

## **H5WJ 04 (SCDHSC 0046) — Advocate With and on Behalf of Children and Young People**

### **Overview**

This standard identifies the requirements when you lead independent representation and advocacy with, and on behalf of, children and young people. This includes supporting children and young people to identify how and by whom they wish to be represented, then working with them to represent their needs and wishes. It also includes helping children and young people to understand the outcomes of the representation. The standard includes supporting children and young people to evaluate their experiences of the advocacy support they have used and the systems they have encountered.

## 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

**Advocacy** is where a person represents the exact views of the child/young person and speaks on their behalf.

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

**Evidence** is the supporting rationale and materials that underpin decisions and actions. It should clearly differentiate between fact, informed opinion, evidence and knowledge based evidence.

**Independent representation** is where the child or young person is represented by someone who is independent of others involved in their health and care.

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Level of development** includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

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

## **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** may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; 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 that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ 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 40 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.

### Work with children and young people to identify how and by whom they wish to be represented

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Engage with the <b>child or young person</b> in ways that promote their trust and <b>active participation</b> , taking account of their <b>level of development</b> .	
2	Support the child or young person to understand the processes in which they are involved.	
3	Support the child or young person to understand how they can make their views known.	
4	Support the child or young person to <b>communicate</b> their feelings, preferences and needs about <b>advocacy</b> and <b>independent representation</b> .	
5	Seek relevant advice from <b>key people</b> close to the child and young person, with the child or young person's consent.	
6	Provide the child or young person with all relevant information about advocacy and independent representation.	
7	Support the child or young person to interpret and understand the information provided.	
8	Ensure that it is the child or young person who determines whether in specific situations they participate and communicate for themselves; with an advocate to speak for them; or jointly with an advocate.	

**Work with children and young people to identify how and by whom they wish to be represented (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Support the child or young person to understand the choices they have regarding decisions being made about them and any restrictions placed upon them and others.	
10	Keep records of meetings with the child or young person which show how their active participation has been promoted.	
11	Where you are unable to help, work with <b>others</b> to refer the child or young person on to another appropriate source of help	

**Work in partnership with children and young people to represent their preferences and needs**

12	Support the child or young person to make informed decisions about how you should represent them.	
13	Provide information in an accessible and understandable format and language that gives the child or young person appropriate power and an effective voice.	
14	Support the child or young person to communicate what they want you to say on their behalf.	
15	Communicate to the child or young person what you are going to say and check that this reflects their preferences and needs.	
16	Support the child or young person to understand what others who are challenging their representation may say and how you might have to change what you say in response to their comments.	
17	Defend the rights of all children and young people to express their views.	

**Work in partnership with children and young people to represent their preferences and needs (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
18	Act only with the express permission and instructions of the child or young person, even when you disagree.	
19	Treat the child or young person fairly, equally and with respect, valuing them as individuals and challenging discrimination.	
20	Ensure that the activities you undertake on behalf of the child or young person have specified and achievable timescales.	
21	Where deadlines for processes slip, inform the child or young person of this and the possible consequences.	
22	Assure the child or young person that you will remain as their advocate unless there is a good reason for change.	
23	Following the end of each contact, agree any follow-up action with the child or young person.	
24	Where there are differences between your own and the child or young person's view, communicate the differences and identify the best way forward with the child or young person, key people and others.	
25	Use <b>evidence</b> to record what has been done, how it was done and why.	
26	Give the child or young person the opportunity to see, understand and challenge the records to ensure that their views and wishes are documented and understood.	

**Help children and young people to understand the outcomes of the representation**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
27	Clarify whether the child or young person has understood the proceedings and the implications of what was said and decided for and about them.	
28	Support the child or young person to understand the outcomes from the representation.	
29	Give the child or young person any documents that they are able to read, checking that their understanding of them is correct and clarifying issues and matters arising.	
30	Provide information about the processes and outcomes from the representation in an understandable and accessible form for the child or young person.	
31	Assure the child or young person that their privacy will be respected at all times and that nothing will be disclosed outside the service without their agreement, unless it is necessary to prevent significant harm and abuse to them or to someone else, or if disclosure is required by a court.	
32	Enable the child or young person to understand any future action that may be taken, how they may be involved in this and any likely effects this may have on their life.	

**Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
33	Support the child or young person to evaluate their experiences of the advocacy and the systems to support it.	
34	Ensure that the child or young person is aware of complaints procedures and how to use these.	
35	Involve the child or young person in identifying changes that need to be made to advocacy services, indicating how such their suggestions could help other children and young people and prompt decision-makers to make changes more urgently.	
36	Work collaboratively with those within and outside your work setting who share similar concerns and objectives to promote children's and young people's rights and wishes.	
37	Work with others to ensure that every child or young person can access advocacy services and participate effectively regardless of disability, age, gender, race, culture, religion, language, sexuality or nationality.	
38	Support the child or young person to raise concerns and follow the complaints procedures when they are not happy with the service.	
39	Use evidence to record what has been done, how it was done and why.	
40	Give the child or young person the opportunity to see, understand and challenge the records to ensure that their views and wishes are documented and understood.	



## 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 75 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</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that children and young people 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, codes of practice, 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/child centred working and the importance of knowing and respecting each child or young person as an individual.	
13	The prime importance of the interests and wellbeing of children and young people.	
14	The child or young person'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 children and young people's dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with children, young people, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	

### 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>
20	How to challenge poor practice.	
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</b> of children and young people you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	
24	Theories about attachment and its impact on children and young people.	

### Personal and professional development

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

### Communication

28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Methods and techniques to promote communication skills which enable children and young people to express 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>
30	Legal and statutory requirements for health and safety.	
31	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
32	Practices for the prevention and control of infection in the context of this standard.	

## Safeguarding

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

## Multi-disciplinary working

39	The purpose of working with other professionals and agencies.	
40	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>
41	Legal requirements, policies and procedures for the security and confidentiality of information.	
42	Legal and work setting requirements for recording information and producing reports.	
43	Principles of confidentiality and when to pass on otherwise confidential information.	
44	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
45	How and where electronic communications can and should be used for communicating, recording and reporting.	

## Leading practice

46	Theories about leadership.	
47	Standards of practice, service standards and guidance relating to the work setting.	
48	National and local initiatives to promote the wellbeing of children and young people.	
49	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
50	Methods of supporting others to work with and support children and young people, key people and others.	
51	How to contribute to the development of systems, practices, policies and procedures.	
52	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>
53	Principles of risk assessment and risk management.	
54	Principles of positive risk-taking.	

## Knowledge that is Specific to this NOS

55	Ways to empower children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks.	
56	How to access, evaluate and influence organisational and workplace policies, procedures and systems for advocacy.	
57	How and where to access literature, information and support to inform your own and the practice of others when advocating for children and young people.	
58	Current literature related to best practice in advocacy for children and young people.	
59	Theories relevant to the children and young people with whom you work about loss and change.	
60	Theories relevant to the children and young people with whom you work about the effects of stress and distress.	
61	Theories of engagement, stimulation and motivation related to the children and young people with whom you work.	
62	Inter-personal communication with children and young people, including those whose age or condition requires non-verbal inter-actions and communications.	

### Knowledge that is Specific to this NOS (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>
63	Methods of involving children and young people in assessing, planning, implementing, and reviewing their advocacy needs and preferences, in ways that are appropriate to the age of the child/young person and their level of development and understanding.	
64	Methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour	
65	The different types of decision-making forums with which children and young people might be involved, how they operate and how to promote the child/ young person's understanding of the way decisions are made at the forums.	
66	The different forms of advocacy and the contribution they can make in supporting children and young people to express their views.	
67	Factors to take account of and ways of working with children and young people when reviewing and evaluating the outcomes of advocacy with them.	
68	Factors involved in and which must be considered when negotiating and agreeing changes to advocacy.	
69	Factors that cause risks and those that ensure safe and effective care for children and young people.	
70	Types of support for disabled children, young people and parents.	
71	The use of evidence based practice to justify your actions and decisions.	

### Knowledge that is Specific to this NOS (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>
72	The use of evidence based practice to record and report processes and outcomes of your work.	
73	Methods that are effective to enable you to work in age appropriate ways when advocating for children and young people.	
74	The types of evidence that are valid in investigations and court, actions and statements that could contaminate the use of evidence.	
75	The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers.	



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>	