

ECED7008

Profession, Professional and Professionalisation

Profession - What is it?

- ▶ Latin meaning was 'to profess'
- ▶ Expanded to include open declarations of belief that are nonreligious
- ▶ Further expanded to a meaning of open declaration of nonreligious beliefs.
- ▶ Callings that require intensive preparation and high standards of achievement that render a public service

Profession

- ▶ A paid occupation, especially one that involves prolonged training and a formal qualification.
- ▶ Any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education ie Medical Profession, Legal Profession, Teaching Profession.
- ▶ The people who do a particular type of work, considered as a group ie the professions above - those who don't work in industry or business.

▶ (Cambridge Dictionary, 2023; Oxford Dictionary, 2023)

Profession

- ▶ However, its meaning continues to evolve and another definition states that profession is
- ▶ 'a calling requiring specialized knowledge and often long and intensive academic preparation or a principal calling, vocation, or employment'

(Miriam-Webster Dictionary, 2024)

Callings

- ▶ The neoclassical view of callings suggests that a calling emerges from an external source that creates a sense of destiny and duty, what Thompson and Bunderson (2019) refer to as “outer requiredness,” while the modern view suggests callings arise from internal sources or “inner requiredness,” leveraging passions and providing a sense of personal fulfillment

Professional Dress Codes?



Spot the 'professional'



Professional

- ▶ Attitudes
- ▶ Behaviours
- ▶ Actions

(DANA, 2000)

What Does It Take to Be a Professional?

- ▶ Drive and motivation
- ▶ Sparked by interest and desire
- ▶ To be a professional there are 4 key elements.
 - ▶ Knowing
 - ▶ Doing
 - ▶ Helping
 - ▶ Learning

Professional - Attitudes and Behaviours of Students

Table I. Examples of professional attitudes and corresponding behaviors for pharmacy students^a

Attitude	Behavior
Accountability	Takes responsibility for actions
Caring	Volunteering Acts of service
Desire for self-improvement	Continued learning Self-instruction
Diversity	Fair treatment of all people regardless of demographic characteristics
Honesty	Behaviors that demonstrate honesty and trustworthiness
Open-minded	Increased receptiveness to new ideas
Respect	Dresses appropriately Punctual Maintains confidentiality
Responsibility to learn	Comes to class prepared Actively participates in class activities, such as engages in discussion
Team player	Engages in constructive peer assessment Accepts and applies constructive critique
Values new experiences	Desire to seek out and take on new challenges

^aSubmitted by participants in the 2000 AACP Teachers' Seminar on Developing Professional Attitudes and Behaviors.

Professional - Attitudes and Behaviours of Physicians

- ▶ Altruism - putting patients' best interests first
- ▶ Accountability - to patients, to society, and to their profession
- ▶ Excellence - exceeding expectations and commitment to lifelong learning
- ▶ Duty - commitment to service in the community and professional organizations
- ▶ Honor and integrity - adhering to personal and professional codes, being fair, truthful, straightforward, and meeting commitments
- ▶ Respect for others - all patients and their families, all colleagues and other health professionals

(DANA, 2000)

Professional Values and Ethics



Professional Values and Ethics

- Professional **Values** are the guiding beliefs and principles that influence one's work behaviour - usually an extension of your personality ie honesty, responsibility and integrity
- Professional **Ethics** are the principles and standards that govern one's behaviour in a professional environment.
- Different professions and businesses have their own codes of conduct which people are expected to follow.

(Poorchangizi et al., 2017)

Professional Values and Ethics

Do you possess professional values and ethics?



(UHK, 2023)

Why are Professional Values and Ethics Important?

- Considered as the guideline and motivation of professional behaviour
- 'Standards for action that are accepted by professional groups and individuals'
- Used to monitor and evaluate the integrity of the individual organisation.

(Porchangizi, et al, 2017)

Examples of Professional Values and Ethics of an Advocate

- Reliable
- Non Judgemental
- Consistent
- Honest
- Compassionate
- Confidential
- Adhere to Advocacy Code of Practice or National Standards of Outcomes Framework for Children and Young People

Professional Identity

Professional identity can be defined as;

“the relatively stable and enduring constellation of attributes, beliefs, values, motives, and experiences in terms of which people define themselves in a professional role”

(Ibarra, 1999,
pp. 764–765; Schein, 1978).

Professional Identity

‘Professional identity is not static but fluid; it is strongly influenced by how we see ourselves, how we perceive others perceive us and how we are viewed by society at large’

(Beijaard, 2004)

Are Independent Advocates Professionals?



Professional Socialisation

- ▶ Internalising Professional Values
- ▶ Tacit learning (using reflection of the good and the bad)
- ▶ Observation of peers
- ▶ Adopting values, norms and culture of the profession or organisation.
- ▶ Learning about the broader set of expectations, skills, behaviours, and performance demands associated with a particular profession

Do Advocates Meet this Definition?



Sociology of Professions

- ▶ Traditional functionalist approaches view a profession as a 'relatively homogenous community whose members share values, definitions of role and interests', leaving little room for substantial conflict or variation
- ▶ (Bucher and Strauss, 1961)

Professionalisation

- Broadly defined as a ‘process whereby occupations have become, or seek to become, publicly recognized as professions according to the degree to which they meet the alleged criteria’.

(Hoyle, 2001)

Professionalisation

- ▶ Means different things to different people and different industries
- ▶ Could involve a code of conduct and/or ethics, skills and competency frameworks, training and development.
- ▶ It may even involve some sort of qualification or accreditation.

The Professionalisation of Advocacy Services

- ▶ 1982 - Advocacy Alliance formed
- ▶ At this time the 'Nottingham Advocacy Group' Developed advocacy forums in psychiatric hospitals.
- ▶ Forums for advocacy for patients began forming throughout Britain
- ▶ 1990 - National user conference discussed setting up a national body to represent numerous advocacy services
- ▶ Resulting in UKAN - The United Kingdom Advocacy Network
- ▶ 1994 UKAN developed the Advocacy Code of Practice

(Dalton & Carling,
2002)

The Professionalisation of Advocacy Services

- ▶ 1983 - The Mental Health Act Code of Practice provided advice on consulting with advocates
- ▶ 2002 The Children Act and Adoption Act - Introduced , for the first time in law, the legal right for children and young people to access advocacy
- ▶ 2003 National Standards for the Provision of Childrens Advocacy Services - Now replaced in 2019 by Independent Professional Advocacy - the National Standards and outcomes framework for Children and Young People in Wales
- ▶ 2007 The role of the IMCA was introduced within the Mental Capacity Act

The Professionalisation of Advocacy Services

- ▶ 2009 National qualification for Independent Advocacy was launched
- ▶ 2012 Mental Health (Wales) Measure introduced further rights to an IMHA
- ▶ Social Services and Well-Being (Wales) Act - Introducing the role of the Independent Professional Advocate for those have substantial difficulty in their care assessments, planning and reviews and ensuring looked after and accommodated children have access to an IPA
- ▶ 2015 Care Act - Introducing Independent Advocacy as available for individuals who are having substantial difficulty in their care assessments, planning and reviews
- ▶ ALNET (The Additional Learning Needs and Education Tribunal (Wales) 2018 - Makes provision under the Additional Learning Needs (Wales) Act 2018 for the right to an advocate to speak up for Children and Young People who disagree with a decision about ALN

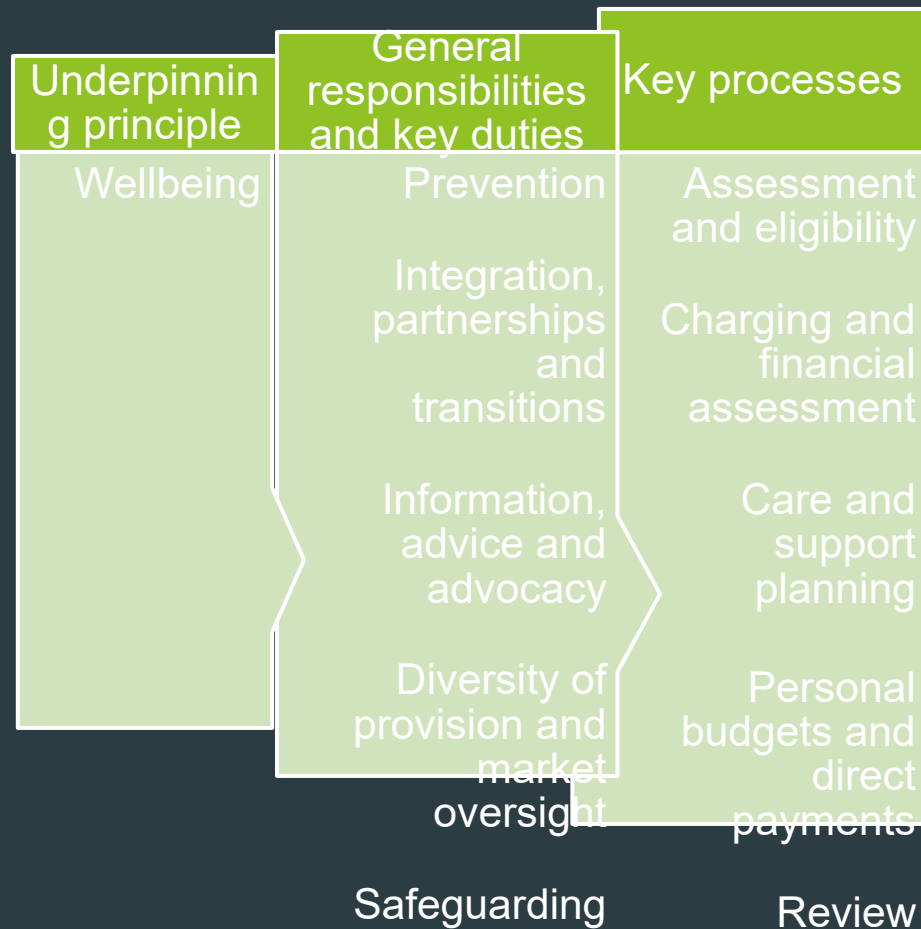
The Professionalisation of Advocacy Services

- ▶ 2020 New Independent Advocacy Qualifications launched for England and Wales
 - ▶ Wales - Level 4 Independent Advocacy
 - ▶ Wales - Level 4 Preparing to be a Leader and Level 5 Leadership and Management (Health and Social Care) - Lead and Manage person/child-centred practice through Independent Advocacy
 - ▶ Competency Framework Introduced.
 - ▶ England - Level 4 Independent Advocacy Practice

The Professionalisation of Advocacy Services

- ▶ 2019 - Childrens Advocacy Services in Wales Regulated and an
- ▶ Inspection Framework for Regulated Advocacy Services Developed
 - ▶ This now means one responsible person from the Advocacy Organisation must register with Social Care Wales.

Framework of the Care Act and Statutory Guidance



Social Services and Wellbeing (Wales) Act 2014

- ▶ The fundamental principles of the Act are:
- ▶ Voice and control - putting the individual and their needs, at the centre of their care, and giving them a voice in, and control over reaching the outcomes that help them achieve well-being.
- ▶ Prevention and early intervention - increasing preventative services within the community to minimise the escalation of critical need.
- ▶ Well-being - supporting people to achieve their own well-being and measuring the success of care and support.
- ▶ Co-production - encouraging individuals to become more involved in the design and delivery of services.

<https://www.gov.wales/sites/default/files/publications/2019-12/social-services-and--well-being-wales-act-2014-part-10-code-of-practice-advocacy.pdf>

Definitions of Professionalisation ... revisited.

- ▶ Broadly defined as a 'process whereby occupations have become, or seek to become, publicly recognized as professions according to the degree to which they meet the alleged criteria'. (Hoyle, 2001)
- ▶ Means different things to different people and different industries
- ▶ Could involve a code of conduct and/or ethics, skills and competency frameworks, training and development.
- ▶ It may even involve some sort of qualification or accreditation
- ▶ (Larson, 1977)

Code of Practice - Independent Advocacy

- ▶ A set of guidelines for advocates and their managers, aimed at providing clarity, support and boundaries for their practice.
- ▶ A guide for commissioners of advocacy services that outlines the expectations and purpose of the role and what clients as well as commissioners should expect from the delivery of the service.
- ▶ The Code provides a clear description of what is and is not expected of an advocate in their day-to-day work with clients

(QPM, 2014)

Code of Practice Independent Advocacy

- ▶ Provides a definition of advocacy
- ▶ Provides a definition of non-instructed advocacy
- ▶ Sets out an Advocacy Charter containing the 'Principles of Advocacy' with the Code of Practice providing clarity on each aspect
- ▶ <https://qualityadvocacy.org.uk/wp-content/uploads/2018/05/Code-of-Practice-1.pdf>

Wales Level 4 Independent Advocacy

Structure

To achieve the **Level 4 Independent Advocacy** qualification, learners must achieve a minimum of 52 credits in total.

The minimum guided learning hour requirement for this qualification is 219.

To achieve the **Level 4 Independent Advocacy** qualification, learners must achieve:

- A minimum of 41 credits from the Mandatory group.
- A minimum of 11 credits from the Optional group.

Mandatory group			
Unit Number	Unit title	GLH	Credit
428	Providing independent advocacy – principles and practice	154	32
429	Understanding legislation in the context of independent advocacy	55	9
Optional group			
430	Independent advocacy with adults	10	11
431	Independent advocacy with children and young people	20	13
432	Independent mental health advocacy	35	13
433	Independent mental capacity advocacy	40	17

(Health and Care Learning Wales, 2020)

Wales Level 5 - Lead and Manage Person/Child-Centred Practice Through Independent Advocacy

- ▶ https://www.healthandcarelearning.wales/media/2093/8040-10_level-5-leadership-and-management-in-hsc_specification_eng_jul21_v11.pdf

Competency Framework

- ▶ <https://socialcare.wales/qualifications-funding/competency-framework-for-independent-advocates>

England - Level 4 Independent Advocacy Practice

Structure

City & Guilds Level 4 Independent Advocacy Practice

City & Guilds unit number	Unit title	Assessment Method	GLH	Credit
Mandatory group				
401	Principles and practice of independent advocacy	Portfolio	73	11
402	The legislative framework which impacts upon the independent advocacy role	Portfolio	53	10
403	Entitlements to independent advocacy	Portfolio	26	4
Optional group				
404	Independent mental capacity advocacy	Portfolio	39	5
405	Independent mental health advocacy	Portfolio	39	5
406	Independent advocacy within adult social care	Portfolio	32	4
407	Independent advocacy with children and young people	Portfolio	39	4
408	Independent complaints advocacy	Portfolio	39	4
409	Community advocacy	Portfolio	27	3

[document](#)
[shx](#)

(City and Guilds, 2021)

Advocacy Standards and Outcomes Framework for Children and Young People

- ▶ <https://www.gov.wales/sites/default/files/publications/2019-08/national-standards-and-outcomes-framework-for-children-and-young-people-in-wales.pdf>
 - Identifies the outcomes children and young people can expect in relation to children and young people's advocacy.
 - It sets out a Framework against which advocacy service providers and those commissioning them can be sure those standards are being achieved

Regulation and the Care Inspectorate Wales



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

0300 7900 126

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NYAS

Address:

National Youth
Advocacy Service,
Canton House 435-451,
Cowbridge Road East
Cardiff
CF5 1JH
United Kingdom

Provider:

[The National Youth
Advocacy Service](#)

Date registered:

20 May 2020

Local authority:

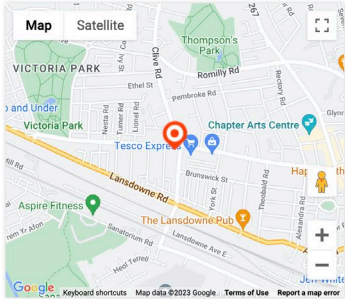
Caerphilly

**Responsible
individual:**

Sharon Lovell

**Maximum number of
places:**

0



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Conditions of registration

This service is required to meet conditions of registration under the Regulation and Inspection of Social Care (Wales) Act 2016. These include; name of service, address of service, name of Responsible Individual, maximum number of individuals the service can accommodate and any additional conditions.

[View the full list of this service's conditions of registration.](#)

Managers of Childrens Advocacy Services in Wales - What Does Registration Mean?



Inspection Framework for Regulated Advocacy Services

- ▶ <https://www.careinspectorate.wales/sites/default/files/2019-11/191128-inspection-framework-for-regulated-advocacy-services-en.pdf>

Is this a Professional Project?

- ▶ Larson coined the concept of the 'Professional Project'
- ▶ This described the systematic attempt by occupations to translate their special knowledge and skills into social and economic rewards.
- ▶ Central to the professional project is the achievement of autonomy through a profession's relationship with the state and its influence of a 'sponsoring elite'

▶ (Larson, 1977 - The Sociology of Professions)

Further Regulation? Will This Professionalise the Service?

- ▶ An increase in statutory advocacy within recent times has seen a shift towards more commissioning and monitoring.
- ▶ Standardisation and professionalism has been welcomed as a way to increase standards, quality and consistency.
- ▶ For others it represents a threat to independence and a sanitisation or 'Professionalising' of the role without the guarantee of improved quality.
- ▶ The Mental Health Act White Paper has posed the question whether IMHAs should be regulated or have enhanced accreditation

▶ (QPM, 2021)

What is the Purpose of the Advocacy Charter

- ▶ The Advocacy Charter was published in July 2002 by Action for Advocacy and set out to define and promote key advocacy principles. The Charter provides advocacy schemes and others with a vehicle for both explaining what advocacy is and outlining a common vision of what constitutes effective advocacy.

Managing Reconciliation of Purpose

- ▶ As a Manager...
- ▶ Can you meet the statutory requirements whilst supporting your advocates?
- ▶ Or
- ▶ As an Advocate how does your organisation balance the needs of the 'business' against the needs of advocates in meeting the needs of service users?

Clarity of Purpose

- ▶ Clarity of purpose
- ▶ The advocacy provider's aims, objectives and planned activities are within the objectives set out in its governing document and providers should be able to;
- ▶ demonstrate how these meet the principles contained in this Charter.
Advocacy
- ▶ Should ensure that the people they advocate on behalf of, health and social care services and funding agencies have information on the scope and limitations of the advocacy provider's role.

Independence

- ▶ Independence
- ▶ The advocacy provider will be structurally independent from statutory organisations.
- ▶ The advocacy provider will be as free from conflict of interest as possible, both in design and operation of advocacy services, and seek actively to reduce conflicting interests, in particular where the organisation provides additional services such as housing provision.

Confidentiality

- ▶ The advocacy provider will have a written policy on confidentiality that is in line with the Data Protection Act 1998 and the Mental Capacity Act 2005.;
- ▶ The policy should outline how information about a person accessing the service may be shared as well as the circumstances under which confidentiality might be breached.
- ▶ Advocates must also be aware of situations that would require making a child or adult safeguarding alert.

Person Led and Empowerment

- ▶ The advocacy provider will ensure that the wishes and interests of the people it advocates on behalf of direct its work. Advocates should be non-judgmental and respectful of people's needs, views, culture and experiences.

Safeguarding

- ▶ Clear policies and procedures will be in place to ensure safeguarding issues are identified and acted upon. Advocates will be supported to understand the different forms of abuse and neglect, issues relating to confidentiality and what to do if they suspect a client is at risk.

Supporting Advocates

- ▶ The advocacy provider will ensure advocates are suitably prepared, trained and supported in their role and provided with opportunities to develop their knowledge, skills and experience.

Accountability

- ▶ The advocacy provider will have systems in place for the effective monitoring and evaluation of its work, including identification of outcomes for people supported.
- ▶ All those who access the service will have a named advocate and a means of contacting them.

Qualification and Accreditation

- ▶ All independent advocates under the Act should work towards the National Qualification in Independent Advocacy (3614), or IAP City & Guilds level 4 within a year of being appointed and achieve it in a reasonable amount of time thereafter. (SCIE, 2023)

What is the QPM



- ▶ The QPM
- ▶ Quality Performance Mark
- ▶ Who has the QPM/Useful links
- ▶ <https://qualityadvocacy.org.uk/wp-content/uploads/2020/01/Register-of-Accredited-Organisation-updated-22.1.20.pdf>
- ▶ https://qualityadvocacy.org.uk/wp-content/uploads/2021/12/QPM-Assessment-Workbook_V4_V1.3_Dec-2021.pdf

Maintaining Independence

- ▶ How is independence maintained/retained?
- ▶ Do commissioners understand the necessity for independence?
- ▶ How do you as Manager and/or Advocate support this process?

Balancing Priorities

- ▶ Who is most important?
- ▶ What is most important?
- ▶ Do the demands of the 'commissioner of services' take priority over independence?
- ▶ Yes/No?
- ▶ Discuss, explain and agree

Professionalised Services

'Some advocates see professionalization as a solution, whereas others worry that professionalisation might negatively effect their ability to serve others.'

- Discussion -
 - What's good about professionalising advocacy?
(Brubaker & Keegan, 2018)
 - What are some concerns about professionalising the service?

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