

Unit Title:	Independent Mental Health Advocacy
Level:	4
Credit value:	7
Guided learning hours:	35
Unit accreditation number:	J/502/3296

Unit purpose and aim

The unit will support learners to develop the skills and knowledge required to provide Independent Health Advocacy (IMHA) as detailed within the Mental Health Act.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Know how Mental Health legislation affects IMHA qualifying patients	1.1 Explain key principles of Mental Health legislation 1.2 Analyse powers within the Mental Health Act 1983 as amended by the Mental Health Act 2007 1.3 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to explain the process of compulsion 1.4 Research a range of safeguards enshrined within the Mental Health Act 1983 as amended by the Mental Health Act 2007	Mental Health legislation: including the Mental Health Act 1983 and Codes of Practice (England and Wales) Process of compulsion: for individual patients who are detained or who are liable to be detained; individuals under guardianship or SCT Safeguards may include: <ul style="list-style-type: none"> • Tribunal • Hospital Managers' hearing • statutory advocacy
2 Provide Independent Mental Health Advocacy	2.1 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to identify when an individual is entitled to receive IMHA support 2.2 Analyse the roles and responsibilities of an IMHA 2.3 Summarise rights afforded to an IMHA within the Mental Health Act 2.4 Prioritise a range of case work	Roles and responsibilities may include: <ul style="list-style-type: none"> • listening • accessing information • promoting rights Rights may include: access to records, patients and staff

	<p>2.5 Assess a range of potential dilemmas which IMHAs can face in practice</p> <p>2.6 Resolve practice dilemmas</p> <p>2.7 Summarise and respond to a range of common advocacy issues for qualifying patients</p> <p>2.8 Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act</p> <p>2.9 Signpost qualifying patients to other services</p> <p>2.10 Identify a range of information that should and must be recorded</p> <p>2.11 Work within different environments</p> <p>2.12 Understand how physical environment can impact on individuals</p>	<p>Potential dilemmas may include:</p> <ul style="list-style-type: none"> • information sharing • supporting people who may experience delusional beliefs • supporting people affected by mental distress <p>Common advocacy issues may include:</p> <ul style="list-style-type: none"> • appeals • complaints • accessing information • changing medication • applying for leave and discharge • impact on the individual such as living on locked wards, accessing private spaces
<p>3 Respond to requests for IMHA support</p>	<p>3.1 Identify a range of people who can refer to the IMHA service</p> <p>3.2 Use referral processes</p> <p>3.3 Implement and review referral processes</p> <p>3.4 Respond to referrals</p> <p>3.5 Know when to refer to a range of advocacy services</p>	<p>Range of people may include:</p> <ul style="list-style-type: none"> • individual • nearest relative • RC • AMHP • therapist • care manager <p>Range of advocacy services may include:</p> <ul style="list-style-type: none"> • IMCA • generic and specialist advocacy services (older people)

<p>4 Engage with professionals</p>	<p>4.1 Research and identify a range of people and services the IMHA is likely to come into contact with</p> <p>4.2 Communicate the IMHA's role to a range of people</p> <p>4.3 Use strategies to negotiate with professionals</p> <p>4.4 Respond to dilemmas and challenges which may be faced</p>	<p>Range of people and services may include:</p> <ul style="list-style-type: none"> • people and services the IMHA is likely to come into contact with • RC • AMHP • care manager <p>Communicating the IMHA role to a range of people may include:</p> <ul style="list-style-type: none"> • AMHP • RC • nearest relative • care manager
<p>5 Respond to individuals who have diverse needs</p>	<p>5.1 Describe how having mental health needs can impact on daily living</p> <p>5.2 Offer support to individuals who have mental health needs</p> <p>5.3 Use a range of methods to communicate with people who have mental health needs</p> <p>5.4 Respond the cultural and spiritual needs of an individual</p> <p>5.5 Identify dimensions of diversity</p> <p>5.6 Signpost a range of specialist support services that a qualifying patient may wish to access</p> <p>5.7 Evaluate how the personal and cultural identity of an IMHA can impact on the advocacy relationship</p>	<p>Impact on daily living may include: living with a range of mental health needs including hearing voices, having delusional beliefs and paranoia</p> <p>Needs of an individual may include individuals from BME groups and people who use languages other than English</p> <p>Specialist support services may include: specialist BME services</p> <p>Personal and cultural identity may include: impact on the advocacy relationship of different aspects of identify including age, ethnicity, sexual orientation, geographical location and religious beliefs</p>

6 Work safely	6.1 Identify situations that present potential risks 6.2 Respond to risk 6.3 Summarise adult (or) child protection procedures 6.4 Commit to using supervision	
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Assessment

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

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. 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. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- Promote the equality, diversity, rights and responsibilities of individuals
- GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness
- H16 Market and promote the service
- HSC 23 Develop your knowledge and practice
- HSC 328 Contribute to care planning and review
- 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 3199 Promote the values and principles underpinning best practice

- HSC 45 Develop practices which promote choice, well-being and protection of all individuals
- HSC 418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
- HSC 419 Provide advice and information to those who enquire about mental health needs and related services
- HSC 423 Assist individuals at formal hearings
- HSC 431 Support individuals where abuse has been disclosed
- HSC 434 Maintain and manage records and reports
- HSC 437 Promote your organisation and its services to stakeholders
- MH_1 Promote effective communication and relationships with people who are troubled or distressed
- MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

Additional information

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.