1. **Title of the module**

PSYC6010 (SP601): Understanding 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

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

None

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

*Optional to*

* *Applied Psychology BSc*
* *Applied Psychology with Clinical Psychology BSc*
* *Psychology BSc*
* *Psychology with Studies in Europe BSc*
* *Psychology with Clinical Psychology BSc*
* *Psychology with Forensic Psychology BSc*
* *Psychology (with Studies in Europe) BSc*
* *Social Psychology BSc*

*Available as a wild module. Available to Short Term Credit students at the discretion of the school/module convenor.*

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. *Map definitions and social constructions of learning disabilities*
	2. *Understand issues specific to learning disabilities*
	3. *Demonstrate a knowledge of the link between policy and practice in services provision for people with learning disabilities*
	4. *Critically discuss the impact of service provision on the lives of people with learning disabilities*
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. *Describe in a balanced and critical way the questions raised in lectures*
	2. *Demonstrate ability to present material in both a poster and essay format with evidence of the use of relevant literature to back argument*
	3. *Question and debate the application of research and theory to practical situations*
	4. *Show ability to express opinions and argue rationally*
	5. *Appreciate the impact of theory research, and practice in naturally occurring settings*
3. **A synopsis of the curriculum**

This module provides an introduction to important issues in learning disabilities. It examines definitions and attitudes to people with for example, Down’s Syndrome. It explores a number of particular difficulties which people with learning disabilities experience, including communicating, establishing social and sexual relationships, and some of the resultant problems, such as sexual abuse and challenging behaviour. Finally, the most recent social policy initiatives are considered with a focus on how services might implement policy objectives (such as social inclusion and adult protection).

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

Whilst there is no single text which satisfactorily covers the entire course, background information about learning disability, current services and strategies for analysing and changing behaviour can be found in the following text, and students are advised to either buy or borrow this text from the library.

**Grant, G., Ramcharan, P., Flynn, M. Richardson, M. (Eds) (2010) *Learning Disability*. *A Life Cycle Approach to Valuing People,* Berkshire, Open University Press**

Students also need to read the following policies:

**Department of Health (2001) *Valuing People: a New Strategy for Learning Disability for the 21st Century* cm5086. London, The Stationary Office.**

**HM Government (2009) *Valuing People Now: a new three-year strategy for people with learning disabilities,* ‘Making it happen for everyone’ London, Department of Health**

<http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_093377>

1. **Learning and teaching methods**

The module will be taught by lecture/seminar sessions and private study.

Total Contact Hours: 22

Private Study Hours: 128

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

Essay – 2,500 words: 75%

Poster-Plan – one page A4: 25%

* 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*** | ***8.4*** | ***9.1*** | ***9.2*** | ***9.3*** | ***9.4*** | ***9.5*** |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures |  | **x** |  |  | **x** |  | **x** |  | **x** | **x** |
| Private study |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |
| Poster-plan | *25%* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Extended essay (2,500 words) | *75%* | **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

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.

**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) |
| 21/03/16 | Minor | September 2016 | 13,14 | No |
| November 2017 | Minor | September 2018 | 13, 17 | No |