1. **Title of the module**

 TZ995 (TZRD9950) Extended 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 (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

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

120 credits (60 ECTS)

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

Autumn (term 1), Spring (term 2) and Summer (term 3)

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

None.

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

MA Intellectual and Developmental Disabilities and Forensic Issues

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Conduct an initial literature review and identify detailed research questions.

8.2 Design a research study or a review outline, selecting appropriate methodology and techniques for analysis.

8.3 Consider any ethical issues involved and resolve them.

8.4 Where appropriate, students will learn to negotiate service access, seek consent as appropriate. and conduct the data collection.

8.5 Conduct the data analysis, policy analysis or literature review using appropriate methods.

8.6 Write up the dissertation relating findings to the wider literature and to government policy if appropriate.

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

9.1 Skills commensurate with postgraduate study in online and face to face presentations and debate verbally, in written and electronic format and in the use of research and empirical data.

9.2 Gathering library and web based research and resources on child protection issues at a level appropriate for postgraduate study.

9.3 Be able to synthesise and evaluate complex knowledge and theoretical perspectives from different disciplines and countries.

9.4 Learn to use IT resources to follow up what they hear in recorded online lectures and what they read in web-based material.

9.5 Learn to summarise their reading coherently in order to contribute to web based discussions.

9.6 Organise and manage their studying independently with online and phone support from their tutor.

1. **A synopsis of the curriculum**

During their first terms students will select the topic for their research project. Students will then complete a written plan for their research project and where fieldwork or other empirical research is concerned, complete the ethical review checklist, with advice from their dissertation supervisor during term 2 (or Term 3 for part-time students). The proposal will then be assessed and the ethical review checklist sent to the Tizard Ethics committee for approval.

At least one day a week is set aside for data collection during term 3 and two or three days per week after the end of term 3, for the full-time (one-year) students. There is equivalent time spread over the two years for the part-time students.

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.

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 dissertation.

1. **Learning and Teaching methods**

This module’s objectives are primarily about the acquisition of professionally relevant applied research skills. Students are supported to develop their research plans in consultation with their dissertation supervisor. They discuss the ethical issues with supervisors and submit their proposal to the Tizard Ethics committee. During term 3 there are dissertation seminars at which students present their plans and their findings to their classmates and a member of the teaching staff. These processes of supervised practice with feedback assist students to constantly review and adapt their work as required.

1. **Assessment methods**
	1. Coursework:
		1. Dissertation proposal (8%)
		2. 20,000 word dissertation (92%)
	2. Reassessment
		1. Like for like.
2. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private study**  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| **Supervision and group presentations** | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Dissertation proposal | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Dissertation | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |

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 is taught in a global context and the 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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
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| Updated by SSPSSR into CMA compliant format December 2018 |