

SCDHSC0410

Advocate with and on behalf of individuals



Overview

This standard identifies the requirements when you advocate with and on behalf of individuals. This includes supporting individuals to participate in decision-making processes and working with them to assess appropriate forms of advocacy in specific situations. It also includes both advocating with individuals yourself and supporting individuals to access independent advocacy.

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Performance criteria

Support individuals to participate in decision-making processes

You must be able to:

- P1 assess the **individual's** capacity to navigate systems and make their voice heard in decision-making processes that affect them
- P2 agree the level and nature of your own contribution in supporting the individual to participate in decision-making processes
- P3 ensure literature and documentation is made available to the individual in their preferred language and format
- P4 support the individual to understand the concepts of power and empowerment in different situations
- P5 explain processes and procedures to enable the individual to participate as fully as possible
- P6 work with the individual to build their capacity to advocate for themselves
- P7 carry out your agreed role to support participation in decision-making processes
- P8 confirm the individual's understanding of the outcomes of their participation and any decisions made
- P9 identify any prejudice and discrimination encountered
- P10 challenge systems or processes that present barriers to participation
- P11 review the effectiveness of support provided

Assess appropriate forms of advocacy for specific situations

You must be able to:

- P12 research types of advocacy likely to meet the individual's preferences, needs and circumstances and the specific situation for which advocacy is required
- P13 confirm the individual's right to access independent advocacy or use you or **others** in the advocacy role
- P14 clarify legal and work setting **policies and procedures** that may affect decisions about who is able to act as an advocate
- P15 confirm that you and other potential advocates are in a position to advocate on behalf of the individual
- P16 reflect on any past experiences that may affect the choice of potential advocate
- P17 assess with the individual the most appropriate type of advocacy to meet their preferences, needs and circumstances and the specific situation for which advocacy is required

Advocate with and for individuals

You must be able to:

- P18 establish that the individual requires you to advocate for them in a specific situation
- P19 make professional judgements about any potential conflicts of

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- interest that may arise if you act as advocate
- P20 clarify with the individual the desired outcomes of the advocacy and other possible outcomes
- P21 work with the individual to prepare a case that represents their best interests
- P22 support the individual to participate in processes to the extent that they wish and are able
- P23 make representation with and for the individual to achieve desired outcomes
- P24 communicate outcomes of the advocacy to the individual in ways that can be understood
- P25 record the processes and outcomes from the advocacy according to legal and work setting requirements
- P26 review with the individual the effectiveness of the advocacy

Assist individuals to access independent advocacy

You must be able to:

- P27 clarify with the individual your role in supporting them to access independent advocacy
- P28 support the individual to use information to select the most appropriate independent advocate or advocacy service
- P29 support the individual to brief the advocate
- P30 carry out any further agreed responsibilities during the advocacy arrangement
- P31 support the individual to review the effectiveness of the independent advocacy

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K13 the prime importance of the interests and well-being of the individual
- K14 the individual's cultural and language context
- K15 how to build trust and rapport in a relationship
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with individuals, key people and others
- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and

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understand:

- K22 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K23 theories underpinning our understanding of human development and factors that affect it

Personal and professional development

You need to know and understand:

- K24 principles of reflective practice and why it is important
- K25 your role in developing the professional knowledge and practice of others
- K26 how to promote evidence based practice

Communication

You need to know and understand:

- K27 factors that can affect communication and language skills and their development in children, young people adults
- K28 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

- K29 legal and statutory requirements for health and safety
- K30 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K31 practices for the prevention and control of infection in the context of this standard

Safe-guarding

You need to know and understand:

- K32 legislation and national policy relating to the safe-guarding and protection of children, young people and adults
- K33 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 indicators of potential harm or abuse
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them
- K37 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Multi-disciplinary working

You need to know and understand:

- K38 the purpose of working with other professionals and agencies
- K39 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

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Handling information

You need to know and understand:

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where electronic communications can and should be used for communicating, recording and reporting

Leading practice

You need to know and understand:

- K45 theories about leadership
- K46 standards of practice, service standards and guidance relating to the work setting
- K47 national and local initiatives to promote the well-being of individuals
- K48 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K49 methods of supporting others to work with and support individuals, key people and others
- K50 how to contribute to the development of systems, practices, policies and procedures
- K51 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

- K52 principles of risk assessment and risk management
- K53 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K54 work setting structures, policies and procedures for advocacy
- K55 the range of local and appropriate national resources and services
- K56 theories about how systems work
- K57 principles, theories and methods of advocacy
- K58 principles, theories and methods of empowerment
- K59 principles about balancing the rights of individuals with the interests of society and the requirements of practice
- K60 approaches to presenting evidence and information in different formats and for different audiences
- K61 lessons learned from both serious failure of service and practice

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and from successful interventions

K62 approaches to evidence and knowledge based practice

K63 theories of organisations, group behaviour and organisational change

K64 theories and methods of promoting personal, social and emotional well-being

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Additional Information

Scope/range relating to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

The **individual** is the person who requires advocacy

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Scope/range relating to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

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Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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Original URN	HSC410
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Suite	Health and Social Care; Supported Housing
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