



## QCF Unit and Assessment Specification

<b>Unit title</b>	Providing Independent Advocacy Support
<b>Ofqual Unit code</b>	T/502/3147
<b>SQA Unit code</b>	FL3K 57
<b>SSC Ref</b>	Advo 302

## History of changes

**Publication date:** April 2011

**Version:** 01

<b>Version number</b>	<b>Date</b>	<b>Description</b>	<b>Authorised by</b>

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## QCF Unit specification

<b>Title</b>	Providing Independent Advocacy Support	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1 Establish safe boundaries to maintain the Advocacy relationship.	1.1 Explain the advocacy role to a range of people receiving advocacy support. 1.2 Identify a range of issues that can impact on the relationship. 1.3 Conduct an introductory meeting which establishes key principles of Independent Advocacy. 1.4 Identify limitations to the Independent Advocacy role.	
2 Establish the advocacy relationship.	2.1 Explain the potential benefits of advocacy to the individual. 2.2 Explain and establish a range of boundaries. 2.3 Establish if advocacy support is appropriate. 2.4 Establish the individual's requirements. 2.5 Explain the complaints procedure of the advocacy service.	
3 Assist the individual receiving advocacy support to explore and make choices.	3.1 Support access to information to enable the individual to make an informed choice. 3.2 Support the individual to explore possible consequences of making a particular choice. 3.3 Distinguish between the advocate's view and the choice made by the individual. 3.4 Support the individual to make choices including decisions that may be considered unwise. 3.5 Using principles of Independent Advocacy, respond to individuals who choose to take risks.	

<b>Learning Outcomes</b>  <b>The learner will:</b>	<b>Assessment Criteria</b>  <b>The learner can:</b>
4 Construct an action plan.	4.1 Support an individual to prioritise his/her goals.  4.2 Agree a course of action with the individual receiving advocacy support.  4.3 Identify key individuals who will be involved in achieving the plan.  4.4 Provide ongoing feedback to the individual.  4.5 Review the action plan.  4.6 Identify who to seek advice from when the action plan is threatened.
5 Support the individual receiving advocacy support to self-advocate.	5.1 Summarise the benefits of self-advocacy.  5.2 Use a range of techniques to support an individual to self-advocate.  5.3 Take actions to help individuals achieve their goals.
6 Act on the instruction of the person receiving advocacy support.	6.1 Identify the wishes and feelings of an individual receiving advocacy support.  Agree a preferred course of action.  Provide feedback on action taken to the individual.
7 Review and end the advocacy relationship.	7.1 Support the individual to assess the outcomes of the advocacy relationship.  7.2 Support the individual to establish if further assistance is needed.  7.3 Decide when and how to end the advocacy relationship.

<b>Additional information about the Unit</b>	
<b>Unit purpose and aim(s)</b>	
This Unit focuses on the practicalities of offering Independent Advocacy support. It aims to develop the skills which will enable learners to establish safe boundaries within the Independent Advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.	
<b>Unit expiry date</b>	
28 February 2015	
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>	
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
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>	
N/A	

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<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:</p> <p>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.</p> <p>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:</p> <p>Direct Observation is the required assessment method to be used to evidence some part of this Unit.</p> <p>Other sources of performance and knowledge evidence:</p> <p>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"> <li>◆ work products</li> <li>◆ professional discussion</li> <li>◆ learner/ reflective accounts</li> <li>◆ questions asked by assessors</li> <li>◆ witness testimonies</li> <li>◆ projects/Assignments/RPL</li> <li>◆ case studies</li> </ul>
<b>Endorsement of the Unit by a sector or other appropriate body (if required)</b>
Skills for Care and Development
<b>Location of the Unit within the subject/sector classification system</b>
1.3 Health and Social Care
<b>Name of the organisation submitting the Unit</b>
City & Guilds
<b>Availability for use</b>
1 April 2011

<b>Availability for delivery</b>
Shared
<b>Guided Learning Hours</b>
25

## QCF Assessment specification

<b>Assessment (evidence) Requirements</b>
This information is provided in the accredited Unit specification and should be incorporated in the assessment and/or assessment guidance related to this Unit'.
<b>Guidance on Instruments of Assessment</b>
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).