Unit Title: Providing Independent Advocacy Management

Level: 4

Credit value: 11

Guided learning hours: 35

Unit accreditation number: L/502/3297

Unit purpose and aim

The unit aims to provide learners with the knowledge, skills and understanding to manage an Independent Advocacy service or scheme.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Manage advocacy services	1.1 Select and use a range of management strategies 1.2 Explain the purpose and principles of **supervision** 1.3 Provide supervision 1.4 Implement an appraisal system 1.5 Review a range of **policy and procedures** 1.6 Implement advocacy policy and procedures 1.7 Maintain and review policy documents 1.8 Produce and share policy documents 1.9 Use standards in the running of the service	**Supervision may include:** • peer support meetings • 1:1 supervision • group supervision • quality assurance of case files **Policy and Procedures may include:** • child/adult protection • whistle blowing • information sharing • confidentiality
2 Implement record keeping systems	2.1 Explain the importance of keeping different types of records 2.2 Review and manage internal record keeping systems 2.3 Compare and contrast between good and poor examples of record keeping	

3	Recruit and induct Independent Advocates	3.1	Create job descriptions and person specifications for the Independent Advocacy role	
		3.2	Implement good practice within recruitment processes, recognising diversity and fairness	
		3.3	Adhere to legal requirements in the recruitment of advocates	
		3.4	Explain the purpose of advocacy induction	
		3.5	Design and implement induction packages	
		3.6	Identify support needs of new advocates	
4	Facilitate service user involvement in the running of the Independent Advocacy Service	4.1	Use a range of opportunities to involve service users	**Involving service users may include:** • at board level • through evaluation and feedback of the service • in training and recruitment • in developing policy or business plans • in promoting the service • in creating marketing literature
		4.2	Explain why service users should be involved in the running of the services	
		4.3	Offer support and training to skill service users to secure their involvement	
5	Construct a business plan	5.1	Identify **key features** of a business plan	**Key features may include:** • funding opportunities • aims of the service • threats
		5.2	Construct a business plan	
		5.3	Present the business plan to the organisation	
		5.4	Review the business plan	
6	Measure advocacy outcomes	6.1	Analyse different types of outcomes	**Outcomes may include:** • qualitative • quantitative types
		6.2	Use available data to measure quantitative outcomes	
		6.3	Implement strategies to measure qualitative outcomes	
		6.4	Evaluate results in order to implement changes	

7	Negotiate a Service Level Agreement	7.1	Explain the purpose and function of a Service Level Agreement	**Key advocacy principles may include:**
		7.2	Construct a Service Level Agreement	• Independence
		7.3	Negotiate a Service Level Agreement which upholds **key advocacy principles** with funders or commissioners	• being client led • confidentiality within the SLA
8	Establish relationships with commissioners of advocacy services	8.1	Explain the role of commissioners and commissioning bodies	
		8.2	Develop successful working relationships	
		8.3	Identify and address potential barriers which can prevent effective working relationships	
9	Promote Independent Advocacy and the service	9.1	Use **opportunities** and a range of methods to promote advocacy	**Opportunities may include:** • attending conferences • delivering training • visiting places where people receive services
		9.2	Establish user-friendly referral processes	**Range of methods may include:** • producing leaflets • marketing products • word of mouth

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.

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.