1. **Title of the module**

TZRD9940 (TZ994) - Research Project in Intellectual and Developmental Disabilities

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

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

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**

60 credits (30 ECTS)

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

Autumn term (term 1), spring term (term 2) and summer term (term 3*)*

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

None *(*Autism Studies and Analysis and Intervention in Intellectual and Developmental Disabilities MSc students will normally take all the other modules of the Master programme alongside this one)

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

Analysis and Intervention in Intellectual and Developmental Disabilities MSc

Applied Behaviours Analysis (Intellectual and Developmental Disability) MSc

Autism Studies MA

Intellectual and Developmental Disabilities PG diploma

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

8.1 Set up a testable hypothesis or research question, having conducted a basic review of the literature.

8.2 Design a research study or detailed review process to test the hypothesis/answer the question

8.3 Select an appropriate methodology, either qualitative or quantitative, or a combination of the two.

8.4 Consider any ethical issues involved and resolve them

8.5 If appropriate, negotiate service access, seek consent and conduct the data collection

8.6 Conduct the data analysis using appropriate methods

8.7 Write up the research project with reference to existing literature and government policy

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

9.1 Set up a testable hypothesis or research question, having conducted a basic review of the

9.2 Design a research study or detailed review process to test the hypothesis/answer the question

9.3 Select an appropriate methodology, either qualitative or quantitative, or a combination of the

9.4 Consider any ethical issues involved and resolve them

9.5 Conduct the data analysis using appropriate methods

1. **A synopsis of the curriculum**

During the first term of the course students will develop ideas for their research project and will be given the opportunity to choose a research project proposed and supervised by members of the course team or other Tizard staff ( course handbook for the list of topics for the current year). Students who choose to design their own project will be allocated a project supervisor. Students following the MSc in Analysis and Intervention in Intellectual and Developmental Disability are required to do an empirical project. All other students can choose between either an empirical or a non-empirical (e.g. policy or research review) project.

Students develop a proposal (assessed) for their research project with advice from their supervisor and apply for ethical approval either to the Tizard Ethics Committee (Ethical Review Checklist available on web-based resources) or to another ethics committee such as those in the NHS.

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

There is no specific required reading for this module, apart from readings included in the research methods module (TZRD8300)

All students will be required to complete their own project-specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the project.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 580

Total study hours: 600

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

Project/dissertation (8,000-10,000 words) – 100%

13.2 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* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Supervision | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Project 8000-10,000 | **X** | **X** | **X** | **X** | **X** | **X** | **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 and distance learning

1. **Internationalisation**

The degree to which internationalisation activities will occur in this module will depend on the project topic. By undertaking the project a range of research and presentation skills will be developed that are applicable to international contexts

**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) |
| Original 2005 | N/A | September 2005 | N/A | N/A |
|  |  |  |  |  |

Revised FSO Feb 2018