

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Advocacy and Co-production

Unit Reference Number: M/652/0811

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 30

Assessment Criterion (The Learner can):	
1. Understand advocacy and co-production in adult care	1.1 Explain what is meant by advocacy and co-production
	1.2 Describe the purpose and benefits of advocacy and co-production for individuals
2. Understand the role of advocacy services	2.1 Describe different types of advocacy services available
	2.2 Explain when advocacy support may be required
3. Know how to support individuals to access advocacy and participate in co-production	3.1 Explain how to support individuals to understand their right to advocacy
	3.2 Analyse effective ways to enable individuals to participate in decision-making about their care and support
	3.3 Analyse the importance of valuing individuals' lived experience and expertise
4. Know how to promote rights and challenge exclusion	4.1 Explain situations where individuals may be excluded or disempowered
	4.2 Describe appropriate actions to take to promote inclusion and uphold rights

Indicative Content	
LO1	AC1.1 The meaning of advocacy, including: <ul style="list-style-type: none"> Supporting individuals to express views, wishes and concerns

	<ul style="list-style-type: none"> • Helping individuals understand information and options • Ensuring voices are heard, especially where there are barriers <p>Different forms of advocacy, such as:</p> <ul style="list-style-type: none"> • Independent advocacy • Self-advocacy <p>The meaning of co-production, including:</p> <ul style="list-style-type: none"> • Working in equal partnership with individuals • Sharing power, responsibility and decision-making <p>How advocacy and co-production align with:</p> <ul style="list-style-type: none"> • Person-centred values • Rights, choice and control <p>AC1.2</p> <p>The purposes of advocacy and co-production, including:</p> <ul style="list-style-type: none"> • Empowering individuals • Promoting voice, choice and control <p>Benefits for individuals, such as:</p> <ul style="list-style-type: none"> • Increased confidence and independence • Improved access to information and services • Fairer outcomes and reduced inequality <p>How advocacy and co-production:</p> <ul style="list-style-type: none"> • Support inclusion and participation • Help uphold human rights • Improve the quality and relevance of care and support
LO2	<p>AC2.1</p> <p>Types of advocacy services, including:</p> <ul style="list-style-type: none"> • Independent advocacy services • Statutory advocacy • Community and voluntary sector advocacy <p>The roles of advocates in:</p> <ul style="list-style-type: none"> • Supporting communication • Representing views and wishes • Challenging decisions when appropriate <p>How advocacy services operate independently of care providers</p> <p>AC2.2</p> <p>Situations where advocacy may be required, including:</p> <ul style="list-style-type: none"> • Difficulties with communication • Mental capacity concerns • Safeguarding situations • Significant decisions about care, treatment or accommodation <p>Recognising barriers to participation, such as:</p> <ul style="list-style-type: none"> • Language or sensory impairment • Power imbalances • Fear, confidence or past experiences <p>The importance of timely referral to advocacy services</p>
LO3	<p>AC3.1</p> <p>Individuals' rights to advocacy</p> <p>How to provide:</p> <ul style="list-style-type: none"> • Accessible and understandable information • Support tailored to communication needs <p>Supporting informed choice and consent</p>

	<p>Considering mental capacity when explaining advocacy rights Respecting individuals' preferences about advocacy involvement</p> <p>AC3.2 Effective approaches to participation, including:</p> <ul style="list-style-type: none"> • Shared decision-making • Active listening and responding <p>Supporting involvement in:</p> <ul style="list-style-type: none"> • Care planning and reviews • Service development activities <p>Adapting communication to:</p> <ul style="list-style-type: none"> • Meet individual needs and preferences <p>Reducing power imbalances by:</p> <ul style="list-style-type: none"> • Encouraging questions and feedback • Valuing individuals' views equally <p>AC3.3 What is meant by lived experience Why individuals are experts in their own lives How valuing lived experience:</p> <ul style="list-style-type: none"> • Builds trust and positive relationships • Improves relevance and effectiveness of care <p>Recognising strengths, abilities and knowledge How co-production challenges traditional power dynamics</p>
LO4	<p>AC4.1 Situations where exclusion or disempowerment may occur, including:</p> <ul style="list-style-type: none"> • Discrimination or inequality • Communication barriers • Lack of involvement in decisions <p>How exclusion impacts:</p> <ul style="list-style-type: none"> • Wellbeing • Confidence • Access to services and rights <p>The relationship between exclusion and safeguarding risks</p> <p>AC4.2 Actions to promote inclusion, including:</p> <ul style="list-style-type: none"> • Challenging discriminatory or poor practice • Supporting access to advocacy and support services <p>Upholding rights through:</p> <ul style="list-style-type: none"> • Following equality and human rights legislation • Safeguarding and reporting concerns <p>Using:</p> <ul style="list-style-type: none"> • Organisational reporting and escalation procedures • Reflective practice to improve own approaches <p>Working in partnership to create inclusive cultures</p>

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-

based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.