



QCF Unit and Assessment Specification

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| Unit title | Independent Mental Health Advocacy |
| Ofqual Unit code | J/502/3296 |
| SQA Unit code | FL15 53 |
| SSC Ref | ADV 306 |

History of changes

Publication date: April 2011

Version: 01

| Version number | Date | Description | Authorised by |
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QCF Unit specification

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| Title | Independent Mental Health Advocacy | |
| Level | 4 | |
| Credit value | 7 | |
| Learning Outcomes | Assessment Criteria | |
| The learner will: | The learner can: | |
| 1 Know how Mental Health legislation affects Independent Mental Health Advocacy qualifying patients. | 1.1 Explain key principles of Mental Health legislation. 1.2 Analyse powers within the Mental Health Act 1983 as amended by the Mental Health Act 2007. 1.3 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to explain the process of compulsion. 1.4 Research a range of safeguards enshrined within the Mental Health Act 1983 as amended by the Mental Health Act 2007. | |
| 2 Provide Independent Mental Health Advocacy. | 2.1 Use the Mental Health Act 1983 as amended by the Mental Health Act 2007 to identify when an individual is entitled to receive IMHA support. 2.2 Analyse the roles and responsibilities of an IMHA. 2.3 Summarise rights afforded to an IMHA within the Mental Health Act. 2.4 Prioritise a range of case work. 2.5 Assess a range of potential dilemmas which IMHAs can face in practice. 2.6 Resolve practice dilemmas. 2.7 Summarise and respond to a range of common advocacy issues for qualifying patients. 2.8 Understand treatment options available to an individual who is subject to compulsion under the Mental Health Act. 2.9 Signpost qualifying patients to other services. 2.10 Identify a range of information that should and must be recorded. 2.11 Work within different environments. 2.12 Understand how physical environment can impact on individuals. | |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
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| 3 Respond to requests for Independent Mental Health Advocacy support. | 3.1 Identify a range of people who can refer to the IMHA service. 3.2 Use referral processes. 3.3 Implement and review referral processes. 3.4 Respond to referrals. 3.5 Know when to refer to a range of advocacy services. |
| 4 Engage with professionals. | 4.1 Research and identify a range of people and services the IMHA is likely to come into contact with. 4.2 Communicate the IMHA's role to a range of people. 4.3 Use strategies to negotiate with professionals. 4.4 Respond to dilemmas and challenges which may be faced. |
| 5 Respond to individuals who have diverse needs. | 5.1 Describe how having mental health needs can impact on daily living. 5.2 Offer support to individuals who have mental health needs. 5.3 Use a range of methods to communicate with people who have mental health needs. 5.4 Respond the cultural and spiritual needs of an individual. 5.5 Identify dimensions of diversity. 5.6 Signpost a range of specialist support services that a qualifying patient may wish to access. 5.7 Evaluate how the personal and cultural identity of an IMHA can impact on the advocacy relationship. |
| 6 Work safely. | 6.1 Identify situations that present potential risks. 6.2 Respond to risk. 6.3 Summarise adult (or) child protection procedures. 6.4 Commit to using supervision. |

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| Additional information about the Unit | |
| Unit purpose and aim(s) | |
| The Unit will support learners to develop the skills and knowledge required to provide Independent Health Advocacy (IMHA) as detailed within the Mental Health Act. | |
| Unit expiry date | |
| 28 February 2015 | |
| Details of the relationship between the Unit and relevant national occupational standards (if appropriate) | |
| HSC 3111 | Promote the equality, diversity, rights and responsibilities of individuals |
| GEN 12 | Reflect on and evaluate your own values, priorities, interests and effectiveness |
| H16 | Market and promote the service |
| HSC 23 | Develop your knowledge and practice |
| HSC 328 | Contribute to care planning and review |
| HSC 366 | Support individuals to represent their own needs and wishes at decision making forums |
| HSC 367 | Help individuals identify and access independent representation and advocacy |
| HSC 368 | Present individuals' needs and preferences |
| HSC 3199 | Promote the values and principles underpinning best practice |
| HSC 45 | Develop practices which promote choice, well-being and protection of all individuals |
| HSC 418 | Work with individuals with mental health needs to negotiate and agree plans for addressing those needs |
| HSC 419 | Provide advice and information to those who enquire about mental health needs and related services |
| HSC 423 | Assist individuals at formal hearings |
| HSC 431 | Support individuals where abuse has been disclosed |
| HSC 434 | Maintain and manage records and reports |
| HSC 437 | Promote your organisation and its services to stakeholders |
| MH_1 | Promote effective communication and relationships with people who are troubled or distressed |
| MH 43 | Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs |

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| Details of the relationship between the Unit and other standards or curricula (if appropriate) |
| N/A |
| Assessment requirements specified by a sector or regulatory body (if appropriate) |
| <p>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.</p> <p>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.</p> <p>Required sources of performance and knowledge evidence: Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this Unit.</p> <p>If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the Assessment Criteria for this Unit</p> <p>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 learner's performance can be established.</p> <ul style="list-style-type: none"> ◆ work products ◆ professional discussion ◆ learner/ reflective accounts ◆ questions asked by assessors ◆ witness testimonies ◆ projects/Assignments/RPL ◆ case studies |
| Endorsement of the Unit by a sector or other appropriate body (if required) |
| Skills for Care and Development |
| Location of the Unit within the subject/sector classification system |
| 1.3 Health and Social Care |

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| Name of the organisation submitting the Unit |
| City & Guilds |
| Availability for use |
| 1 April 2011 |
| Availability for delivery |
| Shared |
| Guided Learning Hours |
| 35 |

QCF Assessment specification

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| Assessment (evidence) Requirements |
| This information is provided in the accredited Unit specification and should be incorporated in the assessment and/or assessment guidance related to this Unit'. |
| Guidance on Instruments of Assessment |
| More information on selecting instruments of assessment can be found in <i>Assessment: A Guide for Centres Offering Ofqual Accredited Qualifications</i> (Publication code: FA5465). |