

Unit Title: Purpose and Principles of Independent Advocacy

Unit sector reference: ADV 301
 Level: 3
 Credit value: 4
 Guided learning hours: 25
 Unit expiry date: 28/02/2015
 Unit accreditation number: M/502/3146

Unit purpose and aim

This unit aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist.

| Learning Outcomes | Assessment Criteria | Exemplification |
|--|--|-----------------|
| <p>The learner will:</p> <p>1 Understand Independent Advocacy</p> | <p>The learner can:</p> <p>1.1 Define Independent Advocacy</p> <p>1.2 Explain the limits to advocacy and boundaries to the service</p> <p>1.3 Identify the different steps within the advocacy process</p> <p>1.4 Distinguish when Independent Advocacy can and cannot help</p> <p>1.5 Identify a range of services Independent Advocates commonly signpost to</p> <p>1.6 Explain the difference between advocacy provided by Independent Advocates and other people</p> | |
| <p>2 Explain principles and values underpinning Independent Advocacy</p> | <p>2.1 Explain the key principles underpinning Independent Advocacy</p> <p>2.2 Explain why the key principles are important</p> | |

| Learning Outcomes | Assessment Criteria | Knowledge, understanding and skills |
|--|--|-------------------------------------|
| 3 Describe the development of Advocacy | 3.1 Explain the purpose of Independent Advocacy 3.2 Identify key milestones in the history of Advocacy 3.3 Explain the wider policy context of Advocacy. | |
| 4 Be able to explain different types of Advocacy support and their purpose | 4.1 Compare a range of Advocacy models 4.2 Explain the purpose of different Advocacy models 4.3 Identify the commonalities and differences in a range of Advocacy models | |
| 5 Understand the roles and responsibilities of an Independent Advocate | 5.1 Explain roles and responsibilities within Independent Advocacy 5.2 Describe the limits and boundaries of an Independent Advocate 5.3 Describe the skills, attitudes and personal attributes of a good Advocate 5.4 Identify when and who to seek advice from when faced with dilemmas | |
| 6 Understand Advocacy standards | 6.1 Describe a range of standards which apply to Independent Advocacy 6.2 Explain how standards can impact on the advocacy role and service | |

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- Work products
- Professional discussion
- Candidate/ reflective accounts
- Questions asked by assessors
- Witness testimonies
- Projects/Assignments/RPL
- Case studies

National occupational standards (NOS) mapping/signposting

This unit relates to the following national occupational standards:

HSC 23 Develop your knowledge and practice

HSC 31 Promote effective communication for and about individuals

H136 Communicate effectively with individuals and others

HSC 45 Develop practices which promote choice, well-being and protection of all individuals

HSC 335 Contribute to the protection of individuals from harm and abuse

HSC 366 Support individuals to represent their own needs and wishes at decision making forums

HSC 367 Help individuals identify and access independent representation and advocacy

HSC 368 Present individuals' needs and preferences

HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals

HSC 3199 Promote the values and principles underpinning best practice

PE 1 Enable individuals to make health choices and decisions.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

| Functional Skills Standards | | | | | |
|-----------------------------|---|--------------|--|--|---|
| English | | Mathematics | | ICT | |
| Speaking and Listening | ✓ | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | | Find and select information | |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | |

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.