

Unit 4222-604 Responding to the advocacy needs of different groups of people (Advo 304)

Level: 3
Credit value: 6
UAN: F/502/3149

Unit 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

There are **five** learning outcomes to this unit. The learner will:

1. Be able to make advocacy accessible to individuals and different groups
2. Be able to define social exclusion
3. Be able to explain the medical and social model of disability
4. Be able to promote diversity
5. Be able to use non-instructed Advocacy

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

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 Be able to make advocacy accessible to individuals and different groups

The learner can:

1. identify **factors** which prevent different groups of people from accessing advocacy support
2. use a range of strategies to make advocacy **accessible** to different groups.

Outcome 2 Be able to define social exclusion

The learner can:

1. summarise the key components of social exclusion
2. explain the impact of social exclusion on different **groups of people**.

Outcome 3 Be able to explain the medical and social model of disability

The learner can:

1. describe the medical and social model of disability
2. explain how the medical and social model impacts on an individual
3. explain how an advocate can use the medical and social model of disability within the advocacy relationship.

Outcome 4 Be able to promote diversity

The learner can:

1. explain the concept of diversity and discrimination
2. use a range of strategies to promote diversity
3. use strategies to challenge discrimination.

Outcome 5 Be able to use non-instructed Advocacy

The learner can:

1. explain the concept of non-instructed advocacy
2. select when it is appropriate to use non-instructed advocacy
3. use **non-instructed advocacy**
4. identify a range of threats and challenges when using non-instructed advocacy.