

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Advocating for Others

Unit Reference Number: K/652/3925

Level: Three (3)

Credit Value: Three (3)

Minimum Guided Learning Hours: 15

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the principles of representing others in an advocacy context	1.1 Describe the use of active listening and non-verbal communication in advocacy
	1.2 Explain how to balance assertiveness and empathy when representing others
	1.3 Explain how to professionally deal with disputes
	1.4 Analyse techniques for representing an individual's views when they are unable to represent themselves
2. Be able to represent others	2.1 Summarise the steps to prepare an individual's case for formal representation
	2.2 Create a formal communication that advocates for an individual

Indicative Content	
LO1	A.C 1.1 Learners must describe how the use of active listening and non-verbal communication can empower the individual to express their own goals and extract accurate instructions without leading or influencing the individual. A.C 1.2 Learners must explain the dual role of an advocate as both a supportive, empathetic ally to the individual and a firm representative when dealing with external agencies. A.C 1.3 Learners must explain established professional methods for managing disagreements, differing viewpoints, or hostility between the individual, family members and service providers. Examples include:

	• Identifying mutual objectives • Using formal complaint policies • Mediation strategies • Separating the 'people' from the 'problem'. A.C 1.4 Learners must analyse how to advocate for an individual who is temporarily or permanently unable to express their own views. This includes the application of 'non-instructed' advocacy tools and using the least restrictive option.
LO2	A.C 2.1 Learners must summarise a step-by-step preparation plan designed to be coproduced with the individual, maximising their active involvement in planning their own case. Evidence includes visual mind maps or checklists. A.C 2.2 Learners must draft a formal written communication such as an email or formal letter, that clearly, objectively and assertively presents an individual's case to a decision maker.