**Section 2: Competency framework for independent advocates with children and young people transferring into the role from qualified:**

* **Independent Mental Health advocate**
* **Independent Mental Capacity advocate**
* **Independent advocate with adults**

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| **Learning outcome**1. Use legislation related to independent advocacy to inform practice |
| **You understand:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 1.1 The specific role and responsibilities of a children’s Independent Professional Advocateunder:* The Social Services and Well-being (Wales) Act 2014
* The National Approach to Statutory Advocacy
* National Standards and Outcomes framework for Children and Young People in Wales
* Additional Learning Needs and Education Tribunal (Wales) Act 2018
 | Guided readingSupport from mentor | Discussion in supervision or with mentor |  |  |
| 1.2 The qualifying criteria for statutory advocacy support | Guided readingSupport from mentor | Discussion in supervision or with mentor |  |  |
| 1.3 The requirements of local authorities to ensure that children and young people have access to advocacy services under the Social Services and Well-being (Wales) Act 2014 | Guided readingSupport from mentor | Discussion in supervision or with mentor |  |  |
| 1.4 The meaning of the ‘active offer’ of independent professional advocacy as it applies to specified groups of children and young people in Wales | Guided readingSupport from mentor | Discussion in supervision or with mentor |  |  |
| 1.5 The care and support assessment and review processes and how these relate to the role of independent advocates | Guided readingSupport from mentor | Discussion in supervision or with mentor |  |  |
| 1.6 Safeguarding processes and the role of independent advocates within these | Guided readingOrganisational policies and proceduresSupport from mentor | Discussion in supervision or with mentor |  |  |
| 1.7 Processes related to Additional Learning Needs (ALN) and the role of advocates within these | Guided readingSupport from mentor | Discussion in supervision or with mentor |  |  |
| **You are able to work in ways that:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 1.8 Use the National Standards and Outcomes Framework for Children and Young Peoplein Wales | Job shadowingSupport from mentor | Documents[[1]](#footnote-1) Feedback from individuals, colleagues and other professionalsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 1.9 Use Part 10 of the Code of Practice (advocacy) to guide practice | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 1.10 Establish when children and young people have a right to:* an active offer of advocacy
* issue based statutory advocacy
 | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 1.11 Support children and young people to understand and realise their rights and the processes that should be followed for decision making | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |

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| **Learning outcome**2. Provide information about independent advocacy support for children and young people |
| **You understand:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 2.1 How to identify the most appropriate type of independent advocacy support and explain the service to children and young people in an accessible way | Job shadowingSupport from mentor | Discussion in supervision or with mentor |  |  |
| **You are able to work in ways that:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 2.2 Identify and **provide information** about the **types of independent advocacy** supportthat may be appropriate for children and young people, their circumstances and the specific situation for which advocacy is required | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 2.3 Support children and young people to understand the nature and parameters of theadvocacy relationship | Job shadowingSupport from mentor | Reflection on practiceDiscussion in supervision or with mentor |  |  |
| 2.4 Support children and young people to identify the type of independent advocacy theywish to use | Job shadowingSupport from mentor | Reflection on practiceDiscussion in supervision or with mentor |  |  |
| 2.5 Support children and young people to understand the **role and responsibilities of independent advocacy** | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| **Range:****Provide information:** in preferred language and format**Types of independent advocacy:** Independent Professional Advocacy, formal, informal, issuebased, non-instructed, peer advocacy**Role and responsibilities of independent advocacy:** representing the views, wishes andfeelings of children and young people v their “best interests”, confidentiality and itslimitations, young person led practice, providing information on rights to complain about theservice, distinguishing from other professional roles |

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| **Learning outcome**3. Provide advocacy support and representation to children and young people who arereferred for independent advocacy  |
| **You are able to work in ways that:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 3.1 Support children and young people to understand their rights and the processes thatshould be followed for decisions and/or care and support options | Job shadowingSupport from mentor | Reflection on practiceDiscussion in supervision or with mentor |  |  |
| 3.2 Support children and young people to explore their views, wishes and feelings | Job shadowingSupport from mentor | Reflection on practiceDiscussion in supervision or with mentor |  |  |
| 3.3 Support children and young people to explore the potential impact (positive andnegative) of decisions and/or care and support options and help them to make informedchoices | Job shadowingSupport from mentor | Reflection on practiceDiscussion in supervision or with mentor |  |  |
| 3.4 Use a range of methods and tools to support children and young people to engage withothers who are involved in decisions about their lives | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 3.5 Promote the views, wishes and feelings and rights of children and young people duringthe decision-making process | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 3.6 Promote respect for, and practice that meets the specific needs of children and young people | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 3.7 Support children and young people to raise concerns and challenge where they do not feel that their wishes and preferences have been taken account of in the decision-making process | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |

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| **Learning outcome**4. Support children and young people to present their views, wishes and preferences atdecision making meetings |
| **You are able to work in ways that:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 4.1 Support children and young people and/or carers to:* understand the process and the roles and responsibilities of those involved in decision making meetings
* identify the outcomes they want from the meeting
* identify and access information that will help them to present their views, wishes and feelings
* identify any specialist expertise or equipment needed to present their views, wishes and feelings
 | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 4.2 Agree with children and young people own role and responsibilities in supporting themto plan, prepare for and present their views, wishes and feelings | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 4.3 Carry out agreed role in supporting children and young people to plan, prepare for andpresent their views, wishes and feelings | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 4.4 Support children and young people to constructively challenge within decision makingforums and deal with any conflict appropriately | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 4.5 Support children and young people to review any decisions and outcomes resulting fromthe decision-making process | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 4.6 Provide and discuss options and agree actions where the outcomes do not meet the views, wishes and preferences of the child or young person | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 4.7 Work with the child or young person to review their experience of representingthemselves at decision-making events and where agreed, feed this back to decision makers | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |

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| **Learning outcome**5. Present children and young people’s views, wishes and feelings at decision-makingmeetings where they are not able or do not wish to do so themselves  |
| **You are able to work in ways that:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 5.1 Support children and young people to:* understand the process and the roles and responsibilities of those involved

in decision-making meetings* identify the outcomes they want
* identify the wishes and preferences they want you to present and how they would like you to represent these
 | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 5.2 Access information about or any information prepared for the decision-making forum atwhich you will be presenting the views, wishes and feelings of children and young people | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 5.3 Prepare a case that represents the views, wishes and preferences and involve the child oryoung person within this process |  | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 5.4 Support children and young people to understand the case that has been prepared toensure that their wishes and preferences have been clearly represented | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 5.5 Carry out agreed role in representing the views, wishes and feelings of children and young people | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 5.6 **Provide information** about, and support children and young people to understand theoutcomes from the decision-making meeting | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 5.7 Support children and young people to review decisions and outcomes from the decision-makingprocess | Job shadowingSupport from mentor |  |  |  |
| 5.8 Present options and discuss and agree actions where the outcomes do not meet the wishes and preferences of children and young people | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| **Range:****Provide information:** in preferred language and format |

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| **Learning outcome**6. Support children and young people to use informal and/or formal processes to challengedecisions |
| **You understand:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 6.1 Informal and formal processes that can be used to challenge decisions | Guided readingJob shadowingSupport from mentor | Discussion in supervision or with mentor |  |  |
|  **You are able to work in ways that:** |
| **Criteria** | **Suggested actions** | **Suggested sources of evidence** | **Notes** | **Dated and initialed**  |
| 6.2 Support children and young people to explore the advantages and disadvantages ofusing informal and/or formal processes to challenge decisions | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 6.3 Support children and young people to use informal and/or formal processes to challengedecisions | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |
| 6.4 Review outcome of course of action taken and if issue remains unresolved explore andagree any possible further action that can be taken | Job shadowingSupport from mentor | DocumentsReflection on practiceDiscussion in supervision or with mentor |  |  |

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| I confirm that ……………. has demonstrated achievement of the knowledge and practice learning outcomes set out in this competency frameworkSigned: (manager)Signed: (independent advocate) |

1. Documents could include reports, email correspondence, meeting minutes, and so on. Care must be taken to ensure that anything shared is done so in line with GDPR and confidentiality agreements, policies and procedures. This applies to the whole framework. [↑](#footnote-ref-1)