



## 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

<b>Learning outcome</b>				
1. Use legislation related to independent advocacy to inform practice				
<b>You understand:</b>				
<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
1.1 The specific role and responsibilities of a children’s Independent Professional Advocate under: <ul style="list-style-type: none"> <li>• The Social Services and Well-being (Wales) Act 2014</li> <li>• The National Approach to Statutory Advocacy</li> <li>• National Standards and Outcomes framework for Children and Young People in Wales</li> <li>• Additional Learning Needs and Education Tribunal (Wales) Act 2018</li> </ul>	Guided reading  Support from mentor	Discussion in supervision or with mentor		

<p>1.2 The qualifying criteria for statutory advocacy support</p>	<p>Guided reading Support from mentor</p>	<p>Discussion in supervision or with mentor</p>		
<p>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</p>	<p>Guided reading Support from mentor</p>	<p>Discussion in supervision or with mentor</p>		
<p>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</p>	<p>Guided reading Support from mentor</p>	<p>Discussion in supervision or with mentor</p>		

<p>1.5 The care and support assessment and review processes and how these relate to the role of independent advocates</p>	<p>Guided reading Support from mentor</p>	<p>Discussion in supervision or with mentor</p>		
<p>1.6 Safeguarding processes and the role of independent advocates within these</p>	<p>Guided reading Organisational policies and procedures Support from mentor</p>	<p>Discussion in supervision or with mentor</p>		
<p>1.7 Processes related to Additional Learning Needs (ALN) and the role of advocates within these</p>	<p>Guided reading Support from mentor</p>	<p>Discussion in supervision or with mentor</p>		

<b>You are able to work in ways that:</b>				
<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
1.8 Use the National Standards and Outcomes Framework for Children and Young People in Wales	Job shadowing  Support from mentor	Documents <sup>1</sup>  Feedback from individuals, colleagues and other professionals  Reflection on practice  Discussion in supervision or with mentor		
1.9 Use Part 10 of the Code of Practice (advocacy) to guide practice	Job shadowing  Support from mentor	Documents  Reflection on practice  Discussion in supervision or with mentor		
1.10 Establish when children and young people have a right to: <ul style="list-style-type: none"> <li>• an active offer of advocacy</li> <li>• issue based statutory advocacy.</li> </ul>	Job shadowing  Support from mentor	Documents  Reflection on practice  Discussion in supervision or with mentor		

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.

<p>1.11 Support children and young people to understand and realise their rights and the processes that should be followed for decision making</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
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<b>Learning outcome</b>				
2. Provide information about independent advocacy support for children and young people				
<b>You understand:</b>				
<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
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 shadowing  Support from mentor	Discussion in supervision or with mentor		
<b>You are able to work in ways that:</b>				
<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
2.2 Identify and <b>provide information</b> about the <b>types of independent advocacy</b> support that may be appropriate for children and young people, their circumstances and the specific situation for which advocacy is required	Job shadowing  Support from mentor	Documents  Reflection on practice  Discussion in supervision or with mentor		

<p>2.3 Support children and young people to understand the nature and parameters of the advocacy relationship</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
<p>2.4 Support children and young people to identify the type of independent advocacy they wish to use</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
<p>2.5 Support children and young people to understand the <b>role and responsibilities of independent advocacy</b></p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		

**Range**

**Provide information:** in preferred language and format

**Types of independent advocacy:** Independent Professional Advocacy, formal, informal, issue based, non-instructed, peer advocacy

**Role and responsibilities of independent advocacy:** representing the views, wishes and feelings of children and young people v their "best interests", confidentiality and its limitations, young person led practice, providing information on rights to complain about the service, distinguishing from other professional roles

**Learning outcome**

3. Provide advocacy support and representation to children and young people who are referred for independent advocacy

**You are able to work in ways that:**

<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
3.1 Support children and young people to understand their rights and the processes that should be followed for decisions and/or care and support options	Job shadowing  Support from mentor	Reflection on practice  Discussion in supervision or with mentor		
3.2 Support children and young people to explore their views, wishes and feelings	Job shadowing  Support from mentor	Reflection on practice  Discussion in supervision or with mentor		



<p>3.3 Support children and young people to explore the potential impact (positive and negative) of decisions and/or care and support options and help them to make informed choices</p>	<p>Job shadowing Support from mentor</p>	<p>Reflection on practice Discussion in supervision or with mentor</p>		
<p>3.4 Use a range of methods and tools to support children and young people to engage with others who are involved in decisions about their lives</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		
<p>3.5 Promote the views, wishes and feelings and rights of children and young people during the decision-making process</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		

<p>3.6 Promote respect for, and practice that meets the specific needs of children and young people</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		
<p>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</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		

**Learning outcome**

4. Support children and young people to present their views, wishes and preferences at decision making meetings

**You are able to work in ways that:**

<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
4.1 Support children and young people and/or carers to: <ul style="list-style-type: none"><li>• understand the process and the roles and responsibilities of those involved in decision making meetings</li><li>• identify the outcomes they want from the meeting</li><li>• identify and access information that will help them to present their views, wishes and feelings</li><li>• identify any specialist expertise or equipment needed to present their views, wishes and feelings</li></ul>	Job shadowing  Support from mentor	Documents  Reflection on practice  Discussion in supervision or with mentor		

<p>4.2 Agree with children and young people own role and responsibilities in supporting them to plan, prepare for and present their views, wishes and feelings</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		
<p>4.3 Carry out agreed role in supporting children and young people to plan, prepare for and present their views, wishes and feelings</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		
<p>4.4 Support children and young people to constructively challenge within decision making forums and deal with any conflict appropriately</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		

<p>4.5 Support children and young people to review any decisions and outcomes resulting from the decision-making process</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
<p>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</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
<p>4.7 Work with the child or young person to review their experience of representing themselves at decision-making events and where agreed, feed this back to decision makers</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		

**Learning outcome**

5. Present children and young people's views, wishes and feelings at decision-making meetings where they are not able or do not wish to do so themselves

**You are able to work in ways that:**

<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
5.1 Support children and young people to: <ul style="list-style-type: none"><li>• understand the process and the roles and responsibilities of those involved</li><li>• in decision-making meetings</li><li>• identify the outcomes they want</li><li>• identify the wishes and preferences they want you to present and how they</li><li>• would like you to represent these</li></ul>	Job shadowing  Support from mentor	Documents  Reflection on practice  Discussion in supervision or with mentor		
5.2 Access information about or any information prepared for the decision-making forum at which you will be presenting the views, wishes and feelings of children and young people	Job shadowing  Support from mentor	Documents  Reflection on practice  Discussion in supervision or with mentor		

<p>5.3 Prepare a case that represents the views, wishes and preferences and involve the child or young person within this process</p>		<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
<p>5.4 Support children and young people to understand the case that has been prepared to ensure that their wishes and preferences have been clearly represented</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
<p>5.5 Carry out agreed role in representing the views, wishes and feelings of children and young people</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		

<p>5.6 <b>Provide information</b> about, and support children and young people to understand the outcomes from the decision-making meeting</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		
<p>5.7 Support children and young people to review decisions and outcomes from the decision-making process</p>	<p>Job shadowing</p> <p>Support from mentor</p>			
<p>5.8 Present options and discuss and agree actions where the outcomes do not meet the wishes and preferences of children and young people</p>	<p>Job shadowing</p> <p>Support from mentor</p>	<p>Documents</p> <p>Reflection on practice</p> <p>Discussion in supervision or with mentor</p>		

**Range:**

**Provide information:** in preferred language and format



<b>Learning outcome</b>				
6. Support children and young people to use informal and/or formal processes to challenge decisions				
<b>You understand:</b>				
<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
6.1 Informal and formal processes that can be used to challenge decisions	Guided reading Job shadowing Support from mentor	Discussion in supervision or with mentor		
<b>You are able to work in ways that:</b>				
<b>Criteria</b>	<b>Suggested actions</b>	<b>Suggested sources of evidence</b>	<b>Notes</b>	<b>Dated and initialed</b>
6.2 Support children and young people to explore the advantages and disadvantages of using informal and/or formal processes to challenge decisions	Job shadowing Support from mentor	Documents Reflection on practice Discussion in supervision or with mentor		

<p>6.3 Support children and young people to use informal and/or formal processes to challenge decisions</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		
<p>6.4 Review outcome of course of action taken and if issue remains unresolved explore and agree any possible further action that can be taken</p>	<p>Job shadowing Support from mentor</p>	<p>Documents Reflection on practice Discussion in supervision or with mentor</p>		

I confirm that.....has demonstrated achievement of the knowledge and practice learning outcomes set out in this competency framework

Signed: (manager).....

Signed: (independent advocate).....