

Unit 10:

Understand the Purpose and Principles of Independent Advocacy

Unit reference number: **J/616/7120**

Level: **3**

Unit type: **Optional**

Credit value: **4**

Guided learning hours: **25**

Unit summary

To be an advocate for someone in a care setting, you need to be a good listener, and be able to express the views of others. You also need to be empathetic and able to maintain confidentiality. Advocacy, especially in mental healthcare and for those with learning disabilities, is important in helping to give the individual a voice in the decision-making process. The principles of independent advocacy have been developed over the last 25 years to reflect changes in society.

This unit will give you an understanding of what independent advocacy is and how to use the values and principles that underpin good practice in advocacy. The unit focuses on the different models of advocacy, their history and why it is so important for some individuals. You will learn about the standards that are applied locally, regionally and nationally, and how they have an impact on the advocacy role.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand independent advocacy	1.1 Define independent advocacy 1.2 Explain the limits to advocacy and boundaries to the service 1.3 Identify the different steps within the advocacy process 1.4 Evaluate when independent advocacy can and cannot help 1.5 Identify different services independent advocates commonly signpost to 1.6 Explain the difference between advocacy provided by independent advocates and other people
2 Understand principles and values underpinning independent advocacy	2.1 Explain the key principles underpinning independent advocacy 2.2 Explain why the key principles are important
3 Understand the development of advocacy	3.1 Explain the purpose of independent advocacy 3.2 Identify key milestones in the history of advocacy 3.3 Explain the wider policy context of advocacy
4 Understand different types of advocacy support and their purpose	4.1 Compare different advocacy models 4.2 Explain types of support provided by different advocacy models 4.3 Explain the purpose of different advocacy models

Learning outcomes	Assessment criteria
5 Understand the roles and responsibilities of an independent advocate	<p>5.1 Explain roles and responsibilities within independent advocacy</p> <p>5.2 Explain the limits and boundaries of an independent advocate</p> <p>5.3 Describe the skills, attitudes and personal attributes of a good advocate</p> <p>5.4 Identify when and from whom to seek advice when faced with dilemmas</p>
6 Understand advocacy standards	<p>6.1 Describe different standards that apply to independent advocacy</p> <p>6.2 Explain how standards can impact on the advocacy role and service</p>

Content

What needs to be learned

Learning outcome 1: Understand independent advocacy

Definition

- Advocacy Charter:
 - offers guidance to advocates
 - informs individuals of what they can expect from the service
 - educates about the scope and limitations of the advocate role
 - helps to develop the needs of advocates
 - raises awareness of the need for and benefits of advocacy for vulnerable people.

Limits

- Time.
- Communication skills.
- Confidence.
- Conflict of interest.
- Ethical and practical challenges.
- Managing conflict.
- Prioritising issues.
- Personal beliefs, values and attitudes.
- Issues that affect the advocacy relationship.

Steps in the advocacy process

- Meet the advocate.
- Give the advocate permission to represent the views of the individual.
- Speaking out on behalf of the individual.

Benefits of independent advocacy

- Gain in confidence.
- Understand their rights.
- Have a voice in decisions made about them.
- Support of an independent individual who is not judging or assessing them.

Services to which independent advocates commonly signpost

- Local education authority.
- Health services.
- Social services.
- Charities.

Differences between independent advocates and other people

- Others, e.g. colleagues, families or carers, friends, other professionals.
- Paid/unpaid.
- Knowledge.
- Experience.
- Formal qualifications/ongoing training.

What needs to be learned

Learning outcome 2: Understand principles and values underpinning independent advocacy

Principles of advocacy

- Quality Performance Mark (QPM).
- Clarity of purpose.
- Independence.
- Empowerment and person-centred approach.
- Equality, accessibility and diversity.
- Supporting advocates.
- Confidentiality.
- Accountability and complaints.
- Safeguarding.

Learning outcome 3: Understand the development of advocacy

Purpose of independent advocacy

- Puts the people who use it first.
- Is accountable.
- As free as it can be from conflicts or interests.
- Is accessible.

Development of advocacy

- Bedlam 1620.
- John Thomas Percival.
- Mental Patients Union – London.
- Advocacy: A Code of Practice (UKAN, 1994).
- United Kingdom Advocacy Network (UKAN).
- Patient's Charter 1995.

Wider policy

- How advocacy could be affected by such things as:
 - new legislation
 - White and Green Papers
 - new policy initiatives
 - changes to work practices within other professions
 - an understanding of local support services.

Key legislation

- Mental Health Act 2007.
- Mental Capacity Act 2005.
- The United Nations Principles for the Protection of Persons with Mental Illness and for the Improvement of Mental Health Care (1991).

What needs to be learned

- Human Rights Act 1998.
- The United Nations Convention on the Rights of Persons with Disabilities 2006.
- Equality Act 2010.
- Care Act 2014.

Learning outcome 4: Understand different types of advocacy support and their purpose

Advocacy models

- Citizen advocacy.
- Issue-based advocacy.
- Non-instructed advocacy.
- Statutory advocacy:
 - Independent Mental Capacity Advocate (IMCA)
 - Independent Mental Health Advocacy (IMHA).
- Self-advocacy.
- Peer advocacy.

Learning outcome 5: Understand the roles and responsibilities of an independent advocate

Roles and responsibilities

- Support individual to make choices.
- Help to gather information for individuals to enable them to make choices.
- Listen to an individual to find their concerns.
- Empower an individual to speak for themselves.
- Challenge discrimination and unfair decisions.
- Help to ensure the rights of the individual are maintained.

Limitations and boundaries

- Making decisions about provision of services.
- Not able to become a friend to the individual.
- Not a counselling service.
- Cannot give advice or guidance.
- Not able to mediate where there are disagreements or complaints.

Skills and attributes

- Effective listening.
- Good interpersonal skills.
- Reliability.
- Understanding the nature of confidentiality.
- Non-judgemental.
- Commitment to promoting equality and diversity.
- Person-centred approach.
- Commitment to empowering individuals.

What needs to be learned

Learning outcome 6: Understand advocacy standards

Standards

- Local, regional, national.
- Action 4 of the Advocacy Code of Practice.
- Local standards where developed.

Information for tutors

Suggested resources

Books

Newbigging K et al – *Independent Mental Health Advocacy – The Right to be Heard* (Jessica Kingsley Publishers, London and Philadelphia, 2015) ISBN 9781849055154

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012)
ISBN 9780335243037

Websites

www.actionforadvocacy.org.uk/index.jsp

Action for Advocacy (A4A) – information on independent advocacy.

www.qualityadvocacy.org.uk

Advocacy Quality Performance Mark (QPM). The QPM works in conjunction with the Advocacy Code of Practice, enabling providers to demonstrate how they are meeting the different standards set out in the code.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.