

MODULE DIRECTORY

ACADEMIC DISCIPLINE OF HUMANITIES AND SOCIAL SCIENCES

CARMARTHEN CAMPUS

LEVEL 5

INSTITUTE OF EDUCATION AND HUMANITIES

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 5 within the Academic Discipline of Humanities and Social Sciences (Carmarthen campus) in the academic year 2023-2024.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

BA (Hons) Sociology

ECSO5001	Diversity and Difference in a Modern World
ECSO5003	Research Methods for the Social Sciences
ECSO5002	Experiential Placement: Becoming a Reflective Practitioner
ECAY5005	Health and Social Care, Disability and Wellbeing
ECAY5004	Work, Poverty and Welfare in the Modern World

BA (Hons) Advocacy

ECAY5003	The Evolving Landscape of Advocacy Provision
ECSO5003	Research Methods for the Social Sciences
ECSO5002	Experiential Placement: Becoming a Reflective Practitioner
ECAY5005	Health and Social Care, Disability and Wellbeing
ECAY5004	Work, Poverty and Welfare in the Modern World

Module Code	ECSO5001
Title	Diversity and Difference in a Modern World
Date	27/03/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to understand the nature of individual and group identities and their significance in the context of a diverse and complex global community.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically understand the key influences on the social (re)production of individual and group identities and how gender and sexual diversity, class, poverty, ethnicity, disability, sexual orientation, race and age represented in our society;
- critically reflect upon individual representations of identity in the media and society and the politics of recognition;
- critically engage with theories of difference and how these assist the study of conflict and inequality in society.

INDICATIVE CONTENT

- Theories of cultural and social capital and the (re)production of inequalities in society (Bourdieu) including the formation of sub-cultures.
- Theories of stereotyping, labelling and 'othering' (Spivak) and how these relate to social justice.
- The struggle of groups to resist social injustice and the politics of recognition (Taylor).
- An exploration of the way in which the media and social media contribute to perceptions of diversity and difference in contemporary society. Media Bias will also be considered in the context of Diversity and Difference. This is linked to contemporary issues during the lectures.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2800 words	70%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar Presentation	12 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	ECSO5001	
Module Title	Diversity and Difference in a Modern World	
Classification	Reading List entry	Electronic*
Essential	Berger, P. L. & Luckmann, T. (2011) <i>The Social Construction of Reality: A Treatise in the Sociology of Knowledge</i> . London: Penguin.	☐
Essential	Jenkins, R. (2014) <i>Social Identity: Key Ideas</i> . London: Routledge.	☐
Essential	Lawler, S. (2014) <i>Identity: Sociological Perspectives</i> . Cambridge: Polity.	☐
Essential	Payne, G (Ed.) (2013) <i>Social Divisions</i> Basingstoke: Palgrave Macmillan	☐
Further	Burr, V. (2015) <i>Social Constructionism</i> . London: Routledge.	☐
Further	Cooper, D. (2010) <i>Challenging Diversity: Rethinking Equality and the Value of Difference</i> . Cambridge: Cambridge University Press.	☐
Further	Côté, J. E. & Levine, C. G. (2008) <i>Identity Formation, Agency, and Culture: A Social Psychological Synthesis</i> . Mahwah, New Jersey: Taylor & Francis.	☐
Further	Crompton, R. (2008) <i>Class and Stratification</i> . Oxford: Polity Press.	☐
Further	Del Campo, D. S. & Del Campo, R. L. (2008) <i>Talking Sides: Clashing Views in Childhood and Society</i> . New York: McGrawHill.	☐
Further	Dillon, M. (2014) <i>Introduction to Sociological Theory</i> . London: Wiley-Blackwell.	☐

Further	Du Gay, P., Evans, J. & Redman, P. (2000) <i>Identity: A Reader</i> . London: Sage.	☐
Further	Elliott, A. and du Gay, P. (2009) <i>Identity in Question</i> . London: Sage.	☐
Further	Elliott, A. (2013) <i>Concepts of the Self: Key Concepts</i> . Cambridge: Polity Press.	☐
Further	Hodkinson, P. (2011). <i>Media, culture and society : An introduction</i> . London: SAGE.	☐
Further	Jenkins, R. (2014) <i>Social Identity</i> , London: Routledge.	☐
Further	Lash, S. and Featherstone, M. (2002) <i>Recognition and Difference: Politics, Identity, Multicultural</i> . London: Sage.	☐
Further	Lawler, S. (2013) <i>Identity</i> . Oxford: Polity Press.	☐
Further	Platow, M. J., Kashima, Y. and Foddy, M. (2009) <i>Self and Identity: Personal, Social and Symbolic</i> . New Jersey: Psychology Press.	☐
Further	Webb, Schirato, Danaher, Schirato, Tony, & Danaher, Geoff. (2002). <i>Understanding Bourdieu</i> . London: SAGE.	☐

Module Code	ECSO5002
Title	Experiential Placement: Becoming a Reflective Practitioner
Date	27/03/2019
Level	5
Credits	40
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to apply the principles of reflective practice to an experiential placement.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate, using a recognised model of reflective practice, their experience on a voluntary or work-based placement of their choosing;
- demonstrate a critical understanding of what constitutes sound practice in a variety of contexts in society;
- analyse the importance of ethical considerations and risk assessment on working practice.

INDICATIVE CONTENT

- Discussion of theoretical perspectives on providing support to individuals in need e.g. existentialism, human potential theory, and the discourse between social capital and social inclusion.
- Introduction to theories of reflective practice and how these relate to continuous professional development and service improvement.
- An exploration of the concepts of ethics, equality and equity as they relate to the work place.
- An exploration of risk assessment in the work place as evidenced in serious case reviews and relevant case studies.
- A theoretical overview of social science research methods (i.e. qualitative and quantitative) and their relation to work practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Seminars	10	2.5%
Independent learning	340	85%
Placement learning	30	7.5%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Reflective Journal	4800 words	60%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	20 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

READING LIST

Module Code	ECSO5002	
Module Title	Experiential Placement: Becoming a Reflective Practitioner	
Classification	Reading List entry	Electronic*
Essential	Blakemore, K. and Griggs, E. (2007) <i>Social Policy: An Introduction</i> . (3rd Ed). Maidenhead: Open University Press.	☒
Essential	Bolton, G. (2018) <i>Reflective Practice: Writing and Professional Development</i> . (3rd Ed). London: Sage.	☐
Essential	Thompson, N. (2016) <i>Anti-discriminatory Practice</i> . Basingstoke: Palgrave MacMillan.	☐
Essential	Thompson, S. and Thompson, N. (2018) <i>The Critically Reflective Practitioner</i> . Basingstoke: Palgrave MacMillan.	☐
Further	Armstrong, F. and Barton, L. (2008) <i>Policy, Experience and Change: Cross-cultural Reflections on Inclusive Learning</i> . London: Springer Books	☐
Further	Cole, M. (ed.). (2011) <i>Education, Equality and Human Right</i> . London: Routledge Falmer.	☐
Further	Egan, G. and Rees, R. (2018) <i>The Skilled Helper: A problem Management and Opportunity-Development Approach to Helping</i> . (8th Ed). Belmont: Thomas Brooks.	☐

Further	Hepple, B. (2011) <i>Equality: The New Legal Framework</i> . Oxford: Hart Publishing.	☐
Further	Hills, J. and Stewart, K. (eds.). (2005) <i>A More Equal Society? New Labour, Poverty, Inequality and Exclusion</i> . Bristol: The Policy Press.	☐
Further	Hilton, M. and McKay, J (Eds) (2011) <i>The Ages of Voluntarism: How We Got to the Big Society</i> . Oxford: OUP/British Academy.	☐
Further	Ishkanian, A. and Szreter, S. (2012) <i>The Big Society Debate: A New Agenda for Social Policy</i> . Cheltenham: Edward Elgar Publishing	☐
Further	Harris, M. and Rochester, C. (2001) <i>Voluntary Organisations and Social Policy in Britain</i> . Basingstoke: Palgrave-Macmillan	☐
Further	Jordan, B. (2006) <i>Social Policy for the Twenty First Century</i> . Cambridge: Polity Press.	☐
Further	La Follette, H. (Ed.) (2014) <i>Ethics in Practice</i> . Oxford: Blackwell	☐
Further	Pierson, J. (2016) <i>Tackling Social Exclusion</i> . (2nd Ed). London: Routledge.	☐
Further	Smith, D. (2005) <i>On the Margins of Inclusion. (Studies in Poverty, Inequality and Social Exclusion)</i> . Bristol: Policy Press.	☐
Further	Taket, A., Crisp, B. R., Nevill, A., Lamaro, G., Graham, M. and Barker-Godfrey, S. (2011) <i>Theorising Social Exclusion</i> . Abingdon: Routledge.	☐
Further	Thompson, N. (2017) <i>Promoting Equality: Working with Diversity and Difference</i> . (3rd Ed). Basingstoke: Palgrave- MacMillan	☐
Further	Wilkinson, R. and Pickett, K. (2009) <i>The Spirit Level: Why More Equal Societies Almost Always Do Better</i> . London: Allen Lane.	☐

Module Code	ECSO5003
Title	Research Methods for the Social Sciences
Date	27/03/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with the knowledge and understanding of the importance of understanding the basis of, and limitations of, empirical research, to appreciate commonly used methods and ethical principles within the social research framework.
- To develop skills both as readers of existing research and researchers in practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically reflect upon how quantitative and qualitative methodology and methods contribute to research and practice; and understand the differing requirements associated with these approaches;
- explore in-depth ethical considerations involved in the planning and undertaking research in the social sciences;
- demonstrate a critical understanding the strengths and limitations of a range of data collection methods and forms of data analysis;
- critically evaluate the features and characteristics of concepts such as rigor, validity, generalizability, trustworthiness and reliability of data collection techniques as appropriate to quantitative and qualitative approaches.

INDICATIVE CONTENT

- Explore a range of methodological positions and consider the implications for research in practice; explore the strengths and weaknesses of quantitative, qualitative and mixed methodologies. Understand that methods contribute to research and practice; and understand the differing requirements associated with these approaches. Exploration of the meaning and application of terminology such as Paradigm, Ontology, Epistemology, Methodology, Methods and Analysis.
- Explore in-depth ethical considerations involved in the planning and undertaking research in the social sciences. Consider the positionality of the researcher and the context of the participant/context. Exploration of personal bias and positions in regards to the research design process.
- Evaluate the features and characteristics of concepts such as rigor, validity, generalizability, trustworthiness and reliability of data collection techniques as appropriate to quantitative and qualitative approaches.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	EC5003	
Module Title	Research Methods for the Social Sciences	
Classification	Reading List entry	Electronic*
Essential	Punch KF (2014) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> , AUS: Sage.	☐
Essential	Kara, H (2015) <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> , Bristol: Policy Press.	☐
Essential	Creswell JW & Creswell JD (2018) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> , London: Sage.	
Further	Cohen, L. and Manion, L. (2017) <i>Research Methods in Education</i> , London: Routledge.	☐

Further	Liao, TF (2016) <i>Sociological Methodology</i> , AUS: Sage.	☐
	Lahman MKE (2018) <i>Ethics in Social Science Research: Becoming Culturally Responsive</i> , London: Sage.	
Further	Israel, M (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage.	☐
Further	Bell, J. (2010) <i>Doing Your Research Project: a guide for first time researchers in education and social science</i> , (4th ed) Buckingham: Open University Press.	☐
Further	Mason, J. (2002) <i>Qualitative Researching</i> , London: Sage.	☐
Further	Mauther, M. Birch, M. Jessop, J. & Miller, T. (2017) <i>Ethics in Qualitative Research</i> , London: Sage.	☐
Further	Ritchie, J. & Lewis, J. (2013) <i>Qualitative Research Practice</i> , London: Sage.	☐
Further	Denzin NK & Lincoln YS (2012) <i>Strategies of Qualitative Inquiry</i> , USA	☐
Further	Denzin NK & Lincoln YS (2012) <i>The Landscape of Qualitative Research: Theories and Issues</i> , USA	☐
Further	Denzin NK & Lincoln YS (2012) <i>Collecting and Interpreting Qualitative Materials</i> , USA	☐
Further	Denzin NK & Lincoln YS (2011) <i>The SAGE Handbook of Qualitative Research</i> , USA	☐

Module Code	ECAY5005
Title	Health and Social Care, Disability and Wellbeing
Date	27/03/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To allow students to critically explore theoretical concepts relating to disability, health and social care and wellbeing in contemporary society.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically engage with the multiple models of disability and their relation to inclusive practice in contemporary society;
- undertake a comparative analysis of different paradigms of health and social care provision;
- critically evaluate the efficacy of current health and social care policy with regard to supporting well-being.

INDICATIVE CONTENT

- An exploration of the different models of disability (including but not exclusively the medical, social, tragedy and empowerment models) and what each model means for service users.
- An overview of paradigms of health and social care, including their ideological or theoretical basis.
- An exploration of the effects of current health and social care policy on service users.
- A discourse on the nature of well-being and its interpretation by policy makers in contemporary society.
- A review of the policy and practice framework across services and within the evolving legislative framework, such as the Equality Act (2010).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assignment	2800 words	70%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Video Presentation	10 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	ECAY5005	
Module Title	Health and Social Care, Disability and Wellbeing	
Classification	Reading List entry	Electronic*
Essential	Barnard, A. (2011). <i>Key themes in health and social care : A companion to learning</i> . Abingdon, Oxon ; New York, NY: Routledge.	☒
Essential	Cameron, C. (2013). <i>Disability Studies A Student's Guide</i> . London: SAGE Publications.	☒
Essential	Crawford, L.A. and Novak, K.B. (2018) <i>Individual and Society: Sociological Social Psychology</i> , Abingdon: Routledge	☐
Essential	Ebrahimi, V.A. and Chapman H.M (2018) <i>Re-ablement Services in Health and Social Care</i> . London: Palgrave	☐
Essential	Larkin, M. (2009) <i>Vulnerable Groups in Health and Social Care</i> . London: Sage.	
Essential	Shah, S. and Priestley, M. (2011) <i>Disability and Social Change: Private Lives and Public Policies</i> . Bristol: The Policy Press.	☐
Further	Barnes, C. and Mercer, G. (2010) <i>Exploring Disability</i> . Cambridge: Polity Press.	☐
Further	Carmel, C., Cerami, A. and Papadopoulos, T. (2012) <i>Migration and Welfare in the New Europe</i> . Bristol: Policy Press	☐

Further	Davey, B (2001) <i>Birth to Old Age: Health in Transition</i> . (2nd Ed). Buckingham: Open University Press.	☐
Further	Greaves, I (2018) <i>Disability Rights Handbook</i> , London: Disability Rights UK.	☐
Further	Knowles, G. (2017) <i>Supporting Inclusive Practice</i> . Abingdon: David Fulton Publishers.	☐
Further	Morris, K., Barnes,M.and Mason,P. (2009) <i>Children, Families and Social Exclusion</i> . Bristol: Policy Press	☐
Further	Penhale, B. and Parker, J (2008) <i>Working with Vulnerable Adults</i> . Abingdon: Routledge.	☐
Further	Koubel, G (2016) <i>Safeguarding Adults and Children: Working with Children and Vulnerable Adults</i> , London: Palgrave Mcmillian.	☐
Further	Rowe, J. and Mitchell, A (2013) <i>Key Concepts in Health and Social Care</i> . London: Collins	☐
Further	Scharf, T. and Keating, N. C. (2012) <i>From Exclusion to Inclusion in Old Age: A Global Challenge</i> . Bristol: Policy Press	☐
Further	Thompson, N. (2017) <i>Promoting Equality: Working with Diversity and Difference</i> .3rd edn. Basingstoke: Palgrave- MacMillan.	☐
Further	Wilkinson, R. and Pickett, K. (2009) <i>The Spirit Level: Why More Equal Societies Almost Always Do Better</i> . London: Allen Lane.	☐

Module Code	ECAY5004
Title	Work, Poverty and Welfare in the Modern World
Date	27/03/2019
Level	5
Credits	20
Pre-Requisites	N/A

AIM(S)

- To investigate three significant strands of social policy (welfare, work and poverty) and the relationship between the state, markets and personal life.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- analyse the impact of changing patterns of work on social and economic inequality and the changes in welfare provision to respond to this(e.g. minimum wage, tax credits etc.);
- apply social science concepts and perspectives to understand the way in which different Governments create and implement policy with regard to employment and welfare;
- analyse the social consequences of different employment and management practices and policy delivery mechanisms.

INDICATIVE CONTENT

- Changes in working practice and employment since 1945 (e.g. Fordism and post-Fordism).
- The development of the welfare state since 1945.
- The cultural production of so-called "welfare dependents".
- New orthodoxies of welfare conditionality, personalised responsibility and paternalism (e.g. Walter Benjamin and Adams, Social Mobility, meritocracy).
- The changing nature of work, worker identities and labour geographies.
- Living wage campaigns in the global city, migrant labour and the casualisation of the "precariat" workforce; and how education impacts upon work, poverty and welfare.
- The relationship between economic policy and the wealthy.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2800 words	70%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Video Presentation	10 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	ECAY5004	
Module Title	Work, Poverty and Welfare in the Modern World	
Classification	Reading List entry	Electronic*
Essential	Alcock, P. (2006) <i>Understanding Poverty</i> , 3rd edition, Basingstoke: Palgrave	☐
Essential	Atkinson, A.B. (2018) <i>Inequality: What Can Be Done?</i> Harvard University Press	☐
Essential	Dean, H & Platt, L. (2016) <i>Social Advantage and Disadvantage</i> . Oxford University Press	☐
Essential	Pierson, Castles, Pierson, Christopher, & Castles, Francis Geoffrey. (2013). <i>The welfare state reader</i> (2nd ed.). Cambridge: Polity.	☐
Further	Burchardt, T. (2007) 'Welfare: What For?', in J. Hills et al (eds.), <i>Making social policy work : essays in honour of Howard Glennerster</i> , Bristol: The Policy Press.	☐
Further	Hills, J (2014). <i>Good Times, Bad Times: The Welfare Myth of Them and Us</i> , London: Policy Press	☐
Further	Jenkins, S.P. (2011) <i>Changing Fortunes: Income Mobility and Poverty Dynamics in Britain</i> , Oxford: University Press	☐
Further	Lukacher, N. (1982). 'Walter Benjamin's Chthonian Revolution'. <i>Boundary 2</i> , 11(1/2), 41-57. doi:10.2307/303017	☒

Further	Shildrick, MacDonald, Webster, & Garthwaite (2010). The Low-Pay, No-Pay Cycle: Understanding Recurrent Poverty Joseph Rowntree Foundation.	☐
Further	Weis L and Dolby N (2012) <i>Social Class and Education: Global Perspectives</i> , London: Routledge.	☐
Further	Dorling D (2015) <i>Inequality and the 1%</i> , London: Verso.	☐
Further	Stiglitz JE (2013) <i>The Price of Inequality</i> , London: Penguin UK.	☐

Module Code	ECAY5003
Title	The Evolving Landscape of Advocacy Provision
Date	27/03/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- Develop a critical understanding of the drivers of advocacy provision and its effect in contemporary society.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- develop a critical understanding of the drivers of advocacy provision in Wales, UK and beyond;
- develop a critical understanding of the impact of advocacy provision on service users, advocacy providers and local government;
- demonstrate a critical understanding of the barriers in accessing advocacy services and working as an independent professional advocate.

INDICATIVE CONTENT

- Demonstrate a critical understanding of the content, purpose and effects of current legislation relating to advocacy. Consideration will be given to what constitutes a 'driver' in the context of advocacy.
- A critical exploration of the impact on the professionalisation of advocacy in Wales, UK and wider. This will include reference to current legislation and policy in addition there will be a consideration of the links made between service users, advocacy providers and local government.
- A critical overview of the impact of modern advocacy provision/providers. Communication between organisations and users, which allows for best practice, will be explored. Critically review of the limitations and barriers faced by individuals in gaining access to advocacy services.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2800 words	80%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Seminar Presentation	10 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	80%
Practical	20%
TOTAL	100%

READING LIST

Module Code	ECAY5003	
Module Title	The Evolving Landscape of Advocacy Provision	
Classification	Reading List entry	Electronic*
Essential	Gentile, M. (2012) <i>Giving Voice to Values: How to Speak your Mind When You Know What's Right</i> . UK: McGraw-Hill.	☐
Essential	Wilks, T. (2012) <i>Advocacy and Social Work Practice</i> . UK: McGraw-Hill.	☐
Essential	Wright, A.C. & Jaffe, K.J. (2014) <i>Six Steps to Successful Child Advocacy</i> . UK: Sage.	☐
Further	Ruegger, M. (2001) <i>Hearing the Voice of the Child: Representations of children's interests in public law proceedings</i> . UK: RHP.	☐
Further	Newbigging, K. (2015) <i>Independent Mental health Advocacy: The Right to be Heard, Context, Values and Good Practice</i> . UK: JKP.	☐
Further	Campbell, J.R. (2018) <i>Five Steps to Becoming an Advocate</i> . Available at https://www.youtube.com/watch?v=nlo31mMB4P8 Accessed on 19.12.2018.	☐
Further	Fivecoat, J. (2018) <i>A Passion for Advocacy</i> . Available at https://www.youtube.com/watch?v=JXqluvL4KvU Accessed on 19.12.2018.	☐

Further	Davies, E.J. (2014) <i>Domestic Violence Advocacy: Complex Lives/Difficult Choices</i> . UK: Sage.	☐
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