

Unit 4222-603 Maintaining the Independent Advocacy relationship (Advo 303)

Level: 3
Credit value: 6
UAN: A/502/3148

Unit 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

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

1. Know what to do when faced with practice dilemmas
2. Be able to deal positively with conflict
3. Be able to maintain accurate records
4. Be able to prioritise competing work commitments
5. Be able to use personal value base and power appropriately
6. Be able to use supervision as a tool to reflect and improve practice
7. Be able to use local and national networks
8. Be able to respond to concerns of abuse

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 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.

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 Know what to do when faced with practice dilemmas

The learner can:

1. identify a range of **ethical and practical challenges** commonly faced by advocates
2. develop a plan or strategy to respond to a range of challenges and threats
3. identify a **range of people** who can offer support in responding to dilemmas and threats.

Outcome 2 Be able to deal positively with conflict

The learner can:

1. identify a **range of situations** and people where conflict may arise
2. develop positive strategies in resolving conflict.

Outcome 3 Be able to maintain accurate records

The learner can:

1. explain the importance of writing and maintaining accurate records
2. identify a **range of information** which is and is not relevant
3. use appropriate templates to record information.

Outcome 4 Be able to prioritise competing work commitments

The learner can:

1. identify essential and non essential advocacy tasks
2. prioritise competing commitments and tasks.

Outcome 5 Be able to use personal value base and power appropriately

The learner can:

1. explain personal motivation and why the learner wants to provide independent advocacy support
2. identify personal values in relation to mental health, disability, human rights, participation and best interests
3. identify sources of personal power.

Outcome 6 Be able to use supervision as a tool to reflect and improve practice

The learner can:

1. explain the purpose and function of supervision
2. identify methods of preparing for supervision
3. participate in supervision
4. use self reflection to explore the advocate's practice
5. use supervision to identify opportunities to improve skills and knowledge
6. use supervision to explore emotional and practical challenges.

Outcome 7 Be able to use local and national networks

The learner can:

1. identify the role of local and national networks
2. **access support** from local and national networks
3. **contribute** to the work of local and national networks.

Outcome 8 Be able to respond to concerns of abuse

The learner can:

1. identify potential signs of child (or adult) abuse
2. explain child (or adult) protection procedures
3. use the advocacy organisation's protection policy to respond to concerns of abuse
4. ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes
5. support the individual uphold their right to be heard.