

Unit 14 Understand the Purpose and Principles of Independent Advocacy

Level:	3
Unit type:	Optional (Group B1)
Credit value:	4
Guided learning hours:	25

Unit introduction

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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required 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
5 Understand the roles and responsibilities of an independent advocate	5.1 Explain roles and responsibilities within independent advocacy 5.2 Explain the limits and boundaries of an independent advocate 5.3 Describe the skills, attitudes and personal

Learning outcomes	Assessment criteria
	attributes of a good advocate 5.4 Identify when and from whom to seek advice when faced with dilemmas
6 Understand advocacy standards	6.1 Describe different standards that apply to independent advocacy 6.2 Explain how standards can impact on the advocacy role and service

Unit 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.

What needs to be learned

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.

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:

What needs to be learned

- 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).
- 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.

What needs to be learned

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.

Learning outcome 6: Understand advocacy standards

Standards

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

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

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.