1. **Title of the module**

PSYC6020 (SP602): Researching People with Learning Disabilities

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: SP601

1. **The programmes of study to which the module contributes**

*Optional to Psychology undergraduate programmes. Available as a wild module. Available to Short-Term Credit students at the discretion of the school and/or module convenor.*

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Establish a rapport with a person with learning disabilities in a service setting
	2. Demonstrate knowledge of work related issues for people with learning disabilities
	3. Understand ethical issues involved in interviewing people with learning disabilities, i.e. informed consent
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an ability in using and critiquing qualitative and participatory methodology, using experiential knowledge
	2. Demonstrate the ability to write an ethics proposal
	3. Disseminate findings both to an academic institution via a report as well as to a wider community via a presentation
3. **A synopsis of the curriculum**

This module involves students in a project based on interviews with people with learning disabilities. There will be teaching sessions on research, interview construction, recording and analysis. Practical work will involve visiting a person with learning disabilities at their place of work and conducting a recorded interview with due regard to ethical and consent issues. A series of clinics designed to assist students in analysis, interpretation and presentation of the project work will follow. The module will conclude with students doing a group presentation of their findings to people with learning disabilities, staff in learning disability services and other invited guests.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Carnaby, S. (ed.) (2011) *Learning Disability Today: 3rd edition*. Brighton: Pavilion Publishing.

Dept. of Health (2001) *Valuing People: A new strategy for learning disability in the twenty first century*. Chapter Six. Norwich: The Stationery Office.

Dept. of Health (2009) *Valuing People Now: a new three year strategy for people with learning disabilities .* Chapter Three. Norwich: The Stationery Office.

Grant, G., Ramcharan, P., Flynn, M, Richardson, M (Eds) (2010) *Learning Disability. A Life Cycle Approach. 2nd Edition,* Open University Press

Heal, L. W. & Sigelman, C. K. (1995) Response biases in interview of individuals with limited mental ability in *Journal of Intellectual Disability Research,* **29**, 4, 331-340

McCarthy, M. (1998) Interviewing People with learning disabilities about sensitive topics: a discussion of ethical issues, *British Journal of Learning Disabilities,* 26,4: 140-145.

McCarthy, M. (1999) Asking the Right Questions, In *Sexuality and Women with Learning Disabilities, Chapter 3*. London: Jessica Kingsley Publishers.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Literature Review 1,500 words 30%

Project Report 3,500 words 70%

* 1. Reassessment methods

Like for Like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | ***8.1*** | ***8.2*** | ***8.3*** | ***9.1*** | ***9.2*** | ***9.3*** |
| **Learning / teaching method** |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** |  | **x** |  |
| Clinic Sessions | **x** | **x** | **x** | **x** |  |  |
| Fieldwork visits | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation session |  | **x** |  |  |  | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment Methods** |  |  |  |  |  |  |
| Literature Review (1,500 words) |  | **x** | **x** | **x** | **x** | **x** |
| Project Report (3,500 words) | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module discusses topics of universal nature (e.g. social and health psychology topics) as well as specific topics linked to international studies such as social impacts of learning disabilities. Module readings for this module feature research undertaken in various countries.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/03/16 | Minor | September 2016 | 13,14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018