

Unit 4222-602 Providing Independent Advocacy support (Advo 302)

Level: 3
Credit value: 6
UAN: T/502/3147

Unit aim

This unit focuses on the practicalities of offering Independent Advocacy support. It aims to develop the skills which will enable candidates to establish safe boundaries within the Independent Advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.

Learning outcomes

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

1. Be able to establish safe boundaries to maintain the Advocacy relationship
2. Be able to establish the advocacy relationship
3. Be able to assist the individual receiving Advocacy support to explore and make choices
4. Be able to construct an action plan
5. Be able to support the individual receiving Advocacy support to self-advocate
6. Be able to act on the instruction of the person receiving Advocacy support
7. Be able to review and end the Advocacy relationship.

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 330	Support individuals to access and use services and facilities
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
AHP 17	Assist and support individuals to use total communication systems
HSC 31	Promote effective communication for and about individuals
HSC 41	Use and develop methods and systems to record and report
HSC 366	Support individuals to represent their own needs and wishes at decision making forums
HSC 368	Present individuals' needs and preferences
CHS 99	Refer individuals to specialist services for treatment and care
PE 1	Enable individuals to make health choices and decisions.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

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 establish safe boundaries to maintain the Advocacy relationship

The learner can:

1. explain the advocacy role to a **range of people** receiving advocacy support
2. conduct an introductory meeting which establishes **key principles** of independent advocacy
3. identify a **range of issues** that can impact on the relationship
4. identify limitations to the independent advocacy role.

Outcome 2 Be able to establish the advocacy relationship

The learner can:

1. explain the potential benefits of advocacy to the individual
2. explain and establish a range of **boundaries**
3. establish if advocacy support is appropriate
4. establish the individual's requirements
5. explain the complaints procedure of the advocacy service.

Outcome 3 Be able to assist the individual receiving Advocacy support to explore and make choices

The learner can:

1. support access to **information** to enable the individual to make an informed choice
2. support the individual to explore **possible consequences** of making a particular choice
3. distinguish between the advocate's view and the choice made by the individual
4. support the individual to make choices including decisions that may be considered unwise
5. using principles of independent advocacy, **respond** to individuals who choose to take risks.

Outcome 4 Be able to construct an action plan

The learner can:

1. support an individual to prioritise his/her goals
2. agree a **course of action** with the individual receiving advocacy support
3. identify **key individuals** who will be involved in achieving the plan
4. provide ongoing feedback to the individual
5. review the action plan
6. identify who to seek advice from when the action plan is threatened.

Outcome 5 Be able to support the individual receiving Advocacy support to self-advocate

The learner can:

1. summarise the benefits of self-advocacy
2. use a **range of techniques** to support an individual to self-advocate
3. take actions to help individuals achieve their goals.

Outcome 6 Be able to act on the instruction of the person receiving Advocacy support

The learner can:

1. identify the wishes and feelings of an individual receiving advocacy support
2. agree a preferred course of action
3. provide feedback on action taken to the individual.

Outcome 7 Be able to review and end the Advocacy relationship.

The learner can:

1. support the individual to assess the outcomes of the advocacy relationship
2. support the individual to establish if **further assistance** is needed
3. decide when and how to end the advocacy relationship.