



QCF Unit and Assessment Specification

Unit title	Responding to the Advocacy Needs of Different Groups of People
Ofqual Unit code	F/502/3149
SQA Unit code	FL3T 57
SSC Ref	Advo 304

History of changes

Publication date: April 2011

Version: 01

Version number	Date	Description	Authorised by

© Scottish Qualifications Authority 2012

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

QCF Unit specification

Title	Responding to the Advocacy Needs of Different Groups of People	
Level	3	
Credit value	6	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1 Make advocacy accessible to individuals and different groups.	1.1 Identify factors which prevent different groups of people from accessing advocacy support.	1.2 Use a range of strategies to make advocacy accessible to different groups.
2 Define social exclusion.	2.1 Summarise the key components of social exclusion.	2.2 Explain the impact of social exclusion on different groups of people.
3 Explain the medical and social model of disability.	3.1 Describe the medical and social model of disability.	3.2 Explain how the medical and social model impacts on an individual.
	3.3 Explain how an advocate can use the medical and social model of disability within the advocacy relationship.	
4 Promote diversity.	4.1 Explain the concept of diversity and discrimination.	4.2 Use a range of strategies to promote diversity.
	4.3 Use strategies to challenge discrimination.	
5 Use non-instructed advocacy.	5.1 Explain the concept of non-instructed Advocacy.	5.2 Select when it is appropriate to use non-instructed Advocacy.
	5.3 Use non-instructed Advocacy.	5.4 Identify a range of threats and challenges when using non-instructed Advocacy.

Additional information about the Unit
Unit purpose and aim(s)
<p>The Unit equips learners with an understanding of how to respond to the specific advocacy needs of different people such as</p> <ul style="list-style-type: none"> ◆ black people and ethnic minority groups ◆ older people ◆ people who do not use English as their first language ◆ people who are physically disabled ◆ people with learning disabilities ◆ people with mental health needs ◆ children and young people ◆ those who cannot instruct an advocate ◆ people with sensory impairments
Unit expiry date
28 February 2015
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
<p>HSC 330 Support individuals to access and use services and facilities</p> <p>HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals</p> <p>H16 Market and promote the service</p> <p>H136 Communicate effectively with individuals and others</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs</p>

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 is the required assessment method to be used to evidence some part of 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
Name of the organisation submitting the Unit
City & Guilds

Availability for use
1 April 2011
Availability for delivery
Shared
Guided Learning Hours
25

QCF Assessment specification

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).