

Module Code	ECED7008
Title	Managing Professional Practice in Advocacy
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide advocacy professionals an opportunity to develop critical skills necessary to manage the increasing demand for advocacy services in a professional manner whilst recognising the need for both formal and informal support.
- To critically analyse the evolving demands placed on advocacy services and to develop new and innovative means of addressing issues faced by service providers.

LEARNING OUTCOMES

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

- consider how the professionalisation of advocacy services supports the voice of the service user in society through a complex examination of a range of scenarios;
- critically analyse the levels of service demand and provision whilst working in an advocacy context;
- critically evaluate innovations in advocacy services which respond to the professionalization of advocates;
- explore, in-depth, various management theories which are supportive of Advocacy services.

INDICATIVE CONTENT

- Explore various theories of management which are potentially supportive of Advocacy services.
- Writing a business plan for an unidentified third sector organisation.
- Writing a funding bid for an unidentified third sector organisation.
- People management/Resource management.
- Managing special interest groups in a service organisation, committees, focus groups, client groups, multi-agency working.
- Establishing service levels within the financial constraints of a funded and time limited service provision.
- Meeting the challenges of ending an initiative and empowering 'local' people to maintain support on completion of a funded project.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written submission	3750 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5/6 elements (3750 words equivalent)	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECED7008	
Module Title	Managing Professional Practice in Advocacy	
Classification	Reading List entry	Electronic*
Essential	Middleton, J. (2007) <i>Beyond Authority</i> . UK: Palgrave	☒
Essential	Gentile, M. (2010) <i>Giving Voice to Values</i> . USA: Yale.	☒
Essential	Kelly, P. & Cole, GA. (2020) <i>Management Theory and Practice</i> , Andover: Cengage Learning.	☒
Further	Wilkinson, A. (2017) <i>The Oxford Handbook of Management</i> , Oxford: OUP.	☒
Further	Newbigging, K et al (2015) <i>Independent Mental health Advocacy</i> . UK: JKP.	☒
Further	Wright, A.C. & Jaffe, K. (2014) <i>Six Steps to Successful Child Advocacy</i> . UK: Sage.	☒
Further	Dalrymple, J. & Boylan, J. (2009) <i>Understanding Advocacy</i> . UK: McGraw-Hill.	☒
Further	Ruegggar, M. (2001) <i>Hearing the Voice</i> . UK: RHP.	☐
Further	Oliver, C.M. & Dalrymple, J. (2008) <i>Developing Advocacy for Children young People</i> . UK: JKP.	☐

Further	Bateman, N. (1995) <i>Advocacy Skills</i> . UK: Arena.	☒
Further	Courtney, R. (2013) <i>Strategic Management in the Third Sector</i> . UK: Palgrave	☐
Further	Fullan, M. (2001) <i>Leading in a Culture of Change</i> . UK: Wiley.	☒
Further	Billis, D. (2010) <i>Highbred Organisations and the Third Sector: Challenges for Practice Theory and policy</i> . UK: Palgrave Macmillan.	☒
Further	Braye, S. (2016) <i>Practising Social Work law</i> . (4 th Ed). UK: Palgrave Macmillan Education.	☐
Further	Prezzo, M. (2015) <i>The Sociology of Human Rights</i> . UK: Polity.	☒
Further	Johns, R. (2017) <i>Using the Law in Social Work</i> . UK: Sage.	☐
Further	Duschinsky, R., Lampitt, S. & Bell, S. (2016) <i>Sustaining Social Work</i> . UK: Palgrave Macmillan.	☐
Further	Castells, M. (2015) <i>Networks of Outrage and Hope</i> . UK: Polity.	☐

Module Code	ECGE7007Q
Title	Sustainable Communities
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To critically explore the debates around sustainability for community policy and practice and the promotion of social and environmental justice.
- To provide students with the opportunity to explore their pathway and how this promotes sustainable communities.

LEARNING OUTCOMES

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

- engage in a critical analysis of the impact of climate change, urbanization, economic growth and globalization on communities and the implications for social and environmental justice;
- critically analyse the contested nature of sustainable development and to differentiate, and critically evaluate, different interpretations of the discourse and theories of society-environment relationships;
- explore in depth definitions of sustainable communities and critically analyse it as a concept to promote and advocate for an inclusive approach to sustainability;
- critically evaluate strategies and policies for promoting sustainable communities within ESD/global, international, national and local context; through applying this to their pathway either inclusionary practice or youth work.

INDICATIVE CONTENT

- A critical examination of the main debates around the desirability and possibilities of sustainable communities - which will be explored through four linked phenomenon: climate change; urbanization; economic growth and globalization. The implications for social and environmental justice will be explored in depth.
- An evaluation of the origins of sustainability, environmentalism and the new environmental movement. The evolution of the sustainability discourse which includes an analysis of the role of education and social and environmental justice. Consideration 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 and environmental justice within environmental / sustainability debates.
- Consideration of definitions of sustainable communities and their relationship to place. An exploration of greener, and more inclusive approach to sustainability e.g sustainable communities look to the environment, economics, social relationships and social

justice. Consideration of how such an approach to sustainability can contribute to education and community development.

- An exploration of current strategies and policies relating to Sustainable Communities, e.g.: the “Sustainable Communities Act 2007”; Local Authority Sustainable Communities Strategies; Education For Sustainability Guidance and other relevant frameworks that may be adopted when working with communities to promote sustainability. An analysis of social enterprise as one method of engendering behaviour change and the role that transformative community education can play in promoting sustainable communities will also be critically examined.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assessment: 5 x online reflective accounts 1000 words each	5000 words in total	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar Presentation	20 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECGE7007Q	
Module Title	Sustainable Communities	
Classification	Reading List entry	Electronic*

Essential	Agyeman, J. (2005) <i>Sustainable Communities and the Challenge of Environmental Justice</i> . New York: New York University Press.	☐
Essential	Clarke, P. (2012) <i>Education for Sustainability: Becoming Naturally Smart</i> . London: Routledge.	☐
Essential	Dresner, S. (2008) <i>The Principles of Sustainability</i> , Earthscan, London.	☒
Essential	Manzi , T (2010) <i>Social Sustainability in Urban Areas: Communities, Connectivity and the Urban Fabric</i> . London ; Washington, DC : Earthscan, 2010	☒
Further	Adams, W. M. (2001) <i>Green Development</i> . (2nd Ed). London: Routledge. Available at http://www.communities.gov.uk/documents/communities/pdf/152086.pdf	☒
Further	Barton, H. (2000) <i>Sustainable Communities. The Potential for Eco-Neighbourhoods</i> . London: Earthscan.	☒
Further	Bookman, A. (2004) <i>Starting in our Own Backyards. How Working Families Can Build Community And Survive The New Economy</i> , New York: Routledge.	☒
Further	Cudworth, E. (2003) <i>Environment and Society</i> . London: Routledge.	☐
Further	Kleiner, A. (2011). <i>From vulnerability to resiliency: Achieving sustainable communities through social science</i> . Journal of Rural Social Sciences, 2011, Vol.26(2), pp.137-143	☒
Further	Marta, B. (2017) Temporal Dimensions of Social Change in Sustainable Communities <i>World Futures Review</i> , 2017, Vol.9(1), pp.44-58	☒
Further	Maczulak, A. E. (2010) <i>Sustainability: Building Eco-Friendly Communities</i> New York : Facts On File	☒
Further	Newton, J ; Franklin, A; Middleton, J ; Marsden, T. (2012) Re-negotiating access: The politics of researching skills and knowledge for 'Sustainable Communities' <i>Geoforum</i> , May 2012, Vol.43(3), pp.585-594	☒
Further	O'Riordan , T and Stoll-Kleemann (2002) <i>Biodiversity, Sustainability, And Human Communities: Protecting Beyond The Protected</i> . Cambridge, UK: Cambridge University Press	☒
Further	O'Riordan , T (2001) <i>Globalism, Localism, and Identity: Fresh Perspectives on the Transition to Sustainability</i> London, UK: Earthscan Publications,	☒
Further	Partnership for Sustainable Communities (Online Journal)	☒
Further	Batsleer, J; Beck, D; Popple, K; Purcell, R.(2010) <i>Popular education practice for youth and community development work Exeter</i> : Learning Matters	☒
Further	Smith, A. (2010) The Third Sector, regeneration and Sustainable Communities <i>The International Journal of Sociology and Social Policy</i> , 2010, Vol.30(1/2), pp.48-	☒
Further	Skinner, S. and Wolson, M. (2002) <i>Assessing Community Strengths: A Practical Handbook for Planning Capacity Building</i> , London: Community Development Foundation.	☐

Further	Sterling, S. (2001) <i>Sustainable Education</i> . Dartington: Green Books.	☐
Further	Welsh Government (2015) Well-Being of Future Generations (Wales) 2015 Bill. Cardiff: Welsh Government	☒
Further	Welsh Government (2009) <i>One Wales: One Planet, a New Sustainable Development Scheme for Wales</i> . Cardiff : Welsh Government	☒
Further	Welsh Government (2008) <u>Education for Sustainable Development and Global Citizenship (ESDGC)- A Strategy for Action – Updates (April 2008)</u> . Cardiff: Welsh Government	☒
Further	William M. L. (2001) <i>Sustainable Communities in Europe</i> London ; Sterling, Va. : Earthscan	☒
Further	Wulfhorst , J.D; Haugestad, Anne K. J; Wulfhorst, D. (2006) <i>Building Sustainable Communities: Environmental Justice & global citizenship</i> Amsterdam; New York : Rodopi	☒