

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: The Advocacy Relationship

Unit Reference Number: L/652/3917

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 20

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to establish and maintain an advocacy relationship	1.1 Outline the importance of building rapport
	1.2 Describe ways to build rapport
	1.3 Explain the importance of boundaries
	1.4 Describe ways to maintain an advocacy relationship
2. Understand safeguarding in an advocacy context	2.1 Define safeguarding
	2.2 Identify different types of abuse
	2.3 Outline indicators of abuse
	2.4 Explain how to recognise safeguarding concerns
	2.5 Explain the responsibility of the advocate in reporting concerns
	2.6 Analyse the limits of confidentiality when reporting a safeguarding concern

Indicative Content	
LO1	A.C 1.1 & 1.2 Learners must outline how establishing a trust-based connection directly impacts the success of the advocacy process. Examples include creating mutual respect and overcoming an individual's past experiences with authority figures. Learners must describe techniques to build rapport with individuals using examples such as finding common ground, active listening and explaining the advocate's role transparently.

	A.C 1.3 Learners must explain why maintaining professional boundaries protects both the individual and the advocate. Examples include handling out-of-hours contact requests or refusing gifts or personal favours. A.C 1.4 Learners must describe methods for keeping the advocacy relationship consistent, focused, and purposeful over time e.g. regular check ins, keeping promises and managing expectations.
LO2	A.C 2.1 Learners must provide a clear definition of safeguarding, focusing on the prevention of harm, abuse, or neglect for vulnerable individuals. A.C 2.2 & 2.3 Learners must identify the nine core categories of abuse recognised in health and social care e.g. physical, sexual, psychological/emotional, financial, neglect, verbal, coercive/controlling behaviour, digital/cyber and spiritual/cultural abuse. Learners must outline at least two signs of each type of abuse. A.C 2.4 Learners must explain how to recognise subtle, systematic, or complex safeguarding concerns. This includes differentiating between symptoms and abuse and self-neglect or lifestyle choices. A.C 2.5 & 2.6 Learners must analyse the precise legal and ethical duty of an advocate to break confidentiality and report abuse, weighing the individual's right to privacy against immediate safety risks. This must include informing the individual about the need to report (where safe to do so).