Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	YCW419
Module Title	Independent Advocacy: Practice and Principles
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100466
Cost Code	GAYC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module attached to BA (Hons) Youth and Community Work for QA and assessment purposes. Glyndŵr University Certificate of Continuing Education (Independent Advocacy: Practice and principles)	Option
Glyndŵr University Certificate of Continuing Education (Youth, Community and Care Studies) (completion of any two modules from YCW419; YCW413; YCW415; YCW416; YCW608)	Option

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	20 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**20** hrs
Placement / work based learning	0 hrs
Guided independent study	180 hrs

Learning and teaching hours	20 hrs
Module duration (total hours)	200 hrs

Module aims

The module aims to enable students from a range of disciplines to practice independent advocacy across various settings through the development of knowledge and transferable skills.

The intended learning outcomes will support students to develop knowledge and understanding of independent advocacy, by exploring and demonstrating key features such, as principles and purposes of independent advocacy; benefits and tensions of relationships for independent advocacy; approaches to independent advocacy; and identifying legislation, policy and services necessary to support the practice of independent advocacy.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify and discuss the principles and purposes of independent advocacy
2	Compare and contrast theoretical approaches to independent advocacy
3	Explore the benefits and tensions of relationships for independent advocacy
4	Identify legislation and policy necessary to adhere to, and services available to support independent advocacy
5	Implement the principles and purposes of independent advocacy to demonstrate learning and understanding in practice

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Group presentation

Students will work as a group to produce a 15 minute presentation that will demonstrate their understanding of intended learning outcomes 1, 2, 3 & 4. This will be equivalent to 1500 words.

Within this assessment, students will be asked to research and present their findings, identifying and discussing the principles and purposes of independent advocacy; comparing and contrasting theoretical approaches to independent advocacy; exploring and discussing the benefits and tensions of independent advocacy; highlighting and discussing legislation and policy that must be adhered to; and finally, identifying additional services that are available to support independent advocacy.

Assessment 2: Practical simulation

Students will work in pairs to complete a 10 minute practice simulation that will demonstrate their understanding of intended learning outcome 5.

Students will identify an issue relevant to their practice and participate in a simulated meeting to demonstrate the application of independent advocacy principles and purpose. Students will be asked to participate in the simulation as both an advocate and a 'service user'. This will offer opportunity for students to apply their knowledge and skills in practice, demonstrating their development and understanding of the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Group Project	100
2	5	Practical	Pass/ Fail

Derogations

N/A

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:
- Synchronous and asynchronous lectures (weekly delivered/released content)
- Group and personal tutorials
- Guided independent activities and study (further reading, research, group tasks, problem solving activities)

- Case studies
- Group work (forums, presentations, discussions, debates)
- Practice simulations (using skills in practice)

Indicative Syllabus Outline

Indicative content will include:

An exploration of the purpose and principles of independent advocacy, such as:
- Roles and responsibilities
- Skills, attitudes and attributes
- Confidentiality
- Independence
- Empowerment
- Person-centred practice
- Addressing inequality
- Advocacy models
- Standards and legislation
- Wider services and policy

Understanding the advocacy relationship, such as:

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

Maintaining the advocacy relationship, such as:

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

Indicative Bibliography:

Essential Reading:

Empowerment Matters CIC and National Development Team for Inclusion (NDTi) (2014) Recognising Quality in Independent Advocacy: Code of Practice. London: Advocacy QPM. Available at: https://qualityadvocacy.org.uk/resources/ (Accessed: 10 November 2021).

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

Other indicative reading

Thompson, N. (2015) People skills . Fourth edition. London: Palgrave Macmillan.

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

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication