Unit Title:	Providing Independent Advocacy to Adults
Level:	4
Credit value:	5
Guided learning hours:	35
Unit accreditation number:	R/502/3298

Unit purpose and aim

The unit aims to provide learners with the knowledge, skills and understanding to provide Independent Advocacy to adults in a range of settings including: care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Provide Independent Advocacy support to adults in a range of settings	1.1 Identify a range of **settings** and their impact on adults who may require the support of an advocate 1.2 Analyse and address the potential negative impact of the environment 1.3 Promote the advocacy service in a range of settings 1.4 Identify and address a range of **dilemmas** advocates can face in practice 1.5 Support adults to self-advocate 1.6 Apply local or national standards	**Settings may include:** • prisons • day centres • hospital • locked wards **Dilemmas may include:** • maintaining confidentiality • remaining person led • information sharing **Local or national standards may include:** • UKAN • Mind • Action 4 Advocacy • Advocacy Charter • Code of Practice

2	Treat the individual receiving advocacy support as an individual	2.1 Identify personal values	**Communication methods may include:** • verbal • non verbal
		2.2 Use **communication methods** appropriate to the individual	
		2.3 Resolve **barriers** that can prevent people being treated as an individual	**Barriers may include:** • financial • time • personal • organisational
		2.4 Use underpinning advocacy principles of empowerment and person centred to treat people as individuals	
		2.5 Describe how cultural backgrounds can impact on the advocacy relationship	
		2.6 Recognise common myths and assumptions about **different people**	**Different people may include:** • learning disabilities • physical disabilities • sensory impairments • mental health needs • dementia
		2.7 End the advocacy relationship a positive manner	
3	Assist the individual receiving advocacy support to explore choices and potential consequences	3.1 Help individuals to access a range of **sources of information** on options available	**Sources of information may include:** • reports • records • medical information • rights
		3.2 Support an individual to explore options available and make choices	
		3.3 Use UK and European **legislation** to identify human, service and legal rights	**Legislation may include:** • Human Rights Act 1998 • NHS and Community Care Act 1990 • Mental Health Acts 1983 and 2007 • Disability and Discrimination Act 2005 • Care Standards Act 2000
		3.4 Act on the choices and preferred options of an individual	
4	Support adults through a range of meetings	4.1 Explain the purpose and function of a range of **meetings**	**Meetings may include:** • review • assessment • planning • safeguarding
		4.2 Describe the roles and responsibilities of a **range of people** who attend meetings	**Range of people may include:** • social workers • care managers • day centre staff • therapists • GP's • Managers
		4.3 **Support** an individual to participate in a range of meetings	
		4.4 Review and take further steps as appropriate	

		Support may include:
		• attending a meeting • empowering an individual • representing an individual at a meeting • working with an individual before a meeting **Review and take further steps may include:** reviewing the outcome of a meeting to help the individual decide if any further action is required
5 Work safely	5.1 Use supervision to identify good practice and areas for improvement 5.2 Maintain accurate records 5.3 Summarise local adult protection procedures 5.4 Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality 5.5 Respond to disclosures of abuse	

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.