1. **Title of the module**

TZRD8650 (TZ865) – Extended Essay

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

Tizard Centre (School of Social Policy, Sociology and Social Research)

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

Level 7

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

15 Credits (7.5 ECTS)

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

Spring term (term 2)

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

It is integrated closely with TZ861, TZ862 and TZ863 from which students have to the material from these three modules.

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

MSc Analysis and Intervention in Intellectual and Developmental Disabilities;

 MA Intellectual and Developmental Disabilities

PG Certificate Intellectual and Developmental Disabilities

 PG Diploma Analysis and Intervention in Intellectual and Developmental Disabilities

 PG Diploma Intellectual and Developmental Disabilities

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Conduct a literature review on a topic chosen from a list provided;

8.2 Produce an outline of this review that indicates the main structure and content to be included;

8.3 Produce an integrated and well-structured written account of relevant policy, academic literature and other sources, in a way that answers the question posed.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Integrate material across different topic areas;

9.2 Prepare a comprehensive, well-written account of the material and a balanced argument in a way that answers the question that was posed.

1. **A synopsis of the curriculum**

All students will write one essay on a topic which requires them to draw on material from the service issues, social psychology and behavioural analysis and intervention modules. This will be done over the course of the year for full time students and in the second year for part time students and will be submitted during the third term of the final year.

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

Reading will be recommended through the guided study materials and seminars and many core references will be provided electronically. However, this module will require students to search for and discover further reading on their chosen topic.

1. **Learning and teaching methods**

Total Contact Hours: 5 (variable depending on requirements of individual students)

Private Study Hours: 145

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Coursework - extended Essay (6000 words) – 100%
	1. Reassessment methods
* Like-for-like
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* |  | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** |  | **X** | **X** |
| supervision | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Extended Essay | **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 range of generic skills developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 2005 | N/A | September 2005 | N/A – original specification |  |
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| Revised FSO Jan 2018 |