Unit 4222-601 Purpose and principles of independent advocacy (ADVO 301)

Level: **3**
Credit value: **4**
UAN: **M/502/3146**

Unit aim
This unit aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will:
1. Understand independent advocacy
2. Be able to explain principles and values underpinning Independent Advocacy
3. Be able to describe the development of advocacy
4. Be able to explain different types of advocacy support and their purpose
5. Understand the roles and responsibilities of an Independent Advocate
6. Understand advocacy standards

Guided learning hours
It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national standards

HSC 3	Develop your knowledge and practice
HSC 31	Promote effective communication for and about individuals
H136	Communicate effectively with individuals and others
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
HSC 335	Contribute to the protection of individuals from harm and abuse
HSC 366	Support individuals to represent their own needs and wishes at decision making forums
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 368	Present individuals' needs and preferences
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
HSC 3119	Promote the values and principles underpinning best practice
PE 1	Enable individuals to make health choices and decisions.

Assessment
The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:
Direct Observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:
The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- Work products
- Professional discussion
- Candidate/reflective accounts
- Questions asked by assessors
- Witness testimonies
- Projects/Assignments/RPL
- Case studies

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Assessment Criteria

Outcome 1 Understand independent advocacy

The learner can:

1. define independent advocacy
2. explain the limits to advocacy and boundaries to the service
3. identify the different steps within the advocacy process
4. distinguish when independent advocacy can and cannot help
5. identify a range of services independent advocates commonly signpost to
6. explain the difference between advocacy provided by independent advocates and other people.

Outcome 2 Be able to explain principles and values underpinning Independent Advocacy

The learner can:

1. explain the key principles underpinning independent advocacy
2. explain why the key principles are important.

Outcome 3 Be able to describe the development of advocacy

The learner can:

1. explain the purpose of independent advocacy
2. identify key milestones in the history of advocacy
3. explain the wider policy context of advocacy.

Outcome 4 Be able to explain different types of advocacy support and their purpose

The learner can:

1. compare a range of advocacy models
2. explain the purpose of different advocacy models
3. identify the commonalities and differences in a range of advocacy models.

Outcome 5 Understand the roles and responsibilities of an Independent Advocate

The learner can:

1. explain roles and responsibilities within independent advocacy
2. describe the limits and boundaries of an independent advocate
3. describe the skills, attitudes and personal attributes of a good advocate
4. identify when and who to seek advice from when faced with dilemmas.

Outcome 6 Understand advocacy standards

The learner can:

1. describe a range of standards which apply to independent advocacy
2. explain how standards can impact on the advocacy role and service.