

Unit Title: Maintaining the Independent Advocacy relationship
Sector unit reference: ADV 303
Level: 3
Credit value: 6
Guided learning hours: 25
Unit accreditation number: A/502/3148

Unit purpose and aim

The unit examines the relationship between an Independent Advocate and the individual receiving advocacy support. It aims to equip the learner with the skills to maintain an independent and client led relationship whilst developing an understanding of the limitations of the role.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Know what to do when faced with practice dilemmas	1.1 Identify a range of ethical and practical challenges commonly faced by advocates 1.2 Develop a plan or strategy to respond to a range of challenges and threats 1.3 Identify a range of people who can offer support in responding to dilemmas and threats.	
2 Deal positively with conflict	2.1 Identify a range of situations and people where conflict may arise 2.2 Develop positive strategies in resolving conflict.	
3 Maintain accurate records	3.1 Explain the importance of writing and maintaining accurate records 3.2 Identify a range of information which is and is not relevant 3.3 Use appropriate templates to record information.	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
4 Prioritise competing work commitments	4.1 Identify essential and non essential advocacy tasks 4.2 Prioritise competing commitments and tasks.	
5 Use personal value base and power appropriately	5.1 Explain personal motivation and why the learner wants to provide Independent Advocacy Support 5.2 Identify personal values in relation to mental health, disability, human rights, participation and best interests 5.3 Identify sources of personal power.	
6 Use supervision as a tool to reflect and improve practice	6.1 Explain the purpose and function of supervision 6.2 Identify methods of preparing for supervision 6.3 Participate in supervision 6.4 Use self reflection to explore the advocate practice 6.5 Use supervision to identify opportunities to improve skills and knowledge 6.6 Use supervision to explore emotional and practical challenges.	
7 Use local and national networks	7.1 Identify the role of local and national networks 7.2 Access support from local and national networks 7.3 Contribute to the work of local and national networks.	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
8 Respond to concerns of abuse.	8.1 Identify potential signs of child (or) adult abuse 8.2 Explain child (or) adult protection procedures 8.3 Use the advocacy organisation's protection policy to respond to concerns of abuse 8.4 Ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes 8.5 Support the individual uphold their right to be heard.	

Assessment

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

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.

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.

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.

National Occupational Standards (NOS) mapping/signposting

The unit may provide evidence for the following national occupational standards in health and social care:

- HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals
- HSC 22 Support the health and safety of yourself and individuals
- GEN 12 Reflect on and evaluate your own values, priorities, interests and effectiveness
- HSC 23 Develop your knowledge and practice
- H136 Communicate effectively with individuals and others
- HSC 335 Contribute to the protection of individuals from harm and abuse
- HSC 368 Present individuals' needs and preferences
- HSC 45 Develop practices which promote choice, well-being and protection of all individuals

NOS can be 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.