

## **H5PM 04 (SCDHSC0410) — Advocate With and on Behalf of Individuals**

### **Overview**

This standard identifies the requirements when you advocate with and on behalf of individuals. This includes supporting individuals to participate in decision-making processes and working with them to assess appropriate forms of advocacy in specific situations. It also includes both advocating with individuals yourself and supporting individuals to access independent advocacy.

## **Additional Information**

### **Scope/range related to Performance Criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**NOTE:** Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

The **individual** is the person who requires advocacy.

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

## **Scope/range related to Knowledge and Understanding**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

### **Factors that may affect the health, wellbeing and development of individuals**

**may include:** adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

### **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 31 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Support individuals to participate in decision-making processes

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Assess the <b>individual's</b> capacity to navigate systems and make their voice heard in decision-making processes that affect them.	
2	Agree the level and nature of your own contribution in supporting the individual to participate in decision-making processes.	
3	Ensure literature and documentation is made available to the individual in their preferred language and format.	
4	Support the individual to understand the concepts of power and empowerment in different situations.	
5	Explain processes and procedures to enable the individual to participate as fully as possible.	
6	Work with the individual to build their capacity to advocate for themselves.	
7	Carry out your agreed role to support participation in decision-making processes.	
8	Confirm the individual's understanding of the outcomes of their participation and any decisions made.	
9	Identify any prejudice and discrimination encountered.	
10	Challenge systems or processes that present barriers to participation.	

### Support individuals to participate in decision-making processes (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
11	Review the effectiveness of support provided.	

### Assess appropriate forms of advocacy for specific situations

12	Research types of advocacy likely to meet the individual's preferences, needs and circumstances and the specific situation for which advocacy is required.	
13	Confirm the individual's right to access independent advocacy or use you or <b>others</b> in the advocacy role.	
14	Clarify legal and work setting <b>policies and procedures</b> that may affect decisions about who is able to act as an advocate.	
15	Confirm that you and other potential advocates are in a position to advocate on behalf of the individual.	
16	Reflect on any past experiences that may affect the choice of potential advocate.	
17	Assess with the individual the most appropriate type of advocacy to meet their preferences, needs and circumstances and the specific situation for which advocacy is required.	

### Advocate with and for individuals

18	Establish that the individual requires you to advocate for them in a specific situation.	
19	Make professional judgements about any potential conflicts of interest that may arise if you act as advocate.	
20	Clarify with the individual the desired outcomes of the advocacy and other possible outcomes.	

### Advocate with and for individuals (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
21	Work with the individual to prepare a case that represents their best interests.	
22	Support the individual to participate in processes to the extent that they wish and are able.	
23	Make representation with and for the individual to achieve desired outcomes.	
24	Communicate outcomes of the advocacy to the individual in ways that can be understood.	
25	Record the processes and outcomes from the advocacy according to legal and work setting requirements.	
26	Review with the individual the effectiveness of the advocacy.	

### Assist individuals to access independent advocacy

27	Clarify with the individual your role in supporting them to access independent advocacy.	
28	Support the individual to use information to select the most appropriate independent advocate or advocacy service.	
29	Support the individual to brief the advocate.	
30	Carry out any further agreed responsibilities during the advocacy arrangement.	
31	Support the individual to review the effectiveness of the independent advocacy.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 64 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	



### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
21	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

22	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

### Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

### Communication

27	Factors that can affect communication and language skills and their development in individuals.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safe guarding and protection from harm or abuse.	

## Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

## Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

**Risk management**

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
54	Work setting structures, policies and procedures for advocacy.	
55	The range of local and appropriate national resources and services.	
56	Theories about how systems work.	
57	Principles, theories and methods of advocacy.	
58	Principles, theories and methods of empowerment.	
59	Principles about balancing the rights of individuals with the interests of society and the requirements of practice.	
60	Approaches to presenting evidence and information in different formats and for different audiences.	
61	Lessons learned from both serious failure of service and practice and from successful interventions.	
62	Approaches to evidence and knowledge based practice.	
63	Theories of organisations, group behaviour and organisational change.	
64	Theories and methods of promoting personal, social and emotional wellbeing.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	