



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Self Advocacy

leading to

Level 3 QQI Component: Self Advocacy 3N0553

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 1. **Level 3 QQI Certificate in General Learning 3M0874**
 2. **Level 3 QQI Certificate in Employability Skills 3M0935**
 3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors will devise Assessment Brief/s for the Collection of Work and Skills Demonstrations.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Self Advocacy	2. Component Name and Code Level 3 Self Advocacy 3N0553
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Special Requirements None
7. Aims of the Programme Module This programme module aims to equip the learner with an understanding of the concept of self-advocacy and to develop the knowledge and skills necessary for self advocacy.	
8. Objectives <ul style="list-style-type: none"> • to develop the skills to communicate effectively, convey, negotiate or assert his or her own interests, desires, needs and rights • to develop the skills make informed decisions and accept responsibility for those decisions • to develop an understanding of measures required to find their own solutions to the issues faced by them, their families and other relevant stakeholders 	
9. Learning Outcomes of Level 3 Self Advocacy 3N0553 The learner will be able to: <ol style="list-style-type: none"> 1. explain the meaning of self advocacy 2. describe the main values and beliefs of self advocacy 3. outline the rights that people from minority groups have currently and additional rights that should be included in further legislation 4. list the main support organisations for minority groups 5. demonstrate an awareness of self by exploring strengths, interest, ability to share problems, ability to make choices, knowing what you want, emotions, areas for improvement, goals. 6. communicate effectively by recognising factors which contribute to and impede communication including context, timing, clarity of message, status, body language 7. demonstrate an understanding of the self-advocacy methodologies required to find solutions to real or fictional personal issues by using a range of advocacy skills on identified issues, identifying relevant support person/organisation, being clear about what you want, planning appropriate methodology, implementing plans 8. evaluate, with guidance, own performance of the skills of advocacy by reflecting on areas where performance was satisfactory and where it could be improved. 	
Delivery Strategies and Learning Activities This programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations.	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes as outlined in section 9.

Self Advocacy consists of 3 units:

Unit 1: Understanding Self Advocacy

Unit 2: Understanding the Rights of Individuals

Unit 3: Practicing Self Advocacy.

Unit 1: Understanding Self Advocacy

Understanding language and concepts of self advocacy

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

Discuss with the learner what is meant by the term self advocacy. You could consider:

- the ability to speak for yourself and for the things that are important to you
- the ability to ask for what you need
- an understanding of your rights
- an ability to negotiate for your rights
- an ability to negotiate to have your interests, desires and needs recognised
- an individual's right to make informed decisions
- an individual's right to take responsibility for those decisions.

Facilitate the learner to explore

- Why self advocacy is important to an individual?
- What significant barriers may obstruct effective self-advocacy in an individual?
- How an individual might overcome such barriers?

Values and Beliefs

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

Outline for the learner the main values and beliefs of self advocacy. This includes the following:

- recognition that an individual has the right to have their needs acknowledged and accommodated
- recognition that an individual has the right to speak out on their own behalf
- empowerment to take control of one's life—the recognition that an individual is the final decision-maker in their own life.

Unit 2: Understanding the Rights of Individuals

Exploring Rights

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

explore with the learner the rights that people from minority groups have currently. This should include:

- **Collective rights**- the rights of a whole group of people, usually a particular group of people as distinct from the population as a whole. E.g. Irish Travellers ; asylum seekers; disability groups
- **General rights**-The rights which should be given to all people, regardless of whether they are a member of a minority group. This includes the basic human rights that apply to all people, such as:
 - the right to freedom from ill-treatment
 - the right to liberty
 - the right to freedom of expression, thought, religion and assembly
 - the right to education
 - the right to an adequate standard of living
- Explore with the learner what additional rights for themselves they would like to see included in further legislation.

Identifying Support Organisations

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

Explore with the learner a range of support organisations for minority groups. For example:

- Enable Ireland
- National Council for the Blind
- Pavee Point,
- Refugee Council,
- LGBT support groups
- International organisations which support the rights of minority groups, e.g.: UNICEF

It would be useful for the learner to research, access and present the relevant information themselves. Each learner could be given a particular minority group and facilitated in accessing the relevant information for that minority group before presenting their findings to the larger group in a suitable format. Researching and knowing where and how to access information is an important skill in self-advocacy and learners should be encouraged to develop such skills where possible.

Unit 2: Practicing Self Advocacy

Developing Self Awareness

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

Facilitate the learner to explore their personal:

- strengths
- interests
- ability to share problems
- ability to make choices
- ability to know what they want

- emotions
- areas for improvement
- goals.

Communicating Effectively

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

Discuss with the learner the factors which may contribute to and impede communication with other individuals. This includes:

- context-If an individual has an issue they should know who to take it to
- timing –If an individual has an issue they should pick the appropriate time to discuss it
- clarity of message-For example this could include:
 - speaking clearly
 - speaking loud enough
 - using accurate and appropriate language
- presentation skills
 - how you present the message
 - how you present yourself
- status- for example this could include:
 - when someone is speaking to their boss
 - when speaking to someone older
 - when speaking to someone in a position of authority, e.g., Doctor, Garda
- body language -For example this could include;
 - eye contact
 - body position
 - not covering one's mouth when speaking.

The process of self advocacy

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

Discuss the process involved in self advocacy. The methodology may include the following:

- setting a goal
- making a plan to reach a goal
- obtaining information and knowledge about the goal
- identifying personal strengths that will assist in the likelihood of success
- seek advice and support from friends, professional or organisations
- develop and communicate a workable solution.

Facilitate the learner to use appropriate self advocacy methodology in a specific situation. Outline with the learner the steps involved in this process which include:

- identifying a situation (either personal or fictional) that requires self advocacy
- planning an appropriate self-advocacy methodology to be applied
- following in a logical sequence the plan to be applied to the situation.

Reflecting on the process

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

Guide the learner to reflect on their performance of the skills of advocacy demonstrated in LO. 7.

- Explore with the learner areas where they felt their performance was satisfactory.
- Explore with the learner areas where they felt their performance could be improved.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner's worksheet, diagrams, cloze tests, multiple choice statements, visual presentation or another appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work that includes:</p> <p>Support Studies</p> <ul style="list-style-type: none"> • A definition of self advocacy and an explanation of why it is important to the individual • A description of the main values and beliefs of self advocacy • An outline of at least 3 rights that people from minority groups currently have • An exploration of additional rights that might be included in further legislation • List of 4 main support organisations for minority groups <p>Personal Profile and Skills</p> <ul style="list-style-type: none"> • The learner should compile a personal profile detailing: strengths, interests, ability to share problems, ability to make choices, identification of needs, awareness of emotions, recognition of areas for improvement, and identification of goals. • The learner should evaluate, with guidance from the tutor, their self-advocacy skills. • The learner should demonstrate an ability to communicate effectively by recognising factors which contribute to and impede communication including context, timing, and clarity of message, status, and body language <p>Case Study</p> <ul style="list-style-type: none"> • Identify a real or fictional personal issue and use a range of advocacy skills to address it • Identify relevant support person/organisations • Be clear about what is wanted • Plan which method to use • Implement the plan 	

11.b Assessment - General Information – Self Advocacy 3N0553

All instructions for the learner should be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Explain the meaning of self advocacy.	Collection of Work
2. Describe the main values and beliefs of self advocacy.	Collection of Work
3. Outline the rights that people from minority groups have currently and additional rights that should be included in further legislation.	Collection of Work
4. List the main support organisations for minority groups.	Collection of Work
5. Demonstrate an awareness of self by exploring strengths, interest, ability to share problems, ability to make choices, knowing what you want, emotions, areas for improvement, goals.	Collection of Work
6. Communicate effectively by recognising factors which contribute to and impede communication including context, timing, clarity of message, status, body language.	Collection of Work
7. Demonstrate an understanding of the self-advocacy methodologies required to find solutions to real or fictional personal issues by using a range of advocacy skills on identified issue, identifying relevant support person/organisation, being clear about what you want, planning appropriate methodology, implementing plans.	Collection of Work
8. Evaluate, with guidance, own performance of the skills of advocacy by reflecting on areas where performance was satisfactory and where it could be improved.	Collection of Work

Grading

At Level 3 the learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



Level 3 Self Advocacy 3N0533	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ if present in portfolio	Please indicate where evidence is to be found
1. Explain the meaning of self advocacy	Explain the term self advocacy		
2. Describe the main values and beliefs of self advocacy	Describe the main values and beliefs of self advocacy		
3. Outline the rights that people from minority groups have currently and additional rights that should be included in further legislation	Explain a minimum of three rights the rights that people from minority groups have currently Explore additional rights that may be considered in further legislation		
4. List the main organisations for minority groups	List 4 main support organisations for minority groups		
5. Demonstrate an awareness of self by exploring strengths, interests, ability to share problems, ability to make choices, knowing what you want, emotions, areas for improvement, goals	Demonstrate an exploration of personal: <ul style="list-style-type: none"> • Strengths • Interests • Ability to share problems • Ability to make choices • Ability to know what they want • Emotions • Areas of improvement • Goals 		
6. Communicate effectively by recognising factors which contribute to and impede	Communicate effectively the factors which contribute to and impede communication. These should include:		

<p>communication including context, timing, clarity of message, status, body language.</p>	<ul style="list-style-type: none"> • Context • Timing • Clarity of message • Status • Body language 		
<p>7. Demonstrate an understanding of the self advocacy methodologies required to find solutions to real or fictional personal issues by using a range of advocacy skills on identified issues, identifying relevant support person/organisation, being clear about what you want, planning appropriate methodology, implementing plans</p>	<p>Identify a self advocacy approach to a real or fictional personal issue. This method should include:</p> <ul style="list-style-type: none"> • Setting a goal • Making a plan • Obtaining information and knowledge about the goal • Identifying personal strengths that will assist the likelihood of success • Seeking advice and support from friends, professionals or organisations • Developing and communicating a workable solution 		
<p>8. Evaluate, with guidance, own performance of the skills of advocacy by reflecting on areas where performance was satisfactory and where it could be improved.</p>	<p>Evaluate the skills of advocacy demonstrated above by reflecting on the areas of their individual performance:</p> <ul style="list-style-type: none"> • that were satisfactory • that could be improved. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____