

MODULE SPECIFICATION PROFORMA

Module Title:	Independent Advocacy: Practice and principles	Level:	4	Credit Value:	20
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Module code:	YCW406	Is this a new module?	Yes	Code of module being replaced:	n/a
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Cost Centre:	GAYC	JACS3 code:	L530	HECoS code:	100466
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Trimester(s) in which to be offered:	3	With effect from:	June 19
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Faculty:	Social & Life Sciences	Module Leader:	Jess Achilleos
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Scheduled learning and teaching hours	20 hrs
Guided independent study	180 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Glyndŵr University Certificate of Continuing Education (Youth, Community and Care Studies) (completion of any two modules from YCW406; YCW413; YCW415; YCW416; YCW608)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standalone module attached to BA (Hons) Youth and Community Work for QA and assessment purposes	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None applicable

Office use only

Initial approval: May 16

APSC approval of modification: February 19

Have any derogations received SQC approval?

Version: 2

Yes No N/A

Module Aims

This module aims to provide students with the skills and knowledge to practice independent advocacy. The skills and knowledge acquired through this course will be transferable, enabling students from a range of disciplines to employ the principles and practices of independent advocacy in a variety of settings.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Analyse the key issues in developing the independent advocacy relationship	KS1	KS5
		KS2	KS6
		KS3	KS9
2	Evaluate the underlying concepts and principles associated with maintaining the independent advocacy relationship	KS1	KS5
		KS2	KS6
		KS3	KS9
3	Demonstrate the application of independent advocacy principles and purpose	KS1	KS5
		KS2	KS8
		KS3	KS9

Transferable/key skills and other attributes

- Communication with individuals and groups through informal learning, group work and presentations
- Collaboration with other professionals using problem setting, review and evaluation techniques
- Interpret, analyse and evaluate behaviour, approaches and methods
- Apply principles and values within ethical methods to address independent advocacy issues and problems
- Observe, record and account for practice outcomes
- Prepare reports on advocacy practice

Derogations

None

Assessment: Please give details of indicative assessment tasks below.

There will be two summative assessments for this module:

1. Students will work as a group to produce a presentation that analyses the key issues in developing an independent advocacy relationship and evaluates the key issues in maintaining this relationship
2. Students will identify an issue relevant to practice and participate in a simulated meeting to demonstrate the application of independent advocacy principles and purpose

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2	Group Project	40%		
2	3	Simulation	60%		

Learning and Teaching Strategies:

A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include practical classes and workshops; case studies and problem based learning activities; role play; class and small group discussion; simulation and group work.

Syllabus outline:

Indicative content will include:

An exploration of the purpose and principles of independent advocacy, such as :

- Confidentiality
- Independence
- Empowerment
- Person-centred practice
- Addressing inequality
- Wider policy
- Advocacy models
- Roles and responsibilities
- Standards
- Skills, attitudes and attributes

Understanding the advocacy relationship, such as:

- Boundaries
- Issues that affect the advocacy relationship
- Providing advocacy services
- Planning courses of action
- Supporting others to self-advocate
- Representing others
- Assessing outcomes
- Providing feedback

Maintaining the advocacy relationship, such as:

- Ethical and practical challenges

- Support and supervision
- Managing conflict
- Monitoring and recording
- Prioritising issues
- Understanding personal beliefs, values and attitudes

Bibliography:**Essential reading**

Action for Advocacy (2006) Quality standards and code of practice for advocacy schemes, London: Action for Advocacy

Bateman, Neil (2006) Advocacy Skills for Health and Social Care Professionals London: Jessica Kingsley Publishers

Other indicative reading

Thompson, Neil (2015) People Skills

Smith, Heather and Smith, Mark K. (2008) The Art of Helping Others. Being around, being there, being wise, London: Jessica Kingsley Publishers