

Unit Title: Responding to the advocacy needs of different groups of people

Unit sector reference: ADV 304

Level: 3

Credit value: 6

Guided learning hours: 25

Unit accreditation number: F/502/3149

Unit purpose and aim

The unit equips learners with an understanding of how to respond to the specific advocacy needs of different people such as

- Black people and ethnic minority groups
- Older people
- People who do not use English as their first language
- People who are physically disabled
- People with learning disabilities
- People with mental health needs
- Children and young people
- Those who cannot instruct an advocate
- People with sensory impairments

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Make advocacy accessible to individuals and different groups	1.1 Identify factors which prevent different groups of people from accessing advocacy support 1.2 Use a range of strategies to make advocacy accessible to different groups.	
2 Define social exclusion	2.1 Summarise the key components of social exclusion 2.2 Explain the impact of social exclusion on different groups of people .	
3 Explain the medical and	3.1 Describe the medical and	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
social model of disability	social model of disability 3.2 Explain how the medical and social model impacts on an individual 3.3 Explain how an advocate can use the medical and social model of disability within the advocacy relationship.	
4 Promote diversity	4.1 Explain the concept of diversity and discrimination 4.2 Use a range of strategies to promote diversity 4.3 Use strategies to challenge discrimination	
5 Use non-instructed Advocacy	5.1 Explain the concept of non-instructed Advocacy 5.2 Select when it is appropriate to use non-instructed Advocacy 5.3 Use non-instructed Advocacy 5.4 Identify a range of threats and challenges when using non-instructed Advocacy.	

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 330	Support individuals to access and use services and facilities
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
H16	Market and promote the service
H136	Communicate effectively with individuals and others
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 368	Present individuals' needs and preferences
MH 43	Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

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.