert witnesses** may observe candidate practice and provide testimony for a candidate's practice. See further guidance in the section below on the role of expert witness testimony.
- **Witness testimonies**. These should be from people who are able to provide supplementary evidence to support how a candidate performs in practice. Where testimony is sought from families/carers and/or others, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Candidate/ reflective accounts/logs** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Whilst candidates will maintain a reflective log throughout the period of the assessment, additional reflective accounts may also provide further evidence that candidates' can evaluate their knowledge, understanding and skills in practice of a defined pathway area.
- **Questions** asked by internal assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Internal assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an internal assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

The use of **simulated practical assessment** is **not permitted** as evidence within this qualification. Simulated situations or activities may be useful for supporting formative assessment activities, but evidence for summative assessment should reflect the candidate's actual experienced practice.

Use of witness testimony

Witness testimony is an acceptable form of evidence within the portfolio, however the use of this form of evidence must meet the requirements as outlined below.

The status of the witness will need to be considered by the internal assessor to determine how much weight their statement has and what other supplementary evidence might be needed to infer competence.

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

1. Occupational expert meeting the specific criteria for role of Expert Witness (See section on 'Expert witnesses below);
2. Occupational expert not familiar with the standards;
3. Non-expert familiar with the standards;
4. Non-expert not familiar with the standards.

For any piece of witness testimony included in the portfolio, it should be referenced so it is clear who the witness is, and their status level.

Expert witnesses

Where expert witness testimony is 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.

Where used, expert witnesses must meet the following criteria:

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

Non-expert witnesses

These would be witnesses defined as having a status of 2, 3 or 4 in the list above. It is not necessary for non-expert witnesses to hold an assessor qualification as the assessor will make the final assessment decision(s) about the acceptability (validity, authenticity and sufficiency) of all evidence submitted in the portfolio.

Selecting portfolio evidence

Before selecting the evidence to form the portfolio, the candidate should review the assessment requirements to ensure they understand:

- the outcome to be covered by the portfolio
- the type of evidence that can be presented
- the amount of evidence that it would be appropriate to present
- the period of time from which the evidence should have originated

To assemble their portfolio, the candidate should consider all the evidence they have available to show they have met the requirements being assessed. Evidence collected towards the end of their programme, as they become increasingly independent in their work, is likely to provide the most holistic evidence – i.e. covering a number of learning outcomes at once. From this, they should select evidence that **most efficiently** meets all the relevant learning outcomes, and which demonstrated their **best performance**. While there may be some overlap between the evidence collected, multiple pieces of evidence showing coverage of the same learning outcomes should not normally be submitted for assessment.

There are two questions that a candidate should consider when selecting work to form their portfolio:

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?*

Confirming the evidence selection

When the candidate has selected the evidence to form their portfolio, this must be reviewed by the internal assessor to ensure;

- All learning outcomes required to be covered by the portfolio have been evidenced
- It is in-line with the assessment requirements and originates from the period of assessment
- There is no unnecessary duplication of evidence against the same criteria
- The volume of evidence presented in the portfolio is proportionate, with no direct duplication of evidence for outcomes observed sufficiently through the tasks
- The work selected represents the best holistic evidence available
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- Authenticity of evidence has been established

The internal assessor should confirm that the evidence presented in the portfolio is relevant and rationalised. The portfolio has been used to collate 'showcase' pieces from the candidate's learning programme, without excessive duplication of evidence.

Task B – Account of legislation

For Task B where a written response is required by the candidate, it is advised that there is no word count limit applied against this task.

Task C(i) – Observations of practice

As part of their ongoing support and supervision, the internal assessor is required to plan three occasions when the candidate can be observed in practice. Each of the observations must show the candidate supporting an individual and or/carer and

- applying the principles of independent advocacy in practice

In addition, the candidate must be observed on at least one occasion across the observations,

- supporting individuals and/or carers to express their views, wishes and feelings
- supporting individuals and/or carers to make decisions
- supporting individuals and/or carers to challenge decisions

The three observations will be taken across a period of approximately 6-9 months. The observations should be planned with sufficient time between them to allow for supervision and feedback to be provided on the candidate's practice between each observation. The internal assessor should confirm the consistency of the candidate's practice across the course of observations.

The observations may be scheduled to follow a single individual and/or carer or may involve different individuals and/or carers for each observation.

For each observation, the **Observation Record Form (Assessor) (Appendix 6)** should be completed and submitted alongside the candidate's task evidence.

Due to the importance of the observations of practice for supporting the final holistic assessment judgement, the internal assessor should review the evidence collected by each observation and confirm that it meets standards set out in the units and task requirements. If any of the observations do not go fully as intended and anticipated evidence is not observed – the internal assessor may need to consider whether further observations may be required. If it is felt that there is a requirement for further observation(s), then this should be discussed with the candidate and manager; highlighting the reasons for the additional assessment and confirming arrangements for this.

Task C(ii) – Reflective log

Candidates are required to maintain a reflective log, capturing reflections and evaluations of their work and practice within the role of an independent advocate. It is recommended that candidates are advised on how to maximise the benefit of this log as a reflective tool; not as a diary for capturing a high-level narrative of what activities they have undertaken, but rather

utilising it for purposes of self-reflection, critical analysis and detailed review of what they have achieved; what has gone well, or less well, and their thoughts and feelings on how to improve in practice.

Tutors/managers are encouraged to explore the use of different styles of reflection with candidates, supporting candidates to identify and use a format that reflects best their learning style and that best supports them to progress and develop their reflections into enhancement of their practice.

For Task C(ii) where a written response is required by the candidate, it is advised that there is no word count limit applied against this task.

Task D - Professional discussion

The professional discussion will be undertaken fully by the external assessor. The centre will be required to agree a date for the discussion with City & Guilds and to ensure that a suitable assessment environment is provided for this discussion. The assessment environment must be one which is free from distractions and interruptions throughout the entirety of the assessment. This may require ensuring that appropriate signposting and other arrangements are in place to maintain a suitable environment for the entire duration of the assessment. City & Guilds recommends for the professional discussion to be undertaken via remote delivery. If the professional discussion is to be assessed via remote delivery, then the centre should ensure that the guidance for remote assessment delivery in the following section is complied with.

Remote assessment delivery

City & Guilds supports and promotes the use of web conferencing to conduct assessment (remote assessment delivery) where appropriate. This means that the external assessor and the candidate do not have to be in the same physical location when the assessment takes place. Remote assessment is recommended for conducting the professional discussion.

The centre should discuss the option of remote assessment delivery when contacting City & Guilds to book a date for the professional discussion. If remote assessment is agreed, the centre is responsible for ensuring that a dedicated person within the centre has responsibility for ensuring that access, set-up and delivery of the remote assessment meets the following conditions set by City & Guilds. This individual should be briefed as to the purpose of the assessment and the importance of meeting the conditions as outlined below.

Conditions for remote assessment delivery:

- City & Guilds will specify the remote technology to be used (as agreed at the point of confirming the date for the discussion). The dedicated person from within the centre

must check and confirm that this is compatible with its in-house systems and any firewalls before planning any remote assessment delivery.

- Assessment must be conducted using either desktop or laptop computers or tablets only, not mobile phones.
- The candidate must be in the learning setting when the assessment takes place. The learning setting would typically be within the centre's environment, although may occur in the workplace if all conditions stated here can be met.
- Assessment must take place in a room where the candidate is free from distraction and will not be interrupted during the assessment.
- The dedicated person is responsible for ensuring that:
 - the candidate brings photographic proof of their identity into the assessment. This must be verified by the external assessor before the assessment starts (i.e. the candidate will be asked to show this to the external assessor via the web conferencing facility)
 - the necessary technology needed for the assessment to occur has been set-up and is available to the candidate for the assessment to start
 - the candidate's work is independent and unaided.
- During the assessment, the candidate is not required to be under direct, on-site supervision. The external assessor will act as the supervisor during the assessment itself.

During the confirmation of the booking for the professional discussion, City & Guilds will obtain the name and contact details of a dedicated person within the centre. City & Guilds will confirm and agree with the dedicated person responsible for setting up and checking on site arrangements as to how the assessment conditions stated here will be met. This will be done in advance of the discussion taking place. The centre is responsible for checking, testing and confirming the remote technology in advance of the date/time of the assessment so that any technical issues do not impact on the assessment itself.

All assessment conducted remotely must be electronically recorded and stored by City & Guilds for quality assurance purposes.

General assessment administration requirements

Timings

Candidates are required to plan their work and activities and their plans must be confirmed by a tutor/internal assessor for appropriateness. The tutor/internal assessor should agree a timetable of submission dates for each of the tasks upon their release.

Resources

For the assessment tasks that require written responses, the candidate is expected to have access to IT equipment, and the internet, as appropriate for completion of the tasks. Candidates are expected to produce typed responses for their written work. The centre should ensure that IT facilities are made available to candidates for the completion of these tasks.

For Task D, the centre is responsible for providing an appropriate environment and facilities for the professional discussion.

Support and feedback

Tutors/internal assessors may guide the candidates on the evidence that needs to be produced by supporting access to the tasks. The tutor/internal assessor should be sure that the candidate understands what they need to do and by when, and that they need to add explanations showing understanding during their written work. They should however ensure that the candidate is not led or told 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.

4 External assessor guidance

Note, the guidance for external assessors will be contained within its own pack – included here for completeness of information, but this guidance would not be provided to centres or internal assessors to avoid confusion in the roles.

Introduction

External assessors are responsible for reviewing the submitted evidence from Tasks A-C and holding the professional discussion (Task D). The external assessor is responsible for making the final assessment judgement using the grading descriptors (Appendix 2).

Assessment approach

The external assessor is required to complete the following activities as part of the assessment process:

- Review the submission of evidence (Tasks A-C)
- Prepare, plan and carry out an overarching professional discussion (Task D)
- Complete a holistic assessment of the candidate's competence, based on the grading descriptors (Appendix 2) provided

Task guidance

Professional discussion

The final assessment activity that needs to be completed by the candidate is a professional discussion with the external assessor. This element of the assessment is designed to support the candidate's evaluation and reflection of their assessment activities, and particularly, how they have applied their knowledge and understanding within the context of an independent advocate role.

The professional discussion should also support the external assessor to confirm any objective areas which have not been evidenced fully through the submitted evidence.

Structure of the assessment

The external assessor should review all the evidence submitted by the candidate in advance of the professional discussion. The external assessor will look at how the evidence generated from Tasks A, B and C support each of the six objective areas and will conduct a gap analysis to identify key areas for the discussion. These key areas are likely to be focused on aspects where the external assessor feels further expansion is needed to the evidence submitted, or where there is a lack of evidence for a particular objective.

The external assessor will use the evidence from Tasks A, B and C to plan the discussion to ensure that the discussion is tailored towards the candidate and the service in which they work as well as identify areas for further exploration. It will enable the external assessor to consider key themes and topic areas; and consider the types of questions that could be asked to structure the discussion. The external assessor recording form (Appendix 4) must be used to record this information prior to the discussion*.

The external assessor should be mindful of supporting a discussion that is candidate-led. The external assessor should prepare a series of questions that will help to structure and support the professional discussion. These questions should focus on,

- The candidate’s evaluation and reflection of their activities, e.g.
 - What happened
 - What they had expected to happen
 - What were the things that surprised them, or didn’t go fully as intended
 - What would they do differently next time
 - What have they learnt about how they work and their practice in relation to the activities conducted.
- The candidate’s knowledge and understanding of working within an independent advocate’s role explored through their involvement in the assessment activities. This could lend itself to supporting the discussion with questions such as,
 - Why did you know that?
 - What lead you to take that approach?
 - What were your considerations at that point?

Table 1 below lists all the discussion points that must be covered. There are six main discussion points. These are designed to elicit responses which are targeted to specific areas of the qualification standard and work practices. They help to ensure consistent coverage of qualification content for all candidates.

** If the external assessor identifies major deficiencies in a candidate’s submitted evidence that provides significant concern about the candidate’s level of competence prior to the professional discussion occurring, then a discussion should be held with the centre/candidate. The outcome of this discussion may result in the requirement for additional evidence to be submitted as part of the portfolio or it may require the candidate to undertake further developmental activity, prior to resubmitting further evidence, and undertaking the professional discussion.*

If further evidence is required, then the external assessor should use the Feedback form (Appendix 7) to provide this.

Table 1

Discussion points	
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

Undertaking the professional discussion

Assessment environment

On the day of the assessment the external assessor is responsible for ensuring that any assessment takes place in appropriate surroundings which are free from distractions and interruptions. The external assessor will need to liaise with centre representatives to ensure that the assessment environment is available and properly prepared, this could include ensuring that appropriate signposting and other arrangements are in place that will maintain a suitable environment throughout the duration of the assessment activity.

Introducing the professional discussion

It is important that the external assessor puts the candidate at ease at the beginning of the assessment and before collection of evidence begins. This is to enable an accurate assessment of the candidate's application of the qualification standards by minimising the extent to which their performance may be hindered by anxiety.

The external assessor should:

1. Introduce themselves and explain their role in the process and if applicable ask permission to record the discussion
2. Summarise the purpose and structure of the assessment
3. Ask the candidate what reference material they have brought to the discussion
4. Emphasise that the confidentiality of their assessment will be maintained

5. Ask the candidate if they have any questions before beginning the assessment

During the professional discussion

During the discussion the external assessor should record all responses in the External Assessor Recording Form provided (Appendix 4).

The professional discussion should feel as natural as possible, utilising open questions to allow the candidate to dominate the conversation. It is expected that the external assessor will use a number of techniques to ensure the assessment remains focused and effective. These may include:

- Using follow up questions where necessary to probe for more information or to clarify points, questions such as 'How did you know that?', 'How did you arrive at that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded the learner's evidence accurately

The external assessor must ensure that they do not inadvertently answer questions or provide hints or clues which may lead or direct candidates to a specific or framed answer.

Timings

The assessment must last for no more than **45** minutes in total.

The external assessor is expected to manage timings throughout the discussion, advising the candidate as appropriate.

Materials

- Candidate's completed assessment materials
- External Assessor Recording Form (Appendix 4)
- Instructions to the candidate for Task D
- Table 1 which outlines the expected coverage of the discussion points

Recording forms

In advance of the professional discussion the external assessor should prepare the external assessor recording form (Appendix 4) with the planned areas to be discussed with each candidate. The external assessor should save a version of the prepared form; this should then be used during the professional discussion to record the responses given by the learner and any further topics covered or questions asked.

The external assessor can either complete the form electronically during the professional discussion or print off a hard copy to write on. If printing a hard copy, it is suggested that the external assessor might want to increase the size of the boxes to write in prior to printing the form.

Finalising assessment

Review of evidence and grading

On completion of the final evidence, and following the professional discussion, the external assessor should ensure that sufficiency of evidence across the qualification content has been achieved and carry out a final holistic judgment.

The external assessor should review the evidence provided and use the grading descriptors (Appendix 2) to apply a holistic judgement of how the candidate has performed across the six key objective areas. A summary of how the external assessor came to this judgement must be recorded in the External Assessor Grading Summary Form (Appendix 5 - Section 1); this evidence will be retained for City & Guilds lead assessor sampling and standardisation across external assessors.

As part of their final assessment judgement, the external assessor should consider how the candidate has met the key objective areas – within the context of both the mandatory unit undertaken by the candidate and the optional pathway undertaken.

The overall assessment judgement should be based on evidence from across all of the tasks.

On completion of their final assessment judgement, the external assessor should complete Section 2 of the External Assessor Grading Summary Form (Appendix 5). This will be submitted to City & Guilds as confirmation of the candidate's outcome.

City & Guilds will confirm candidate results within 30 working days of completion of the professional discussion.

Resit arrangements

Candidates who fail to meet the criteria required to achieve an overall pass for the qualification, are permitted to resubmit the assessment.

The external assessor will provide feedback on the candidate's overall performance, highlighting the objective areas where insufficient evidence has been identified. In some cases, this may require additional evidence to be submitted via the portfolio. In exceptional cases, the external assessor may require the candidate to undertake a further professional discussion following a period of further learning and support to confirm that the candidate has developed to a sufficient level for a pass grade to be awarded.

The external assessor will need to provide feedback to the centre and candidate using Section 3 of the External Assessor Grading Summary Form (Appendix 5) to confirm the actions that need to be undertaken for resubmission. Feedback will be provided at a high-level to support the candidate to understand the objective areas which have not been sufficiently evidenced within the grading criteria, though it will be the responsibility of the candidate to identify exactly how they respond and provide further evidence as needed.

Where a candidate is required to undertake a further professional discussion and prior to this discussion occurring, a clear audit trail must have been provided by the internal assessor that shows how feedback has been provided to the candidate prior to undertaking this, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

A feedback form has been provided for the internal assessor to evidence the feedback provided (Appendix 7).

Appendix 1 Marking requirements

The following marking requirements should be used for assessing the individual internally-assessed tasks within this assessment.

Task	Marking requirements	Indicative coverage
Task A	The internal assessor will review the evidence provided by the candidate's portfolio and identify how the evidence provided meets the learning outcomes of the mandatory content and pathway unit content.	
Task B	<p>In order to achieve a pass, candidates demonstrate that they:</p> <ul style="list-style-type: none"> • identify and understand the range of different legislations that inform the role of an independent advocate. • make secure connections between each legislation relevant to independent advocacy, including <ul style="list-style-type: none"> • The Human Rights Act • The Equality Act • The Mental Capacity Act • The Mental Health Act • Legislation related to Children and Young People • Social Services and Well-being (Wales) Act 2014 • Regulation and Inspection of Social Care (Wales) Act 2016 • Legislation related to Welsh language • understand the importance of legislation and having an understanding of this legislation to support their practice as an independent advocate. The candidate considers the aim, purpose and key elements of different legislation relevant to independent advocacy • understand how their practice as an independent advocate has been informed by application of understanding of legislation. 	429 LO1 – LO9
Task C(i)	The internal assessor will complete three observations of the candidate in practice and will confirm how the practice meets the learning outcomes of the mandatory content and pathway unit content.	428 LO1-LO9 + relevant pathway unit
Task C(ii)	The internal assessor will review how the reflective log meets the requirements of the learning outcomes of the mandatory content and pathway unit content.	

Appendix 2 Grading descriptor tables

The grading descriptors here will be used by the **external** assessor to make a final holistic assessment judgement from the candidate's evidence from all tasks following completion of the Professional Discussion (Task D).

The grading descriptors are based on the key learning objectives of the qualification. The pass descriptors reflect the accepted level that candidates must demonstrate to evidence that the objective has been met through the assessment tasks. They are indicative in nature, and the **external** assessor may identify further evidence to support confirmation of the objective, but these pass descriptors must have been evidenced.

The pass descriptors have been mapped to the key learning outcomes of the qualification content where these objectives are best reflected. *Note*, however that due to the holistic nature of the qualification content, the learning outcome mapping is provided as indicative of the content areas where candidates may best demonstrate their ability to meet these objectives.

Individual grading descriptors have been provided for each of the four pathway areas within the qualification. They are comparable in nature but have been designed separately to support individual contextualisation of the specific content of each pathway.

The following grading descriptors will be used to make an overall holistic judgement for the assessment of candidates undertaking the **Independent advocacy with adults (430)** pathway.

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge, understanding and skills in the chosen pathway	428 LO1-LO9	<p>The candidate clearly demonstrates their understanding of independent advocacy, reflecting the key purpose, principles and practices that underpin the role of an independent advocate through their role. The candidate is able to relate their role to the wider policy context of independent advocacy, understanding the different types of independent advocacy and circumstances when this may take place.</p> <p>The candidate demonstrates knowledge and understanding of why individuals may need to access independent advocacy, including the complex range of backgrounds and reasons when the support of an independent advocate may be required. Candidates use this knowledge and understanding to support individuals and/or carers to access independent advocacy services. This includes consideration of:</p> <ul style="list-style-type: none"> • Removing any barriers to advocacy • Establishing requirements particular to the individual and/or carer • Reviewing and adapting (where appropriate) their communication style to best support the individual and/or carer <p>The candidate demonstrates knowledge and understanding of approaches to safeguarding in their role as an independent advocate. The candidate understands the:</p> <ul style="list-style-type: none"> • Actions to be taken if a safeguarding concern is suspected, including their boundaries of authority and responsibilities in reporting • Safeguarding processes to follow if required, including how to support individuals to retain and maintain control during the safeguarding process
Develop and apply knowledge and understanding of legislation, conventions and human rights instruments applicable to the chosen pathway	429 LO1-LO9 430 LO1-LO5	<p>The candidate demonstrates an understanding of the range of legislations that are applicable in the context of independent advocacy and reflect the importance of legislation in their role as an independent advocate.</p> <p>The candidate demonstrates that they are able to use legislation relevant to the role of independent advocacy with adults to inform their practice. The candidate specifically has demonstrated that they have:</p> <ul style="list-style-type: none"> • Used Part 10 of the Code of Practice (advocacy) to guide practice • Identified and established when individuals and/or carers have a right to statutory advocacy

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p>Develop and apply knowledge and understanding of how to ensure that the views, wishes and preferences of individuals and/or carers are represented</p>	<p>428 LO2 - LO5, LO7 429 LO3 430 LO2-LO4</p>	<p>The candidate demonstrates that they are able to support individuals and/or carers to express their views, including at decision making meetings. The candidate achieves this by supporting individuals and/or carers to:</p> <ul style="list-style-type: none"> • Understand the role of advocacy services, including the role and responsibilities of those involved • Access advocacy services, including supporting individuals and/or carers to understand their rights and the process that should be followed • Establish their views, wishes and feelings of the outcomes they would like to achieve • Review decisions and outcomes from the decision-making process and agree actions where the outcomes do not meet the views, wishes and preferences of the individual and/or carer. <p>The candidate ensures that:</p> <ul style="list-style-type: none"> • The views, wishes and feelings of the individual and/or carer are considered at all times and are central to decisions made • They consider their communication style and technique, and review and adapt this (where necessary) to best support the individual and/or carer to access and understand information related to advocacy and the decision-making process • They are able to support individuals and/or carers to use informal and/or formal processes to challenge decisions where outcomes do not meet the individuals and/or carers views, wishes and preferences
<p>Develops knowledge and understanding of rights across a range of settings/contexts</p>	<p>428 LO2-LO5, LO7-LO8 429 LO2-LO7, LO9 430 LO1, LO3-LO5</p>	<p>The candidate supports participation and engagement of the individual and/or carer participate by supporting them to lead the advocacy process in relation to the decisions that impact them, and to achieve the outcomes that meet their views, wishes and preferences.</p> <p>The candidate demonstrates the use of legislation that underpins the rights of individuals, such as the Human Rights Act and Equality Act, as they support individuals and/or carers.</p> <p>The candidate demonstrates that they support individuals and/or carers to challenge decisions. The candidate achieves this by</p> <ul style="list-style-type: none"> • Enabling individuals and/or carers to explore and consider the different options that are available to them. At all times, the candidate ensures the process is led by the individual/carer but provides support to enable the individual and/or carer to identify the consequences of their decisions. • Demonstrate that they support individuals and/or carers to challenge decisions. The candidate achieves this by developing and using a range of strategies to support individuals and/or carers to raise concerns and take actions related to decisions that impact them throughout the decision-making process. <p>The candidate demonstrates that they are able to influence social change, equality and inclusion through their role as an independent advocate. Candidates consider how equality characteristics may impact the individuals and/or carers that they support and through their role, demonstrate an ability to reduce the impact of social exclusion on individuals and/or carers. The candidate promotes practice that respects the diverse needs of individuals and/or carers.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Uses reflective and critical thinking to ensure that practice is underpinned by the principles of advocacy	428 LO6-LO8 430 LO5	<p>The candidate demonstrates that they are able to apply the principles of independent advocacy to develop strategies to:</p> <ul style="list-style-type: none"> • Support individuals and/or carers to challenge decisions • Challenge and resolve decisions on behalf of individuals and/or carers <p>The candidate uses reflective and critical thinking to consider options available and uses these skills to determine the best strategy or approach for the given situation.</p>
Shows self-awareness in order to improve practice	428 LO6 430 LO1	<p>The candidate has demonstrated their ability to:</p> <ul style="list-style-type: none"> • Evaluate and reflect on their own practice • Use supervision and/or appraisal to explore a range of emotional and practice challenges relevant to the role of working as an independent advocate • Consider feedback from supervision and/or appraisal to support their development of practice, through identifying development/learning needs • Embed learnings from reflection and from feedback received to develop strategies that positively influence and develop their own practice

The following grading descriptors will be used to make an overall holistic judgement for the assessment of candidates undertaking the **Independent advocacy with children and young people (431)** pathway.

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge, understanding and skills in the chosen pathway	428 LO1-LO9	<p>The candidate clearly demonstrates their understanding of independent advocacy, reflecting the key purpose, principles and practices that underpin the role of an independent advocate through their role. The candidate is able to relate their role to the wider policy context of independent advocacy, understanding the different types of independent advocacy and circumstances when this may take place.</p> <p>The candidate demonstrates knowledge and understanding of why individuals may need to access independent advocacy, including the complex range of backgrounds and reasons when the support of an independent advocate may be required. Candidates use this knowledge and understanding to support children/young people and/or carers to access independent advocacy services. This includes consideration of:</p> <ul style="list-style-type: none"> • Removing any barriers to advocacy • Establishing requirements particular to the child/young person and/or carer • Reviewing and adapting (where appropriate) their communication style to best support the child/young person and/or carer <p>The candidate demonstrates knowledge and understanding of approaches to safeguarding in their role as an independent advocate. The candidate understands the:</p> <ul style="list-style-type: none"> • Actions to be taken if a safeguarding concern is suspected, including their boundaries of authority and responsibilities in reporting • Safeguarding processes to follow if required, including how to support children/young people to retain and maintain control during the safeguarding process
Develop and apply knowledge and understanding of legislation applicable to the chosen pathway	429 LO1-LO9 431 LO1-LO6	<p>The candidate demonstrates an understanding of the range of legislations that are applicable in the context of independent advocacy and reflect the importance of legislation in their role as an Independent Advocate.</p> <p>The candidate understands their role and responsibilities as a Children’s Independent Professional Advocate under the:</p> <ul style="list-style-type: none"> • Social Services and Well-being (Wales) Act 2014 • National Approach to Statutory Advocacy • National Standards and Outcomes framework for Children and Young People in Wales • Additional Learning Needs and Education Tribunal (Wales) Act 2018 <p>The candidate demonstrates that they are able to use legislation relevant to the role of a children’s Independent Professional Advocate to inform their practice. The candidate specifically has demonstrated that they have:</p> <ul style="list-style-type: none"> • Used the National Standards and Outcomes Framework for Children and Young People in Wales • Used Part 10 of the Code of Practice (advocacy) to guide practice • Identified and established when children and young people and/or carers have a right to an active offer of advocacy and to issue based statutory advocacy

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p>Develop and apply knowledge and understanding of how to ensure that the views, wishes and preferences of individuals and/or carers are taken account of</p>	<p>428 LO2 – LO5 431 LO2-LO6</p>	<p>The candidate demonstrates that they are able to support children and young people and/or carers to express their views, including at decision making meetings. The candidate achieves this by supporting children and young people and/or carers to:</p> <ul style="list-style-type: none"> • Understand the role of advocacy services, including the role and responsibilities of those involved • Access advocacy services, including supporting children and young people and/or carers to understand their rights, the types of independent advocacy support available to them and the process that should be followed • Establish their views, wishes and feelings of the outcomes they would like to achieve • Review decisions and outcomes from the decision-making process and agree actions where the outcomes do not meet the views, wishes and preferences of the individual and/or carer. <p>The candidate ensures that:</p> <ul style="list-style-type: none"> • They establish clearly the parameters of the independent advocate role with children and young people and/or carers • The views, wishes and feelings of the child or young person and/or carer are considered at all times and are central to decisions made • They consider their communication style and technique, and review and adapt this (where necessary) to best support the child/young person and/or carer to access and understand information related to advocacy and the decision-making process • They are able to support children/young people and/or carers to use informal and/or formal processes to challenge decisions where outcomes do not meet the child/young persons and/or carers views, wishes and preferences

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develops knowledge and understanding of rights across a range of settings/contexts	428 LO2-LO5, LO7-LO8 429 LO2-LO7, LO9 431 LO1, LO3-LO6	<p>The candidate supports participation and engagement of the child/young person and/or carer participate by supporting them to lead the advocacy process in relation to the decisions that impact them, and to achieve the outcomes that meet their views, wishes and preferences.</p> <p>The candidate demonstrates the use of legislation that underpin the rights of individuals, such as the Human Rights Act and Equality Act, as they support children/young people and/or carers.</p> <p>The candidate demonstrates that they support children and young people to make decisions. The candidate achieves this by</p> <ul style="list-style-type: none"> • Enabling children/young people and/or carers to explore and consider the different options that are available to them. At all times, the candidate ensures the process is supported by the child/young person and or/carer but provides support to enable the child/young person and/or carer to identify the consequences of their decisions. • Supporting children and young people to understand decision making processes, their role and the role of the independent advocate • Demonstrate that they support children and young people and/or carers to challenge decisions. The candidate achieves this by developing and using a range of strategies to support children/young people and/or carers to raise concerns and take actions related to decisions that impact them throughout the decision-making process. • Supporting the child/young person to consider both the informal and formal processes that can be used to challenge decisions. The candidate supports the child/young person to explore the benefits and advantages of different types of decision-making process (both informal and formal) to support them to challenge decisions appropriately. <p>The candidate demonstrates that they are able to influence social change, equality and inclusion through their role as an independent advocate. Candidates consider how equality characteristics may impact the individuals and/or carers that they support and through their role, demonstrate an ability to reduce the impact of social exclusion on children and young people and/or carers. The candidate promotes practice that respects the diverse needs of children/young people and/or carers.</p>
Uses reflective and critical thinking to build arguments and make judgements that are underpinned by the principles of advocacy	428 LO6-LO8 431 LO5	<p>The candidate demonstrates that they are able to apply the principles of independent advocacy to develop strategies to:</p> <ul style="list-style-type: none"> • Support children and young people and/or carers to challenge decisions • Challenge and resolve decisions on behalf of children/young people and/or carers <p>The candidate uses reflective and critical thinking to consider options available and uses these skills to determine the best strategy or approach for the given situation.</p>
Shows self-awareness in order to improve practice	428 LO6 431 LO1	<p>The candidate has demonstrated their ability to:</p> <ul style="list-style-type: none"> • Evaluate and reflect on their own practice • Use supervision and/or appraisal to explore a range of emotional and practice challenges relevant to the role of working as an independent advocate • Consider feedback from supervision and/or appraisal to support their development of practice, through identifying development/learning needs • Embed learnings from reflection and from feedback received to develop strategies that positively influence and develop their own practice

The following grading descriptors will be used to make an overall holistic judgement for the assessment of candidates undertaking the **Independent Mental Health Advocacy (432)** pathway.

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge, understanding and skills in the chosen pathway	428 LO1-LO9 432 LO1-LO2	<p>The candidate clearly demonstrates their understanding of independent advocacy, reflecting the key purpose, principles and practices that underpin the role of an independent advocate through their role. The candidate is able to relate their role to the wider policy context of independent advocacy, understanding the different types of independent advocacy and circumstances when this may take place.</p> <p>The candidate demonstrates knowledge and understanding of why individuals may need to access independent advocacy, including the complex range of backgrounds and reasons when the support of an Independent Mental Health Advocate may be required. Candidates use this knowledge and understanding to support individuals and/or carers to access independent advocacy services. This includes consideration of:</p> <ul style="list-style-type: none"> • Removing any barriers to advocacy • Establishing requirements particular to the individual and/or carer • Reviewing and adapting (where appropriate) their communication style to best support the individual and/or carer <p>The candidate demonstrates knowledge and understanding of approaches to safeguarding in their role as an Independent Mental Health Advocate. The candidate understands the:</p> <ul style="list-style-type: none"> • Actions to be taken if a safeguarding concern is suspected, including the boundaries of authority and responsibilities in reporting • Safeguarding processes to follow if required, including how to support individuals to retain and maintain control during the safeguarding process <p>The candidate is able to provide support to individuals using non-instructed advocacy, using agreed processes for the referral, development of support, representation and instruction of non-instructed advocacy with individuals who are unable to instruct.</p>
Develop and apply knowledge and understanding of legislation applicable to the chosen pathway	429 LO1-LO9 432 LO1-LO5	<p>The candidate demonstrates an understanding of the range of legislations that are applicable in the context of independent advocacy and reflect the importance of legislation in their role as an independent advocate.</p> <p>The candidate demonstrates that they are able to use legislation relevant to the role of an Independent Mental Health Advocate to inform their practice. The candidate specifically has demonstrated that they have:</p> <ul style="list-style-type: none"> • Used relevant legislation, Codes of Practice and guidance to inform their role as an Independent Mental Health Advocate • Ensured that individuals are informed of their human rights under the Mental Health Act • Identified and established when individuals and/or carers have a right to support from an Independent Mental Health Advocate

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p>Develop and apply knowledge and understanding of how to ensure that the views, wishes and preferences of individuals and/or carers are taken account of</p>	<p>428 LO2-LO5 432 LO2-LO4</p>	<p>The candidate demonstrates that they are able to support individuals and/or carers to express their views, wishes and preferences, including about their care and treatment options. The candidate achieves this by supporting individuals and/or carers to:</p> <ul style="list-style-type: none"> • Understand the role of advocacy services, including the role and responsibilities of those involved • Access advocacy services, including supporting individuals and/or carers to understand their rights and the process that should be followed • Establish their views, wishes and feelings of the outcomes they would like to achieve • Use strategies to engage with the range of professionals involved in their care and treatment • Review decisions and outcomes from the decision-making process and agree actions where the outcomes do not meet the views, wishes and preferences of the individual and/or carer. <p>The candidate ensures that:</p> <ul style="list-style-type: none"> • The views, wishes and preferences of the individual and/or carer are considered at all times and are central to decisions made • They are able to represent the views, wishes and preferences of individuals using non-instructed advocacy where individuals are not able to instruct themselves • They consider their communication style and technique, and review and adapt this (where necessary) to best support the individual and/or carer to access and understand information related to advocacy and the decision-making process • They are able to support individuals and/or carers to use informal and/or formal processes to challenge decisions where outcomes do not meet the individuals and/or carers views, wishes and preferences

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develops knowledge and understanding of rights across a range of settings/contexts	428 LO2-LO5, LO7-LO8 429 LO2-LO7, LO9 432 LO2-LO4	<p>The candidate supports participation and engagement of the individual and/or carer participate by supporting them to lead the advocacy process in relation to the decisions that impact them, and to achieve the outcomes that meet their views, wishes and preferences.</p> <p>The candidate demonstrates the use of legislation that underpins the rights of individuals, such as the Human Rights Act and Equality Act, as they support individuals and/or carers.</p> <p>The candidate demonstrates that they support individuals and/or carers to make decisions. The candidate achieves this by</p> <ul style="list-style-type: none"> • Enabling individuals and/or carers to explore and consider the different options that are available to them. At all times, the candidate ensures the process is supported by the individual/carer but provides support to enable the individual and/or carer to identify the consequences of their decisions. • Demonstrate that they support individuals and/or carers to challenge decisions. The candidate achieves this by developing and using a range of strategies to support individuals and/or carers to raise concerns and take actions related to decisions that impact them throughout the decision-making process. <p>The candidate demonstrates that they are able to influence social change, equality and inclusion through their role as an Independent Mental Health Advocate. Candidates consider how equality characteristics may impact the individuals and/or carers that they support and through their role, demonstrate an ability to reduce the impact of social exclusion on individuals and/or carers. The candidate promotes practice that respects the diverse needs of individuals and/or carers.</p> <p>The candidate supports individuals who are referred for issues related to restrictions or deprivations of liberty. The candidate demonstrates that they have explored the impact of restriction or deprivation of liberty on the individual and have supported the individual to present the views, wishes and preferences of their desired outcomes.</p>
Uses reflective and critical thinking to build arguments and make judgements that are underpinned by the principles of advocacy	428 LO6-LO8 432 LO5	<p>The candidate demonstrates that they are able to apply the principles of independent advocacy to develop strategies to:</p> <ul style="list-style-type: none"> • Support individuals and/or carers to challenge decisions • Challenge and resolve decisions on behalf of individuals and/or carers <p>The candidate uses reflective and critical thinking to consider options available and uses these skills to determine the best strategy or approach for the given situation.</p> <p>The candidate assesses risks to safety when working in mental health settings and implements strategies that minimise risk and keep people safe.</p>
Shows self-awareness in order to improve practice	428 LO6 432 LO1	<p>The candidate has demonstrated their ability to:</p> <ul style="list-style-type: none"> • Evaluate and reflect on their own practice • Use supervision and/or appraisal to explore a range of emotional and practice challenges relevant to the role of working as an Independent Mental Health Advocate • Consider feedback from supervision and/or appraisal to support their development of practice, through identifying development/learning needs • Embed learnings from reflection and from feedback received to develop strategies that positively influence and develop their own practice

The following grading descriptors will be used to make an overall holistic judgement for the assessment of candidates undertaking the **Independent Mental Capacity Advocacy (433)** pathway.

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge, understanding and skills in the chosen pathway	428 LO1-LO9 433 LO2	<p>The candidate clearly demonstrates their understanding of independent advocacy, reflecting the key purpose, principles and practices that underpin the role of an independent advocate through their role. The candidate is able to relate their role to the wider policy context of independent advocacy, understanding the different types of independent advocacy and circumstances when this may take place.</p> <p>The candidate demonstrates knowledge and understanding of why individuals may need to access independent advocacy, including the complex range of backgrounds and reasons when the support of an Independent Mental Capacity Advocate may be required. Candidates use this knowledge and understanding to support individuals and/or carers to access independent advocacy. This includes consideration of:</p> <ul style="list-style-type: none"> • Removing any barriers to advocacy • Establishing requirements particular to the individual and/or carer • Reviewing and adapting (where appropriate) their communication style to best support the individual and/or carer <p>The candidate demonstrates knowledge and understanding of approaches to safeguarding in their role as an Independent Mental Capacity Advocate. The candidate understands the:</p> <ul style="list-style-type: none"> • Actions to be taken if a safeguarding concern is suspected, including the boundaries of authority and responsibilities in reporting • Safeguarding processes to follow if required, including how to support individuals to retain and maintain control during the safeguarding process <p>The candidate is able to provide support to individuals using non-instructed advocacy, using agreed processes for the referral and identification of sources to identify the views, wishes and preferences of individuals receiving mental capacity advocacy support.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge and understanding of legislation applicable to the chosen pathway	429 LO1-LO9 433 LO1-LO8	<p>The candidate demonstrates an understanding of the range of legislations that are applicable in the context of independent advocacy and reflect the importance of legislation in their role as an independent advocate.</p> <p>The candidate demonstrates that they are able to use legislation relevant to the role of an Independent Mental Capacity Advocate to inform their practice. The candidate specifically has demonstrated that they have:</p> <ul style="list-style-type: none"> • Used the Mental Capacity Act Code of Practice to inform their practice. The candidate upholds the principles of the Mental Capacity Act at all times in their role. • Identified and established when individuals have a right to support from an Independent Mental Health Advocate • Used provisions and safeguards within the Mental Capacity Act and its Code of Practice to secure rights and entitlements for the individual • Evaluated the correctness of assessment of capacity and followed agreed processes for any re-assessment of capacity
Develop and apply knowledge and understanding of how to ensure that the views, wishes and preferences of individuals and/or carers are taken account of	428 LO3-LO5 433 LO2-LO8	<p>The candidate demonstrates that they are able to support individuals and/or carers to express their views, including at decision making meetings. The candidate achieves this by supporting individuals and/or carers to:</p> <ul style="list-style-type: none"> • Understand the role of advocacy services, including the role and responsibilities of those involved • Access advocacy services, including supporting individuals and/or carers to understand their rights and the process that should be followed • Establish their views, wishes and feelings of the outcomes they would like to achieve • Review decisions and outcomes from the decision-making process and agree actions where the outcomes do not meet the views, wishes and preferences of the individual and/or carer. <p>The candidate ensures that:</p> <ul style="list-style-type: none"> • The views, wishes and feelings of the individual and/or carer are considered at all times and are central to decisions made • They consider their communication style and technique, and review and adapt this (where necessary) to best support the individual and/or carer to access and understand information related to advocacy and the decision-making process • They are able to support individuals and/or carers to use informal and/or formal processes to challenge decisions where outcomes do not meet the individuals and/or carers views, wishes and preferences <p>The candidate is also specifically able to support individuals who are referred for decisions related to long term change of accommodation, serious medical treatment, reviews of their care and support, safeguarding concerns and restrictions or deprivations of liberty. In each instance of referral, the candidate has demonstrated that they have followed the correct process for the referral, ensuring the individuals views, wishes and preferences are accounted for at all stages of the process.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develops knowledge and understanding of rights across a range of settings/contexts	428 LO2-LO4, LO7-LO8 429 LO2-LO7, LO9 433 LO2, LO4-LO8	<p>The candidate supports participation and engagement of the individual and/or carer participate by supporting them to lead the advocacy process in relation to the decisions that impact them, and to achieve the outcomes that meet their views, wishes and preferences.</p> <p>The candidate demonstrates an understanding of the range of legislations that are applicable in the context of independent advocacy and reflect the importance of legislation in their role as an independent advocate.</p> <p>The candidate demonstrates that they support individuals and/or carers to challenge conflict and make decisions. The candidate achieves this by</p> <ul style="list-style-type: none"> • Enabling individuals and/or carers to explore and consider the different options that are available to them. At all times, the candidate ensures the process is supported by the individual/carer but provides support to enable the individual and/or carer to identify the consequences of their decisions. • Demonstrate that they support individuals and/or carers to challenge decisions. The candidate achieves this by developing and using a range of strategies to support individuals and/or carers to raise concerns and take actions related to decisions that impact them throughout the decision-making process. <p>The candidate demonstrates that they are able to influence social change, equality and inclusion through their role as an Independent Mental Capacity Advocate. Candidates consider how equality characteristics may impact the individuals and/or carers that they support and through their role, demonstrate an ability to reduce the impact of social exclusion on individuals and/or carers. The candidate promotes practice that respects the diverse needs of individuals and/or carers.</p> <p>The candidate supports individuals who are referred for issues related to restrictions or deprivations of liberty. The candidate demonstrates that they have explored the impact of restriction or deprivation of liberty on the individual and have supported the individual to present the views, wishes and preferences of their desired outcomes.</p>
Uses reflective and critical thinking to build arguments and make judgements that are underpinned by the principles of advocacy	428 LO6-LO8	<p>The candidate demonstrates that they are able to apply the principles of independent advocacy to develop strategies to:</p> <ul style="list-style-type: none"> • Support individuals and/or carers to challenge decisions • Challenge and resolve decisions on behalf of individuals and/or carers <p>The candidate uses reflective and critical thinking to consider options available and uses these skills to determine the best strategy or approach for the given situation.</p>
Shows self-awareness in order to improve practice	428 LO6 433 LO1	<p>The candidate has demonstrated their ability to:</p> <ul style="list-style-type: none"> • Evaluate and reflect on their own practice • Use supervision and/or appraisal to explore a range of emotional and practice challenges relevant to the role of working as an independent advocate • Consider feedback from supervision and/or appraisal to support their development of practice, through identifying development/learning needs • Embed learnings from reflection and from feedback received to develop strategies that positively influence and develop their own practice

Appendix 3 Internal assessor recording form

Candidate name		Candidate number	
Internal assessor name	Internal assessor name	Assessment date	DD/MM/YY

The internal assessor should use this form to capture how each of the assessed tasks meets the marking requirements and outline the learning outcomes satisfied through each task, and how these have been achieved.

Section 1 – Review of submitted evidence (Task A)

Section 2 – Review of submitted evidence against the marking descriptors (Task B)

Section 3 – Review of observations and reflective log (Task C(i) and C(ii))

I confirm that the evidence presented here is an accurate account of the assessment that took place.

Internal assessor signature	Signature	Date	DD/MM/YY
Candidate signature	Signature	Date	DD/MM/YY

Appendix 4 External assessor recording form

Candidate name		Candidate number	
External assessor name	External assessor name	Assessment date	DD/MM/YY

Section 1 – Review of submitted evidence
Provide details below of how the candidate’s submitted evidence meets the requirements of the grading descriptors
Highlight any key outcome areas where evidence is limited, further clarification or expansion is expected to be observed

Section 2 – Professional Discussion

Provide details below that will support the structure of the discussion based on review of the portfolio, reflective log and observations of practice (Section 1), e.g.

- Key topic/themes to be covered during the discussion
- Types of questions to ask that will help evidence the candidate's knowledge/understanding

Use the section below to capture evidence from the discussion with the candidate; this should include any specific questions asked.

I confirm that the evidence presented here is an accurate account of the assessment that took place.

External Assessor signature	Signature	Date	DD/MM/YY
Candidate signature	Signature	Date	DD/MM/YY

Appendix 5 External assessor grading summary form

External assessor grading summary form		
Objectives	External assessor summary	Evidence where observed
Develop and apply knowledge, understanding and skills in the chosen pathway		
Develop and apply knowledge and understanding of legislation applicable to the chosen pathway		
Develop and apply knowledge and understanding of how to ensure that the views, wishes and preferences of individuals and/or carers are taken account of		
Develops knowledge and understanding of rights across a range of settings/contexts		
Uses reflective and critical thinking to build arguments and make judgements that are underpinned by the principles of advocacy		
Shows self-awareness in order to improve practice		

External assessor grading summary form			
Objectives	External assessor summary	Evidence where observed	
Section 2			
Confirmation of overall assessment judgement	Candidate has produced sufficient evidence to be awarded a pass for the qualification, based on a holistic review of the grading descriptors across the six objective areas.		
	Candidate has failed to produce sufficient evidence for a pass grade to be awarded, based on the evidence presented and how this evidence meets the requirements of the grading descriptors across the six objective areas. Further detail of the reasons for this, should be outlined in the Feedback section below.		
Section 3			
Feedback			
External assessor signature		Date	

Appendix 6 Observation record form (Internal assessor)

Observation record A copy of this form must be completed for each practical observation made by the Internal Assessor (Task B(i)). Each form must be submitted to City & Guilds as part of the final submission of candidate evidence for the assessment.	
Candidate name	
Observation number/date	
Type of activity observed	
Observations made <i>(Highlight how the observations reflect each of the key practice outcomes)</i>	
How has the candidate applied knowledge, understanding and skills in relation to the learning outcomes?	
<i>General observations</i>	
Follow-up questions asked <i>(List the questions that were used to further question the candidate; and their responses)</i>	
Candidate signature:	
Date:	
Internal assessor signature:	
Date:	

Appendix 7 Feedback form

Qualification title:

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Candidate name	Candidate number
Assessor name	Date of submission

Task number/s:

Evidence Reference	Feedback	Target date and action plan for resubmission

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency.

Assessor signature and date:

Appendix 8 Declaration

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Internal assessor signature:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Internal assessor signature

Date

Note:

Where the candidate and/or internal assessor is unable to or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation. If any question of authenticity arises, the tutor may be contacted for justification of authentication.