

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

### 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:

| <b>Activity type</b> | <b>Hours</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Scheduled learning   | 30           | 15%               |
| Independent learning | 170          | 85%               |
| Placement learning   | 0            | 0                 |
| <b>TOTAL</b>         | <b>200</b>   | <b>100%</b>       |

## ASSESSMENT

### Assessment Component 1

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Essay              | 2800 words | 80%       |

### Assessment Component 2

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment   | Volume     | Weighting |
|----------------------|------------|-----------|
| Seminar Presentation | 10 minutes | 20%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 80%         |
| Practical     | 20%         |
| <b>TOTAL</b>  | <b>100%</b> |

## 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.                                                                                                                                                                                                                         | <input type="checkbox"/> |
| Essential      | Wilks, T. (2012) <i>Advocacy and Social Work Practice</i> . UK: McGraw-Hill.                                                                                                                                                                                                                                                                   | <input type="checkbox"/> |
| Essential      | Wright, A.C. & Jaffe, K.J. (2014) <i>Six Steps to Successful Child Advocacy</i> . UK: Sage.                                                                                                                                                                                                                                                    | <input type="checkbox"/> |
| Further        | Ruegger, M. (2001) <i>Hearing the Voice of the Child: Representations of children's interests in public law proceedings</i> . UK: RHP.                                                                                                                                                                                                         | <input type="checkbox"/> |
| Further        | Newbigging, K. (2015) <i>Independent Mental health Advocacy: The Right to be Heard, Context, Values and Good Practice</i> . UK: JKP.                                                                                                                                                                                                           | <input type="checkbox"/> |
| Further        | Campbell, J.R. (2018) <i>Five Steps to Becoming an Advocate</i> . Available at <a href="https://www.youtube.com/watch?v=nlo31mMB4P8">https://www.youtube.com/watch?v=nlo31mMB4P8</a> Accessed on 19.12.2018.                                                                                                                                   | <input type="checkbox"/> |
| Further        | Fivecoat, J. (2018) <i>A Passion for Advocacy</i> . Available at <a href="https://www.youtube.com/watch?v=JXqluvL4KvU">https://www.youtube.com/watch?v=JXqluvL4KvU</a> Accessed on 19.12.2018.                                                                                                                                                 | <input type="checkbox"/> |
| Further        | Davies, E.J. (2014) <i>Domestic Violence Advocacy: Complex Lives/Difficult Choices</i> . UK: Sage.                                                                                                                                                                                                                                             | <input type="checkbox"/> |
| Further        | Neumar, M.; Schneider, U. & Meyer, M. (2013) <i>Public Funding and Its Impact on Nonprofit Advocacy Sage Journals</i> . Available at <a href="https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/abs/10.1177/0899764013513350">https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/abs/10.1177/0899764013513350</a> Accessed on 19.12.2018. | <input type="checkbox"/> |

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|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Further | <p>Jackson, J. (2016) <i>The role of special advocates: Advocacy, due process and the adversarial tradition</i>. Available at <a href="https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/full/10.1177/1365712716659806">https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/full/10.1177/1365712716659806</a> Accessed on 19.12.2018</p> | <input type="checkbox"/> |
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