

Unit Title:	Independent Advocacy with Children and Young People
Level:	4
Credit value:	7
Guided learning hours:	35
Unit accreditation number:	Y/502/3299

Unit purpose and aim

This unit aims to provide learners with the knowledge, skills and understanding to provide Independent Advocacy to children and young people, particularly:

- children in need
- children who are looked after by the local authority
- children who are involved in family group or child protection conferences
- young people in the secure estate
- disabled children and young people
- children and young people in education
- children and young people receiving mental health support

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Provide Independent Advocacy support to children and young people	1.1 Analyse which groups of children and young people access advocacy support 1.2 Analyse the roles and responsibilities of a children's advocate 1.3 Assess a range of common advocacy issues for children and young people 1.4 Respond to a range of common advocacy issues 1.5 Identify a range of dilemmas children's advocates can face in practice 1.6 Respond to practice dilemmas 1.7 Support children and young people to self-advocate	Groups may include: <ul style="list-style-type: none"> • disabled children • looked after children • care leavers • children in need • children with mental health needs • children in secure estates Common advocacy issues may include: <ul style="list-style-type: none"> • support with complaints • attending meetings • contact or accessing services

	<p>1.8 Select and use skills to support children and young people to express their wishes, feelings and preferred course(s) of action</p> <p>1.9 Distinguish between best interests and wishes and feelings</p> <p>1.10 Select and apply relevant standards which govern the service and practitioner</p> <p>1.11 Use a variety of methods to communicate with children and young people</p> <p>1.12 Recognise the impact on communication of behaviour, emotional state, feelings, confidence and of gender</p> <p>1.13 Make positive endings when the advocacy relationship finishes.</p>	<p>Standards: select and apply National Minimum Standards for the Provision of Children's advocacy Services</p> <p>Variety of methods to communicate may include:</p> <ul style="list-style-type: none"> • verbal • non verbal
<p>2 Use UK, European and International legislation to promote children's rights</p>	<p>2.1 Summarise key principles and powers in a range of legislation and guidance affecting children</p> <p>2.2 Use the Children Act 1989 and 2004 to identify a range of safeguards and rights</p> <p>2.3 Use opportunities to promote the rights of children and young people</p> <p>2.4 Explain to young people the rights they are entitled to claim</p> <p>2.5 Empower young people with strategies to claim rights</p>	<p>Key principles of a range of legislation may include:</p> <ul style="list-style-type: none"> • Children Act 1989 and 2004 • United Nations Convention on the Rights of the Child • Working Together • Human Rights Act 1998

<p>3 Respond to requests for advocacy support</p>	<p>3.1 Identify a range of people who can refer to children's advocates</p> <p>3.2 Implement child-friendly referral processes</p> <p>3.3 Refer to a range of support services</p>	<p>People may include:</p> <ul style="list-style-type: none"> • the child • parent • carer • social worker <p>Range of support services may include:</p> <ul style="list-style-type: none"> • counselling • social services • connexions
<p>4 Assist the child or young person to explore choices and potential consequence</p>	<p>4.1 Use UK and European legislation to identify children's service, ethical and legal rights</p> <p>4.2 Treat the child as an individual and accept their preferred choices</p> <p>4.3 Access information to allow children and young people to make informed choices</p> <p>4.4 Support children and young people who wish to make complaints or representations about the services they receive</p> <p>4.5 Support children and young people to understand the potential short, medium and long term consequences of the choice(s) they are making.</p>	<p>Complaints may include: stages of Local Authority Complaints Procedure (under Children Act 1989) and a range of options from negotiation to judicial review.</p>
<p>5 Support children and young people through a range of meetings and decision making processes</p>	<p>5.1 Explain the purpose and function of a range of meetings</p> <p>5.2 Summarise the role of an Independent Advocate within a range of meetings</p> <p>5.3 Attend a range of meetings</p> <p>5.4 Support a child or young person to attend a range of meetings</p> <p>5.5 Represent a child or young person at meetings</p>	<p>Meetings may include:</p> <ul style="list-style-type: none"> • statutory review • child protection conferences • family group conferences • appeals • complaint meetings

	<p>5.6 Support a young person to have his/her voice heard at a range of meetings</p> <p>5.7 Support a young person to evaluate the outcomes of a range of meetings</p>	
6 Engage with professionals	<p>6.1 Explain the role of a children's advocate to a range of people</p> <p>6.2 Summarise a range of services and systems children and young people are likely to come into contact with</p> <p>6.3 Represent the views and wishes of children and young people to professionals responsible for making decisions</p> <p>6.4 Summarise the roles and responsibilities of a range of people who support children and young people</p> <p>6.5 Explain jargon and terminology to children and young people</p>	<p>Range of people may include:</p> <ul style="list-style-type: none"> • children and young people • social workers • foster carers • elected members • residential staff <p>Services and systems may include:</p> <ul style="list-style-type: none"> • social services • health • education • youth justice <p>Range of people may include:</p> <ul style="list-style-type: none"> • social workers • judges • guardian • CAMHS workers • IROs • personal advisor
7 Use child protection systems to keep children and young people safe	<p>7.1 Explain the role of Safeguarding Boards</p> <p>7.2 Summarise local child protection procedures</p> <p>7.3 Use child protection procedures to identify when it is appropriate to disclose information and breach confidentiality</p> <p>7.4 Respond to disclosures or concerns of abuse</p>	

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.