

# Hate Crime Advocacy Qualification & Training Research

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## Introduction

Inclusion London would like to explore options for developing formal training and qualifications in ‘Hate Crime Advocacy’. The aim of this training would be to ensure highly skilled advocates are qualified and available to people experiencing or wishing to report hate crime. The aim of this paper is to feed into the wider work of the London DDPO HC Partnership to improve outcomes for disabled victims of hate crime.

There are concerns that hate crime advocates are not always taken as seriously as they should be by professionals within the Criminal Justice System and other authorities like social services. This has resulted in advocates being excluded from meetings, not being given information, being ignored or dismissed by professionals. Advocates report that professionals sometimes question them about ‘what makes you an advocate’ or ‘what training have you have had’. A formal qualification or accreditation would go some way in addressing this and raise the status of the independent advocate.

Across the advocacy community, the increase of statutory advocacy has led to formal qualification training being developed. In mental health, adult social care, sexual violence and domestic violence settings, advocates are supported with nationally accredited training available to support them in their role.

Hate Crime Advocates cannot access similar training, as specialist training is yet to be developed. This could have a negative impact on the efficacy of the role. The absence of training could also stifle and impede the growth of hate

crime advocacy and its ability to develop. This is within the wider context of ongoing development of legislation, in particular the Law Commission's recommendations on hate crime law and the Victim's Bill.

This paper outlines what training is currently available to hate crime advocates and the options to develop accredited and regulated training.

# What is currently available

## Hate Crime Training

Training about hate crime is relatively easy to access in the UK. There are several training courses currently available that raise understanding of hate crime, how to prevent and reduce it, how to report it and how to speak up.

A range of organisations deliver training courses including:

- DDPOs who employ Disabled people to deliver the training (<https://www.inclusionlondon.org.uk/training-and-events/our-projects/hate-crime-partnership/hate-crime-training-meetings-events/hate-crime-training-meetings-events/>) (<https://lsup.org.uk/services/training/>) and (<http://sunderlandpeoplefirst.com/be-safe-be-confident/>)
- Local Authorities who run internal awareness-type or introductory level courses (<https://www.saferderbyshire.gov.uk/training-and-resources/courses-and-bookings/hate-crime-training/hate-crime-training.aspx>)
- Third sector organisations who deliver courses to housing providers, government officials and community groups (<https://www.stophateuk.org/training-and-education/>)
- Academic organisations who deliver online courses about hate crime (<http://www.centreforhatestudies.com/>)
- Private organisations who mostly deliver online courses (<https://shop.melearning.co.uk/courses/browse-our-courses/safeguarding-children/hate-crime/>)
- Voluntary organisations who offer hate crime training to Disabled people (<https://www.brandontrust.org/whats-happening/hate-crime/workshops/?acceptcookies=true>)
- Individual trainers – with lived experience (<http://www.sophiecook.me.uk/hate-crime-awareness-training/>)

Training events and on-line courses offer a broad overview of all types of hate crime, but there are also courses available that focus on a specific 'type' of hate crime. For instance:

- Lewisham Speaking Up and Dimensions focus on Learning Disability hate crime training.
- Sophie Cook looks at all hate crime but has a special insight into LGBT and transgender experience
- Call it Forward has produced training resources about LGBT hate crime
- Inclusion London and United Response have produced training resources on Disability Hate Crime
- Uclan, Race Equality First and Stop Hate have offered training on Race and Faith Hate Crime

Whilst most of these courses offer certificates for completion or attendance, there is no formal qualification or assessed based training on the topic of hate crime or any that specifically address the intersectional issues relating to hate crime against Disabled people, which can include all hate crime strands.

## Advocacy training

Training to support independent advocates has developed over the last 30 years and ranges from internal short courses to fully accredited qualifications in independent advocacy:

### Short courses

These are traditionally in-house courses that have developed within organisations. They may take place during an induction period or initial training. They are typically not accredited and there is no standardised agreement on content, length, or quality.

### Accredited qualification courses

There are a number of awarding bodies who

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operate locally accredited programmes. The three most popular (and arguably respected) are:

- OCNLR (Open College Network London Region)
- OCN (Open College Network – which include regions)
- NOCN (National Open College Network)

These awarding bodies work with employers and training organisations to become approved centres who can then deliver accredited training.

Accreditation is determined by ‘subject experts’ – but it is the approved centres who largely create, write and deliver the qualification. Some examples connected to advocacy include:

- OCNLR Level 3 Qualifications in Domestic Abuse: Prevention and Early Intervention, *formally known as the Independent Domestic Violence Advocates (IDVA) Course.*
- Open College Network Advocating on Behalf of Children and Young People (Level 3)
- Open College Network West Midlands Level 3 Award in Advocacy for Working with Survivors of Sexual Violence
- Trauma informed advocacy for children (NOCN)
- Purpose and principles of advocacy (NOCN)
- Developing the advocacy relationship (NOCN)

City & Guilds also offer qualifications which are generally recognised as the go to standard for people working in the Independent Advocacy role. These include:

- Level 2 Award in Independent Advocacy
- Level 4 Certificate in Independent Advocacy Practice

The level 4 has been specifically designed to support the role of the Independent Advocate.

### Hate Crime Advocacy training

There are no recognised training courses or qualifications recognised on the official qualifications database which specifically focus on Hate Crime

Advocacy. There is however consensus amongst DDPO's and advocates working within hate crime, that the role of the Disability hate crime advocate warrants formal training.

We understand that Choice in Hackney has developed a NVQ Level 4 with OCN which focuses on 'Disability Hate Crime and Advocacy'. This includes:

- Content on hate crime, advocacy, intersectionality (over 6 modules).
- A work-based placement of between 9 and 12 weeks.

Our understanding is that this will target Disabled people who would like to train as peer Disabled Hate Crime Advocates. Initial enquiries learnt this was funded on a small scale by Lloyds (bank).

Despite a comprehensive search, the course was not listed on any qualification database.

## Options to develop training

There are a number of options ranging from developing specialist hate crime advocacy training to working with recognised approved bodies who can accredit and certificate courses. It may be helpful to see the formal options as developing either 'regulated' or 'non-regulated' qualifications.

But let's start with the simplest option:

### Option 1: Develop a non-accredited training course

The first option is to focus efforts on creating a specialist hate crime advocacy training course. By not pursuing any accreditation, this provides the simplest option.

A stand-alone specialist training course could involve DDPO's, advocates and trainers coming together to devise, write and deliver the content.

#### Benefits of non-accredited training

This is the quickest and cheapest option available

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as there is no investment required in consultation, working with awarding bodies, setting standards and applying for accreditation. This option means you can get going quickly with course content and have a course available in weeks rather than months or years.

### Disadvantages of non-accredited training

There will be a lack of recognition and rigour with a taught only course. Students would not access the same of quality and there would be little control over what training providers would deliver. There is also no guarantee that attendees have learnt new skills or knowledge (as this is not assessed).

This option also fails to increase the status and standing of hate crime advocates.

## Option 2: Develop a new REGULATED training qualification course

**Regulated qualifications** are those that are officially recognised on the Regulated Qualifications Framework (RQF). The register includes GCSE, A level, AS level and vocational (work related) qualifications. The only regulated advocacy qualifications currently available in England are:

- C&G Level 2 Award in Independent Advocacy
- C&G Level 4 Certificate in Independent Advocacy Practice
- NOCN Level 3 Award in Independent Advocacy for Children
- Open College Network West Midlands Level 3 Award in Advocacy for Working with Survivors of Sexual Violence
- LASER Level 3 Award in Interpreting and Advocacy in the Community

To develop a regulated qualification, an Awarding Body (such as City & Guilds, OCN etc) will need to agree that they will develop the qualification. This will involve consulting with stakeholders to create a business case. This essentially sets out what the qualification is, why it is needed, how many people are likely to complete the course and what knowledge, abilities, and



skills the qualification should develop. To get to this point it is important to have significant support and buy in from employers, students, and relevant sector skills bodies to justify the development.

Once the awarding body has completed this stage, it applies to the Office of Qualifications and Examinations Regulation (Ofqual) to have the qualification officially recognised and included on the RQF. For a qualification to be included on the RQF it will have been through a rigorous evaluation to ensure that it is fit for purpose. This is not a simple process and can take a number of years – the existing qualifications in independent advocacy took well over 3 years to complete.

### Benefits of a Regulated qualification

The main benefit of a regulated qualification is undoubtedly its reputation and rigour. It is by far the most robust form of accredited training having gone through significant development and consensus building. The qualifications are also reviewed regularly by Ofqual and they must meet stringent criteria to continue and be classed as fit for purpose.

The quality mark of a regulated qualification offers the highest level of reassurance to learners, employers, training providers and commissioners, and provides an extra boost of confidence, as it demonstrates learners have been thoroughly evaluated, assessed and quality assured to be deemed competent, skilled and knowledgeable.

There are also benefits in that regulated qualifications *can* attract funding.

### Disadvantages of a Regulated qualification

The main disadvantages relate to the

- time it takes to develop
- resources needed to develop
- securing buy in and support from an awarding body.
- the current low number of people wanting to specialise in hate crime advocacy

## Option 3: Develop a new NON-REGULATED training qualification course

Bespoke accredited courses are non-regulated qualifications that are traditionally designed by an organisation (such as Inclusion London) and accredited by an awarding body (such as OCNLR, NOCN etc).

Learners who complete the course will usually receive recognition for their achievement through the awarding organisation who will quality assure the content and assessment of the course and award records of achievement to learners.

To develop a non-regulated qualification, the organisation developing the course will apply to become an approved centre. Once they have successfully completed this, they then apply to have the course accredited. There are costs attached to each of these stages, ongoing annual costs to being a centre and then individual costs per registered learner.

### **An example centre:**

#### NOCN

The NOCN Group is a “leading education and skills charity, our focus is on social and economic mobility, not profit”. They offer qualifications in a range of industries including health and care.

Costs: £600 to become an approved centre £500 annual centre fee

The cost to register and accredit each person ranges between £20 and over £100 depending on the qualification.

### **Benefits of a Non-Regulated qualification**

The courses or training programmes will be quality assured by a nationally recognised awarding organisation and the learner will have a process of assessment that they must successfully complete.

Due to the lower levels of review and accreditation, this is a much easier process and is likely to take months rather than years.

The costs are likely to be cheaper as it will be easier to develop (there is no need to undertake wide consultation for instance or evidence that you have secured support from stakeholders like you would for the regulated qualifications).

### Disadvantages of a Non-Regulated qualification

There is no threshold for quality or standards so there may be no nationally agreed standards on what constitutes best practice, robust course content or correct assessment.

Awarding bodies may need minimum numbers – or they may agree to offer the course as a niche course with low numbers. This is worth establishing early on in the process.

## Option 4 – Develop training resources on Hate Crime Advocacy to support delivery of the existing C&G Qualifications in Independent Practice

The level 4 Certificate in Independent Advocacy Practice could support hate crime advocates to develop robust skills in delivering advocacy support. This course offers mandatory units in generic advocacy skills supported by specialist areas. Unfortunately, there is no specialist route that specifically addresses hate crime advocacy.

There is however a specialist unit (409) which looks at “Community advocacy”. The aim of this unit is to “support learners to develop the practical skills and knowledge required to provide non-statutory independent advocacy support”. There are four learning outcomes within this unit:

- LO 1 The learner can undertake the role of a community advocate
- LO 2 The learner can deliver Independent Advocacy in the community
- LO 3 The learner can understand ways to support group advocacy
- LO 4 The learner can support community participation, engagement and co-production

One option could be to develop training materials that are based on these outcomes but specifically relate to Hate Crime Advocacy. By developing a suite of training resources, advocates would be supported to learn and develop skills in hate crime advocacy – and would submit portfolios to be assessed against the level 4 Certificate.

### Benefits of developing training to support existing qualification

This option has the benefit of utilising existing qualifications and therefore avoiding the cost and hassle of developing a new qualification.

It also meets the needs of accessing a recognised and credible accredited programme – which could help raise the standards and status of hate crime advocates.

### Disadvantages of developing training to support existing qualification

The assessment of the unit 409 “Community Advocacy” is not directly written with hate crime advocacy in mind, so it will require focus to work out whether it is possible to adapt this and apply it to the hate crime advocacy role.

To deliver this option, you would need to become an approved centre – which has requirements for minimum numbers – or link to an existing approved centre.

## Option 5 – Develop a Hate Crime Advocacy Apprenticeship

An apprenticeship is an alternative to work-based training. It provides entry to a recognised occupation – such as an ‘independent advocate’. It includes on and off the job training (so classroom based traditional teaching with supervised work experience). At the end of the apprenticeship, the learner is assessed with an ‘end point assessment’.

There are different aspects to an apprenticeship:

- It’s a partnership between employer, apprentice, training provider and end point assessor.

- A job – the apprenticeship needs to be employed in a job with legal and contractually acceptable terms and conditions
- The training programme. This usually includes a teaching, training, coaching, mentoring, on and off the job training (at least twelve months duration with a minimum of 20% of the time in off the job training) which develops knowledge and skills required.
- End-point assessment and certification

To develop an apprenticeship employers need to come together to establish a trailblazer group. This group is responsible for developing the apprenticeship. It consists of employers who represent the industry. The trailblazer group then develops a proposal and standards which sets out what the apprenticeship will cover. An assessment strategy is then created which outlines what will be assessed and how. Once this has been completed the Institute for Apprenticeships will assess the application and recommend (or not) the apprenticeship for approval and funding.

### Benefits of developing an apprenticeship

It is employer led so you will have control over content and what it looks like.

Funding is usually available to cover the costs of training an apprenticeship.

### Disadvantages of developing an apprenticeship

It is not an automatic process and relies on the Institute of Apprenticeships approving this.

It will take time and resources to develop this, and you will need to secure a group of employers who are committed to becoming a Trailblazer group who will lead its development.

## Summary of options

Option	Benefits	Disadvantages	Cost to develop	Cost to complete	Time to develop
Non accredited training	<ul style="list-style-type: none"> <li>• Quick,</li> <li>• Cheap,</li> <li>• Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• No recognition</li> <li>• No assessment</li> </ul>	£	£	Weeks
Regulated training	<ul style="list-style-type: none"> <li>• Reputation and rigour</li> <li>• Provides reassurance of competency</li> <li>• Recognised</li> <li>• Improve status and reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Timely and expensive to develop</li> <li>• Reliant on support from an awarding body</li> </ul>	£££	£££	Years
Non-regulated accredited training	<ul style="list-style-type: none"> <li>• Accreditation – so some reassurance of standards</li> <li>• Recognised</li> </ul>	<ul style="list-style-type: none"> <li>• No nationally agreed standards</li> <li>• Lacks rigour or regulated training</li> </ul>	££	££	Months
Develop materials to support existing C&G L4 Qual	<ul style="list-style-type: none"> <li>• Accessing a nationally recognised course</li> <li>• Rigorous</li> <li>• On a par with other types of advocacy</li> <li>• Offers movement through different advocacy roles</li> </ul>	<ul style="list-style-type: none"> <li>• Expensive course to <i>complete</i></li> <li>• Need to become approved centre</li> </ul>	£	£££	Months
Apprenticeship	<ul style="list-style-type: none"> <li>• Employer led</li> <li>• Funding is usually available</li> </ul>	<ul style="list-style-type: none"> <li>• Requires buy in from number of employers</li> <li>• Relies on external approval</li> </ul>	££	£	Years

# Appendix A

When considering option 4 (developing training materials to support the Level 4 Certificate in Independent Advocacy Practice) please refer to these learning outcomes

## **Unit 409: Community advocacy**

Aim: The unit aims to support learners to develop the practical skills and knowledge required to provide non-statutory independent advocacy support

### **LO 1 The learner can undertake the role of a community advocate**

- 1.1 Define what community is
- 1.2 Define citizenship
- 1.3 Act in the community advocacy role
- 1.4 Explain the difference between statutory and non-statutory advocacy
- 1.5 Define case-focused advocacy, cause-focused advocacy and community advocacy
- 1.6 Identify strength-based approaches to advocacy communities
- 1.7 Respond to issues raised by the individual
- 1.8 Respond to ongoing or repetitive issues
- 1.9 Identify the social value of advocacy support to the advocacy partner

### **LO 2 The learner can deliver Independent Advocacy in the community**

- 2.1 Network with other community-based services or support
- 2.2 Summarise different services that a person may access
- 2.3 Deliver pro-active advocacy
- 2.4 Explain how advocacy can contribute to community organising

### **LO 3 The learner can understand ways to support group advocacy**

- 3.1 Describe how to facilitate
  - self-advocacy groups
  - peer advocacy groups
  - peer mentoring partnerships
- 3.2 Explain ways group advocacy can affect and influence local services
- 3.3 Assess how to support group advocacy members to identify and prioritise group aims and objectives
- 3.4 Assess how to manage group dynamics to enable group members to lead and take part
- 3.5 Assess how to coordinate practical arrangements of group activity and events
- 3.6 Evaluate ways to report on group activities and outputs

### **LO 4 The learner can support community participation, engagement and co-production**

- 4.1 Support participation in consultation and planning events with local decision makers
- 4.2 Enable planning, preparation, involvement in and reviewing of community engagement
- 4.3 Identify tools/resources to support communication and engagement in a range of ways
- 4.4 Discuss how experts-by-experience can be involved in local planning and decision making
- 4.5 Enable co-production within local communities with a range of organisations/sectors



## Further information

### Inclusion London

Inclusion London supports over 70 Deaf and Disabled Organisations working across every London borough. Through these organisations, our reach extends to over 76,000 Disabled Londoners.

### London Deaf & Disabled People's Hate Crime Partnership

The London DDPO Hate Crime Partnership is funded for 5 years from 2018. It is the only Pan-London partnership between Deaf & Disabled People's Organisations (DDPOs) working to combat hate crime against Disabled people in London. This is the only partnership of its kind in the UK. We represent DDPOs at over 20 key strategic meetings a year to influence policy and decision makers. We work closely with the wider MOPAC Hate Crime Partnership (Community Alliance to Combat Hate or CATCH) via Stay Safe East, led by Galop, who provide support across all hate crime strands and whose membership includes DDPOs from this partnership. The 24 DDPOs currently involved in this partnership offer different levels of Hate Crime support, including Specialist HC Advocacy, Peer Advocacy and Support, Awareness raising and Third-Party Reporting Centres. As the lead organisation of this partnership, Inclusion London provides capacity building to strengthen the network of support, hate crime data and insights and strategic policy and campaigning work so that no Disabled person needs to suffer alone if they experience Hate Crime.

