



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

MODULE DIRECTORY

ACADEMIC DISCIPLINE OF HUMANITIES AND SOCIAL SCIENCES

CARMARTHEN CAMPUS

LEVEL 6

INSTITUTE OF EDUCATION AND HUMANITIES

2023-2024

CONTENTS PAGE

Page No

INTRODUCTION.....	1
MODULES	2

INTRODUCTION

This Module Directory includes all the modules for Level 6 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

ECGE6003Q	Independent Project
ECAY6004	Relationships, Communication and Families in Contemporary Society
ECSO6001	Sustainable Communities and Global Development
ECSO6002	Crime and Deviance versus Power and Control
ECGE6002Q	Skills for life: employability and future pathways

BA (Hons) Advocacy

ECGE6003Q	Independent Project
ECAY6004	Relationships, Communication and Families in Contemporary Society
ECAY6002	Professional Practice in Advocacy
ECAY6003	Advocacy: Maintaining Independence in Service Provision
ECGE6002Q	Skills for life: employability and future pathways

Module Code	ECGE6003Q
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ECGE6003Q	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability, 3rd edition</i> , Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐

Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ECAY6004
Title	Relationships, Communication and Families in Contemporary Society
Date	27/03/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To allow students to explore the contested nature of individual identity and the concept of families as portrayed in contemporary society.

LEARNING OUTCOMES

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

- critically reflect upon the various representations of what constitutes 'family' in the 21st century;
- critically explore the relationship between the individual, 'family' and contemporary society;
- critically reflect upon why there are tensions between representations of the individual, family and contemporary society in the post-modern age.

INDICATIVE CONTENT

- Considerations of the framing of what constitutes 'family' both historically and culturally. The role of narratives of hetero-normativity in the construction of identity and families in a modern world.
- Critical discussion of industrialisation and modernisation, sexual orientation, gender, disability, class and poverty, demographic change, social divisions, family and state and impact upon family values. Legislation, policy and welfare implications for the modern family/individual. An exploration of the relevance family has within our modern sustainable society.
- Theoretical links to patriarchy, ideal family, work orientations, sex-role ideology, employment, occupational choice. Consideration of what it means to be part of a family in the Post-Modern Age. Investigating the tensions within the family over the life course.
- Exploration of the role of multi-media, social media, broadcasting, narrowcasting and other forms of communication on the perceptions of society with regard to individual identity and the nature of the 'family'.

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		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio of Evidence	2500 word (equivalent)	50%

Assessment Summary

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

READING LIST

Module Code	ECAY6004	
Module Title	Relationships, Communication and Families in Contemporary Society	
Classification	Reading List entry	Electronic*
Essential	Hakim, C. (2017) <i>Models of the Family in Modern Societies: Ideals and Realities</i> . Aldershot, Hampshire: Ashgate Publishing Limited.	☐
Essential	Montanari G and Schlinzig T (2019) <i>Family and Space: Rethinking Family Theory and Empirical Approach's (Routledge Studies in Family Sociology)</i> , London: Routledge.	☐
Essential	McCarthy, J. R., Doolittle, M. and Sclater, S. D. (2012) <i>Understanding Family Meanings: A Reflective Text</i> . Bristol: Policy Press.	☐

Essential	White, J.M. (2014) <i>Family Theories: An Introduction</i> , Thousand Oaks, California: Sage.	☐
Further	Allan, G. A. (2001) <i>The Sociology of the Family: A Reader</i> . Oxford: Blackwell Publishing Ltd.	☐
Further	Andersen, M. L. and Taylor, H. F. (2011) <i>Sociology: Understanding a Diverse Society</i> . Belmont, CA: Thomson Higher Education.	☐
Further	Berger, B. (2017) <i>The Family in the Modern Age: More than a Lifestyle Choice</i> . New Jersey: Treansaction Publishing.	☐
Further	Cheal, D. (2003) <i>Family: Critical Concepts in Sociology</i> . London: Routledge.	☐
Further	Clayton, M. and Williams, A. (2011) <i>Social Justice: Blackwell Readings in Philosophy</i> . Oxford: Blackwell Publishing.	☐
Further	Collins, D., Jordan, C. and Coleman, H. (2010) <i>An Introduction to Family Social Work</i> . Belmont, CA: Cengage Learning.	☐
Further	David, M. E. (2003) <i>Personal and Political: Feminisms, Sociology and Family Lives</i> . Stoke-on-Trent, Staffordshire: Trentham Books Ltd.	☐
Further	King, C., Chen, Z. E., Jamieson, L., Simpson, R. and Lewis, R. (2011) <i>Researching Families and Relationships: Reflections of Process: Palgrave Macmillan Studies in Family and Intimate Life</i> . Basingstoke, Hampshire: Palgrave Macmillan.	☐
Further	Kornblum, W. (2012) <i>Sociology in a Changing World</i> . Belmont, CA: Wadsworth.	☐
Further	Lamanna, M. A. and Riedmann, A. (2015) <i>Marriages and Families: Making Choices in a Diverse Society</i> . Belmont, CA: Wadsworth – Thomson Higher Education.	☐
Further	Lindsey, L.L. (2019) <i>Gender Roles: A Sociological Perspective</i> Abingdon: Routledge	☐
Further	Miller, R. W. (2010) <i>Globalizing Justice: The Ethics of Poverty and Power</i> . Oxford: Oxford University Press.	☐
Further	Newman, D. M. and Grauerholz, E. (2002) <i>Sociology of Families</i> . Thousand Oaks, CA: Sage Publications Inc.	☐
Further	Newman, D. M. (2014) <i>Sociology: Exploring the Architecture of Everyday Life</i> . Thousand Oaks, CA: Sage Publications Inc.	☐
Further	Strickland, R. (2002) <i>Growing Up Post-modern: Neo-liberalism and the War on the Young</i> . Lanham, MD: Rowman and Littlefield	☐

Module Code	ECSO6001
Title	Sustainable Communities and Global Development
Date	27/03/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to critically engage with the relationship between the concepts of social justice and sustainability in a global context.

LEARNING OUTCOMES

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

- appreciate the contested theoretical nature of sustainable development and to differentiate, and critically evaluate, different interpretations of the discourse and theories of society-environment relationships;
- analyse the role of sustainable development in building a communities based on principles of justice, equity, participation and transparency;
- reflect upon their own values and attitudes in relation to sustainable development.

INDICATIVE CONTENT

- A critical analysis of Green philosophies, different theories of environment–society relationships: techno-centric and eco-centric approaches (social ecology, eco feminism, eco socialism, deep ecology). To engender critical discussion on the role of social justice within environmental / sustainability debates.
- Critically explore the ways in which policies of sustainable development work to achieve social justice and inclusion and whether it is the catalyst for a new responsible citizenship.
- A critical assessment of different paradigms within education for sustainability: positivist, interpretive, social critical theories and postmodernism.
- An exploration of Education for Sustainability and social justice in formal, informal and formal educational contexts including the community, visions, challenges and practices. A critical assessment of guidance and models for promoting education for sustainability and social justice.

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	2500 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Reflective Account	2500 words	50%

Assessment Summary

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

READING LIST

Module Code	ECSO6001	
Module Title	Sustainable Communities and Global Development	
Classification	Reading List entry	Electronic*
Essential	Clarke, P. (2011) <i>Education for Sustainability: Becoming Naturally Smart</i> . London: Routledge.	☐
Essential	Shirazi R and Keivani R (2019) <i>Urban Social Sustainability: Theory, Policy and Practice</i> , London: Routledge.	

Essential	Urry, J. (2011) <i>Climate Change and Society</i> . Cambridge: Polity.	☐
Essential	Rogerson, R, Sadler, . Green, A. & Wong, C. (2011) <i>Sustainable Communities: Skills and Learning for Place</i> , Hereford: University of Hereford.	☐
Further	Lafferty, M. (2001) <i>Sustainable Communities in Europe</i> . London: Earthscan.	☐
Further	Manzi, T., Lucas, K., Jones, T. L. and Allen, J. (2010) <i>Social Sustainability in Urban Areas: Communities, Connectivity and the Urban Fabric</i> . London: Earthscan.	☐
Further	ACCAC Guidance – Curriculum and Qualifications (2008) <i>Education for Sustainable Development and Global Citizenship</i> . Cardiff: ACCAC.	☐
Further	Leonard, L. and Kenny, P. (2010) <i>Sustainable Justice and the Community: Advances in Ecopolitics</i> . Bingley, UK: Emerald Group Publishing Limited.	☐
Further	Blewitt, J. and Cullingford, C. (2004) <i>The Sustainability Curriculum: The Challenge for Higher Education</i> . London: Earthscan.	☐
Further	Brinn, D., Fowler, C. and Hester, C. (2001) <i>Making a Difference: Education for Sustainable Development within the Personal and Social Education Framework at Key Stage 2</i> . Sandy Bedfordshire: RSPB.	☐
Further	Christie and Warburton, D. (2001) <i>From Here to Sustainability: The Real World Coalition</i> . London: Earthscan.	☐
Further	Cudworth, E. and Walker K (2013) <i>Technology, Society and Inequality: New Horizons and Contested Futures (Digital Formations)</i> . USA: Peter Lang Pub.	☐
Further	DETR/WAG (2005) <i>Consultation Document on Education for Sustainable Development – a Strategy for Wales</i> . Cardiff: DETR/WAG.	☐
Further	Nikolopoulou, A., Abraham, T. & Mirbagheri, F. (eds.) (2010) <i>Education for Sustainable Development: Challenges, Strategies and Practices in a Globalizing World</i> . London: Sage.	☐
Further	Riano, P. (1994) <i>Women in Grassroots Communication</i> . London: Sage.	☐

Further	Scott, W. and Gough, S. (2004) <i>Key Issues in Sustainable Development and Learning</i> . New York: Routledge Falmer.	☐
Further	Scott, W. (2008) <i>Sustainability and Learning: What Role for the Curriculum? Centre for Environmental Education</i> . Bath: Pentathlon GB.	☐
Further	Sterling, S. (2001) <i>Sustainable Education</i> . Dartington: Green Books.	☐
Further	Tilbury, D., Stevenson, R.B., Fein, J. and Schreuder, D. (2002) <i>Education and Sustainability: Responding to the Global Challenge</i> . Cambridge: IUCN.	☐

Module Code	EC SO6002
Title	Crime and Deviance versus Power and Control
Date	27/03/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To identify the role of power and control in framing crime and deviance within society.

LEARNING OUTCOMES

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

- explore, in-depth, the role of power and control within society and the implications for individuals and groups within a Criminal Justice Context;
- critically evaluate a variety of definitions and theories linked to crime, deviance, conformity and victimology;
- evaluate how power and control has been represented in film, media and the written text.

INDICATIVE CONTENT

- An examination of what constitutes power and control; where power resides; implications of control on the individual and society.
- Develop a sense of the competing definitions and theoretical perspectives associated with power and control (Weber; Merton; Foucault); Deviance/social norms (Durkheim; Merton), Crime and Victimology (Hindelang, Gottfredson & Garofalo; Cohen & Felson; Amir). Including *classicism/positivism* (Beccaria; Bentham; Lombroso; Goring); biological positivism ; physiological positivism and anomie Durkheim; Cloward & Ohlin) and strain (Mesner & Rosenfeld)
- Explore societies understanding of power and control through engaging with film, media and the written text; utopia, dystopia, eutopia (Patrick Geddes) and anarchism. An exploration of films and books e.g. 1984, Brave New World, Matrix, The Hunger Games, Equilibrium, Divergent, Metropolis, District 9 and Blade Runner.

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	2500 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

READING LIST

Module Code	ECSO6002	
Module Title	Crime and Deviance versus Power and Control	
Classification	Reading List entry	Electronic*
Essential	Newburn, T (2017) <i>Criminology</i> , London: Routledge	☐
Essential	McLaughlin E, & Muncie, J (2013) <i>The SAGE Dictionary of Criminology</i> , London: Sage.	☐
Essential	Heidt, J & Wheeldon J.P (2015) <i>Introducing Criminological Thinking</i> , Thousand Oaks: Sage	☐
Further	Scott D & Flynn N (2014) <i>Prisons & Punishment: The Essentials</i> , London: Sage	☐
Further	Petro J & Petro N (2015) <i>False Justice: Eight Myths that Convict the Innocent</i> New York: Routledge.	☐
Further	Muncie J (2015) <i>Youth Crime and Justice</i> , London: Sage.	☐

Further	Burke RH (2013) <i>Criminal Justice Theory: An Introduction</i> , London: Routledge.	☐
Further	Farrall S (2012) <i>Rethinking What Works with Offenders: Probation, Social Context and Desistance from Crime</i> , London: Routledge.	☐
Further	Chriss, JJ (2013) <i>Social Control: An Introduction</i> , London: Cambridge: Polity.	☐
Further	Smyth J (2011) <i>Critical Pedagogy for Social Justice</i> , New York: Continuum.	☐
Further	Huxley A (2007) <i>Brave New World</i> , London: Vintage Classics.	☐
Further	Orwell G (2004) <i>1984 Nineteen Eighty-Four</i> , London: Penguin Modern Classics.	☐
Further	<i>Matrix</i> (1999) The Wachowski Brothers, US: Warner Bros. US.	☒
Further	<i>The Hunger Games</i> (2012) Gary Ross, Los Angeles, US: Lionsgate Films.	☒
Further	<i>Equilibrium</i> (2002) Kurt Wimmer, US: Dimension Films.	☒
Further	<i>Divergent</i> (2014) Neil Burger, US: Red Wagon Entertainment/Summit Entertainment.	☒
Further	<i>Metropolis</i> (1927) Fritz Lang, Germany: UFA GmbH; Destination Films.	☒
Further	<i>District 9</i> (2009) Neill Blomkamp, UK: TriStar pictures; WingNut Films; Key Creatives; QED International.	☒
Further	<i>Blade Runner</i> (1982) Ridley Scott, US: The Ladd Company; Shaw Brothers.	☒

Module Code	ECGE6002Q
Title	Skills for life: employability and future pathways
Date	25/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To foster a range of behaviours, attitudes and competencies which develop enterprising thinking and an employability mindset and enhance students' ability to critically reflect on their own development needs.

LEARNING OUTCOMES

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

- critically analyse the principles of employability and enterprising skills in relation to relevant career pathways;
- critically reflect on the importance of continual learning and future thinking for own personal development and employability;
- exhibit written and presentation skills that evidence advanced competencies and characteristics that reflect a range of transferable skills e.g. teamwork, problem solving and communication;
- organise knowledge and learning through an advanced use of a range of information sources, including ICT, and present their work at the appropriate level.

INDICATIVE CONTENT

- Creating a professional profile e.g. CV writing, LinkedIn, appropriate use of social media and professional networking.
- Effective interview and presentation techniques, job-searching and application processes.
- Personal development planning, mentorship, and continuing professional development.
- Behaviours, attributes and characteristics associated with developing an enterprising mind-set and fostering dynamic and innovative thinking e.g., initiative, creativity, self-discipline, flexibility.
- Interpersonal skills for the workplace e.g., teamwork, leadership, conflict resolution, negotiation.
- Principles of global citizenship and social and cultural awareness.
- Personal resiliency skills; recognising and managing stress and negative work behaviours.

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		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Mock Interview	30 minutes (to include questions)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECGE6002Q	
Module Title	Skills for life: employability and future pathways	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2015) <i>Skills for success: Personal development and employability</i> . Basingstoke: Palgrave Macmillan	☒
Essential	Rae, D. (2008), <i>Entrepreneurship: from opportunity to action</i> , 2 nd Edition, Basingstoke: Palgrave Macmillan.	☐
Essential	Trought, F. (2010) <i>Brilliant employability skills: how to stand out from the crowd in the graduate job market</i> . Harlow: Prentice Hall	☒
Further	Denicolo, P. and Reeves, J. (2013) <i>Developing transferable skills</i> . London: SAGE	☐
Further	Neugebauer, J. and Evans-Brain, J. (2016) <i>Employability: Making the most of your career development</i> . London: SAGE	☐
Further	Quality Assurance Agency (2018) <i>Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers</i> . (online) available from:	☒

	https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpeneurship-education-2018.pdf?sfvrsn=15f1f981_8	
Further	Warburton, N. (2007), <i>Thinking from A –Z</i> , London: Routledge	☐
Further	West, C. (2008), <i>Think like an Entrepreneur – Your Psychological Toolkit of Success</i> , New Jersey, USA: Prentice Hall.	☐
Further	https://www.heacademy.ac.uk/knowledge-hub/enhancing-graduate-employability	☒
Further	www.heacademy.ac.uk/business/ourwork/sigs/entrepreneurial learning sig	☒

Module Code	ECAY6002
Title	Professional Practice in Advocacy
Date	27/03/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To identify legislation, codes, conducts and values associated with professional standards in advocacy work.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of how management of personal behaviour/interaction with others is influenced by legislation, codes, conducts and values associated with professional standards in advocacy work;
- identify and critically engage with appropriate standards relating to specific interest groups;
- develop a critical understanding of how current legislation establishes a framework of measures designed to maintain professional boundaries, professional practices and in the provision of effective advocacy services;
- develop a critical understanding of how the role of formal advocates is governed by professional standards and where these might conflict within various models of care.

INDICATIVE CONTENT

- A critical exploration of current and emerging professional standards within advocacy service provision in Wales and the UK within the contexts of children, adults, mental health and the social care environment.
- Identify various models of care and how the ontological position of might affect service delivery, decision-making and levels agency experienced by service users/clients/patients.
- An understanding of how various theoretical positions underpin the differences in services, their delivery and the service experienced service users/clients/patients.
- Evaluation of how advocates use systems to maintain professional boundaries and maintaining healthy, productive and appropriate relations with clients whilst building trust, empathy and understanding of client's needs.

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
Report	4000 words	80%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	1000 words (web-page content/press release)	20%

Assessment Summary

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

READING LIST

Module Code	ECAY6002	
Module Title	Professional Practice in Advocacy	
Classification	Reading List entry	Electronic*
Essential	Thompson, N. (2016) <i>The Professional Social Worker</i> . (2nd Ed.) UK: Palgrave Macmillan.	☐
Essential	Kline , R. and Preston-Shoot , M. (2012) <i>Professional Accountability in Social Care and Health: Challenging Unacceptable Practice and Its Management</i> . UK: Sage Publications Ltd.	☐
Essential	Cribb, A. and Gewirtz, S. (2015) <i>Professionalism</i> . UK: John Wiley and Sons Ltd , Wiley-Blackwell	☐
Essential	Baggott, R. (2013) <i>Partnerships for Public Health and Well-being: Policy and Practice (Interagency</i>	☐

	<i>Working in Health and Social Care</i> . London: Palgrave	
Essential	Beck, Pursell (2013) <i>International Community Organising - taking power, making change</i> . Bristol: Policy Press	☐
Essential	Green, D. (2016). <i>The Power of Advocacy</i> . In <i>How Change Happens</i> (p. How Change Happens, Chapter 14). Oxford University Press. Available at http://whel-primo.hosted.exlibrisgroup.com/44WHELF_UWTS_D_VU1:CSCOP EVERYTHING:TN_oxford_schol_arshiposo/9780198785392.003.0014 Accessed on 04.01.17	☒
Essential	Donnison, D. (2009) <i>Speaking to Power, advocacy for Health and Social Care</i> . Bristol: Policy Press	☐
Essential	Martin, J. and Gosling (2012). <i>Making Partnerships with Service Users and Advocacy Groups Work: How to Grow Genuine and Respectful Relationships in Health and Social Care</i> . London: Jessica Kingsley	☐
Further	Newbigging, K. (2015) <i>Independent Mental Health Advocacy - The Right to Be Heard</i> , London: Jessica Kingsley	☐
Further	Wright, Jaffe (2014) <i>Six Steps to Successful Child Advocacy: Changing the World for Children</i> . London: Sage	☐
Further	De Waal, A. (2015). <i>Advocacy in Conflict: Critical Perspectives on Transnational Activism</i> , ZED books	☐
Further	Thompson, N. (2016) <i>Anti-discriminatory practice: Equality, diversity and social justice</i> . United Kingdom: Palgrave Macmillan	☐

Module Code	ECAY6003
Title	Advocacy: Maintaining Independence in Service Provision
Date	27/03/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide a critical understanding of the role that person centred practice plays in the effective support of individuals and the role of the advocate in supporting person centred practice.

LEARNING OUTCOMES

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

- critically compare the different types of advocacy and their applications in different service settings and with different client groups;
- critically reflect upon the role of advocate in assisting vulnerable individuals;
- critically understand the role of person-centred approaches in socially inclusive practice.

INDICATIVE CONTENT

- Analysis of the different forms that advocacy can take, with specific regard to those forms of 'independent advocacy' as outlined by various legislation.
- An exploration of the concept of person centred planning with reference to commonly used models.
- Discussion of the role of the advocate in ensuring that the service users' voice is heard in the planning process.
- The tensions between Middleton's 'Common Purpose' and Gerrish's critique of joined up and single focus multi-agency working.
- An exploration of the implications of legislation on person centred planning as evidenced by case studies.

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		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	3500 words	70%

Assessment Component 2

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

Assessment Summary

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

READING LIST

Module Code	ECAY6003	
Module Title	Advocacy: Maintaining Independence in Service Provision	
Classification	Reading List entry	Electronic*
Essential	Action for Advocacy. (2006) <i>A Code of Practice for Advocates</i> . London: Action for Advocacy.	☐
Essential	Taylor MK and Coleman R (2018) <i>A One Day Introduction to Person Centred Planning: Education Pack</i> , CreateSpace Independent Publishing Platform.	☐
Essential	Newton C, Wilson D and Darwin C (2018) <i>Person Centered Planning Together</i> , Vertas.	☐
Essential	Mansell, J, Beadle-Brown, J, Ashman, B. and Ockenden, J. (2010) <i>Person-Centred Active Support. A Handbook</i> . Brighton: Pavilion Publishing.	☐
Further	Welsh Government (2015) Social Services and Well-being (Wales) Act 2014: Part 10 Code of Practice (Advocacy) Available at: https://gov.wales/docs/dhss/publications/151218part10en.pdf	☐
Further	Henderson, R. and Pochin, M. (2001) <i>A Right Result? Advocacy, Justice and Empowerment</i> . Bristol: Policy Press	☐
Further	Wilkins, P. (2015) <i>Person-Centred Therapy</i> . 100 Key Points. Hove: Routledge.	☐

Further	Bateman, N. (2000) <i>Advocacy Skills for Health and Social Care Professionals</i> . London: Jessica Bateman.	☐
Further	Brooke, J. (2003) <i>Good Practice in Citizen Advocacy</i> . Worcester: British Institute of Learning Disabilities.	☐
Further	Brooke, J. (2000) <i>Pathways to Advocacy: Foundation</i> . Worcester: British Institute of Learning Disabilities.	☐
Further	Dunning, A. (1999) <i>Citizen Advocacy with Older People: A Code of Good Practice</i> . London: Centre for Policy on Ageing.	☐
Further	Gray, B. and Jackson, R. (eds). (2002) <i>Advocacy and Learning Disability</i> . London: Jessica Kingsley.	☐
Further	Henderson, R. (2009) <i>Empowerment through Advocacy. London: Advocacy, Across London</i> .	☐
Further	Kumarie, V. and Brooks, S. (2004) <i>Creative Child Advocacy. Global Perspectives</i> . New Dehli: Sage.	☐
Further	Mullins, G. and Wood, P. (2001) <i>A Clear Voice, A Clear Vision: The Advocacy Reader</i> , Sheffield: United Kingdom Advocacy Network.	☐
Further	O' Leary, C.J. (1999) <i>Counselling Couples and Families: A Person-centred Approach</i> . London: Sage.	☐
Further	Plowden P. and Kerrigan, K. (2002) <i>Advocacy and Human Rights Act</i> . London: Routledge Cavendish.	☐
Further	Advocacy 2000 (2000) <i>Advocacy 2000: From patchwork to blanket - the lessons learned from independent advocacy</i> . Edinburgh: Scottish Human Services Trust.	☐