



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECAY5003: The Evolving Landscape of Advocacy Provision Module Introduction and Historical Context 2023

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Hello!

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Welcome to ECAY5003

This Module will focus on the ever-changing landscape of Advocacy Provision and the drivers that create, support and inspire change.

At level four you were asked to describe and explain concepts

At level five, I am now going to ask you to critically analyse them.

This involves asking the question
So what?

This module will look at concepts that you may already be familiar with on a critical level.

It is important during this module that you read around the subject areas

Assessment 1

Word Count: Essay 2800 Words

Weighting: 80%

Submission Deadline: 9th November 2023

Submission Release: 7th December 2023

Assessment 2

Word Count: Seminar Presentation 10 Mins

Weighting: 20%

Submission Deadline: 31st October 2023

Submission Release: 27th November 2023

Assessment 1

Assessment 2

Assessment Specs

Assessment 1

Demonstrate a critical understanding of the drivers of advocacy provision in Wales, UK and beyond

Assessment 2

Assessment Specs

Assessment 1

Assessment 2

Critically reflect upon the differences
and similarities between Advocacy
and Activism.

Assessment Spec

Assessment 1

Assessment 2

Assessment Spec

- Assessment Specification allows you as the students to understand what is expected of you to gain marks within an assessment.
- Assessment Specification sheets can be found on the Module tile on Moodle.
- At the bottom of each Assessment Spec, you will find the General Assessment Criteria:

Level 5							
In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.							
Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies	Limited but adequate knowledge and critical understanding of the well-established	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-	Knowledge is reasonably extensive. Exhibits very competent critical understanding of	Excellent, detailed knowledge and highly critical understanding of the well-established	Exceptionally detailed knowledge and outstanding critical understanding of the well-

Historical Foundations of Advocacy



**Following
the Second
World War**

The
Questioning
of Western
Culture



1966
Wolfensberger

Citizen
Advocacy in
America!



1983
(IRCHIN)
Independent
representatio
n for children
in need



1989
The
Children's Act
1989



1991
MISG
Mental
Illness
specific Grant



2001
Legislative
developments



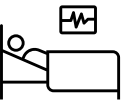
2003
ICAS
Launched
The
Independent
Complaints
Advocacy
Service



2007
IMCA
Independent
Mental
Capacity
Advocate



2010
Expansion on
the IMHA
Scheme



2014
The Care Act
2014
The Social
Services and
Well-Being
(Wales) Act
2014

**From the
1950'S
Onwards**

Scandals at
the hospitals



1979

Citizen
advocacy in
the UK!



1983

Mental
Health Act
and Code of
Practice



1990

UKAN
United
Kingdom
Advocacy
Network



1998

Quality
Protects
Financial
Investment in
children's
services



2002

The Children
and
Adoption Act
2002



2005

White Paper
"Our Health,
Our Care,
Our Say"



2009

Independent
Advocacy
Qualification



2012

The Mental
Health
(Wales)
Measure



(Mercer, 2016)

Advocacy By Definition

- The changing Landscape of advocacy often starts with what Atkinson (1999, p15) describes as 'a deceptively simple question'.

What is Advocacy?

What is Advocacy?

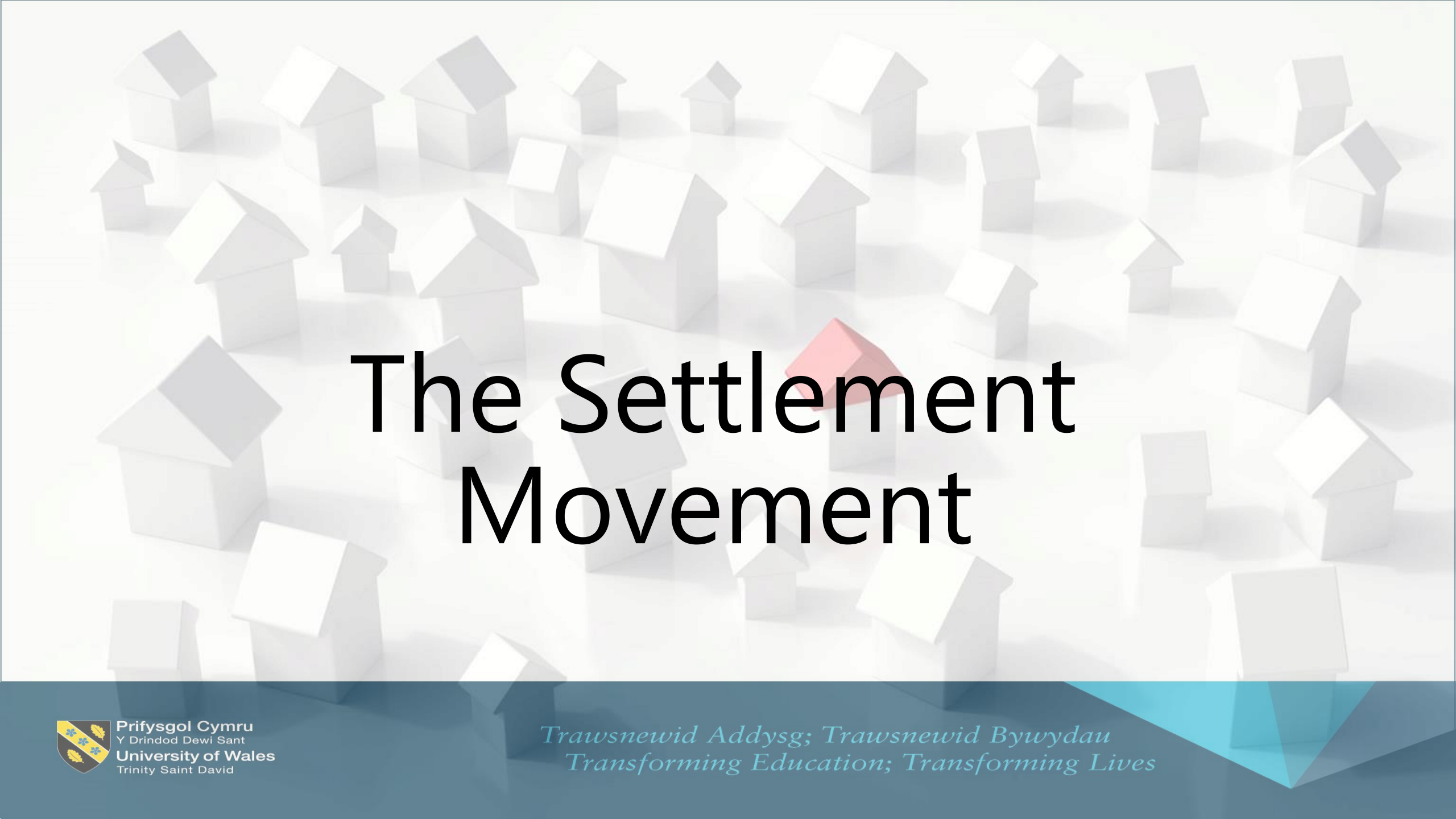
- Advocacy is a changing and contested field of activity
- There are many disagreements about what should fall within the scope and what should not.
- A single definition is hard to find.
- To fully understand what advocacy is, we are required to:
 - Have an appreciation for the context within which it takes place
 - Understand it's aims and purposes and
 - The values which inform it
 - And the historical roots from which it comes.

(Wilks, 2012)

Advocacy and Social Work

- Advocacy has historically interwoven with social work and social care.
- The origins of social work lie in attempts to address the causes of and alleviate the consequences of poverty.
- Efforts were made through Charity Organisations and the distribution of charitable support to the deserving poor
- Even in the infancy of social work, it was acknowledged that social change would be needed to challenge cycles of deprivation and systems of inequality.

(Payne, 2005)

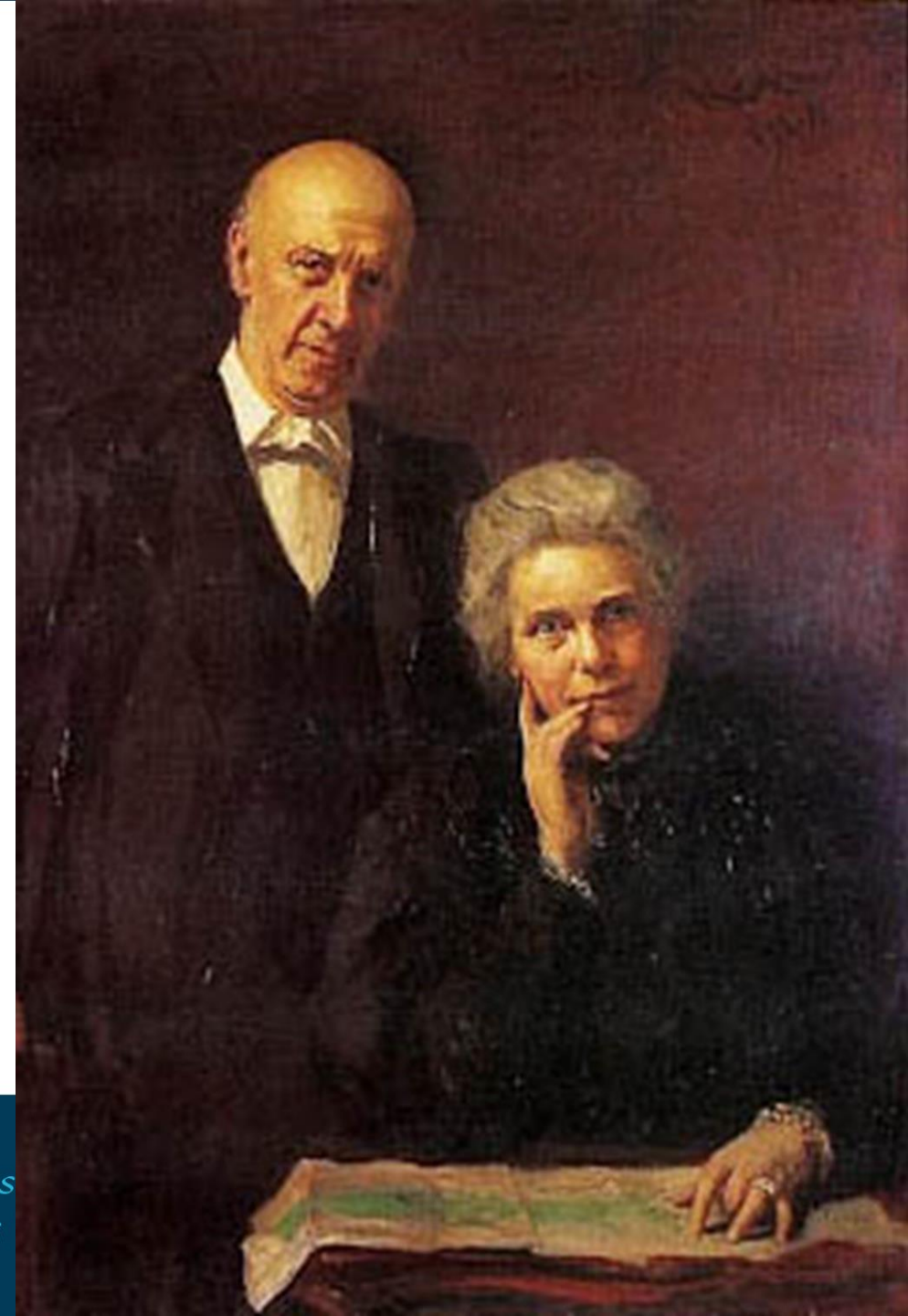


The Settlement Movement

The Settlement Movement

- The settlement movement began in 1884, with the founding of London's Toynbee Hall by curate Samuel Barnett and his wife, Henrietta.
- Toynbee Hall had a mission to serve the poor.
- The innovative idea included bringing university students from the elite social class, to live and work alongside the underprivileged poor.

(Smith, 2005)



The Settlement Movement

- In the late nineteenth century London was rife with crime with widespread effects of industrialisation, urbanisation and immigration, resulting in constant increases in crime rates and poverty and a growing population of uneducated children and adults.
- The settlement movement offered a new way to understand poverty and an attempt to address it.
- The students from Oxford and Cambridge would come to settlements to spend time amongst the poor in large cities and engage in what we would now call Community Development Activities

(Payne, 2005)

Community Development Activities

- The Movement encouraged those from different social classes to integrate resulting in many positive changes within London.
- Activities that supported the movement included:
 - Setting up Youth Clubs and Activities
 - Organising and Sponsoring holidays
 - Active Advocacy on behalf of the poor

(Wilks, 2012)

Driving Change

- There were many positive changes that have influenced how we operate in the 21st century.
- One example includes the introduction of the poor man's lawyer scheme
 - A combination of advocacy and campaigning (Cause Advocacy)
- This started in the Mansfield settlement in 1891 with the provision of pro-bono legal advice, which quickly spread to other settlements.
- From within the settlement movement a campaign was launched for state support for the provision of legal services.
- This has led to the current legal aid system

(Spencer, 2009)

Driving Change

- It is the more radical tradition in social work in the UK which has been most keen to embrace advocacy as a practice tool.
- Community development (originating from the settlement tradition) has a long tradition of encouraging self-help, advocacy, and community activism and campaigning.
- Recent debate surrounds the argument of this more radical approach to refocus social work's attention on poverty suggesting that there is a strong case for the adoption of more community orientated social work with advocacy as a central feature.

(Ferguson and Woodward, 2009)



The Self-Advocacy Movement

The Self-Advocacy Movement

- The movement enabled groups of people with learning disabilities to collectively begin to advocate and lobby for greater control over their care.
- This was the driving change behind further movements.
- The Independent Living Movement sought and achieved increasing control by disabled individuals over their care
 - First through centres for independent living
 - Then through the successful campaign for the institute of direct payments via the community care (Direct Payments) Act 1996.

(Wilks, 2012)

The Self-Advocacy Movement

- Mental health services were also an important focal point for advocacy and campaigning.
- These movements, with their dual interest in both case and cause advocacy, were driven by common factors
 - The move away from institutional care
 - The critical re-evaluation by service users of what care more generally meant
 - And what assumptions underlaid it.
- This process was further driven by the development and adoption of the social model of disability.

The Social Model of Disability

- The central thesis of the social model understands that:
 - It is not impairments themselves which create the disadvantage and restrictions that disabled people experience,
 - But the responses of society to those impairments.
 - Which have come to have an increasing influence on social care in the field of advocacy

(Oliver, 2009)

Present Advocacy Practice

- The history of social work demonstrates how advocacy has been featured strongly within discussion and social work practice.
- In contemporary society, it is argued that advocacy is a 'standalone' job role, independent from the social work field.
 - This is not necessarily true,
 - It is still in integrated practice in many fields of health and social care.
- Advocacy is a broad subject; a heading under which many interrelated activities take place



Contemporary Advocacy Provision

Driving change in the 21st century

- There are many causes that drive change in today's society, with many people advocating for their own cause
- Consider the contemporary issues facing society today:
 - Covid-19
 - Hospital waiting times
 - War in Ukraine
 - Homelessness
 - Racism
 - Gender inequality
 - Government funds/ Unfair pay

Driving change in the 21st century

- These causes are all considered Societal Issues
 - Something that is 'wrong' with today's society.
- These societal issues are strongly supported by individuals within society, with picket lines, campaigning and media attention.
- This encourages anyone and everyone to 'Join the Fight' against these particular issues
- But is this Advocacy?
- Or Activism?

Advocacy or Activism

- Advocacy is using voice to support a specific cause by getting support from a person or group
- Advocates work on behalf of an individual, group or organisation
- Activism is using forceful actions to bring about change, typically social or political
- Activists use methods such as protests, street marches, rallies, and strikes to intervene in the social, political, or economic environment.

Advocacy by definition

- This brings us back to our original question:

What is Advocacy?

Societal Views: Advocacy or Activism?



Black Lives Matter



Liberal Ideology



Feminist Critiques



Task

- Consider the Societal Issues discussed within these videos
- Is this Advocacy or Activism?
- How do you view these subjects?
- What (if anything) stands out for you in these videos?

References

- Mercer, K. (2016) *The History of Advocacy* Available at: [History-of-Advocacy-Oct16-Kate-Mercer.pdf \(speakeasyadvocacy.org.uk\)](https://www.speakeasyadvocacy.org.uk/History-of-Advocacy-Oct16-Kate-Mercer.pdf) (Accessed: 13/09/2023)
- Atkinson, D. (1999) *Advocacy: A Review* Brighton: Pavilion/Joseph Rowntree Foundation
- Wilks, T. (2012) *Advocacy and Social Work Practice* Berkshire: Open University Press
- Payne, M. (2006) *The Origins of Social Work, Continuity and Change* Basingstoke: Palgrave Macmillan
- Smith, M., K. (2005) *Settlements and Social Action Centres* Phoenix: Oryx Press
- Spencer, B. (2009) 'The Poor Man's Lawyer Service: A Precursor to Legal Aid' *Legal Action* (May) pp.6-7
- Ferguson, I. & Woodward, R. (2009) *Radical Social Work in Practice: Making a Difference* Bristol: Policy Press