1. **Title of the module**

TZRD3240 (TZ324) - Policy, Legislation and Human Services

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 4

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

30 credits (15 ECTS)

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

Autumn term (term 1)

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

None

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

Autism Studies BSc and related programmes

Positive Behaviour Support BSC and related programmes

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

8.1 Demonstrate an understanding of the policy, legal contexts and practice advice that support the provision for individuals with autism or intellectual and developmental disabilities in educational and adult services. These include human rights, anti-discrimination legislation, consent and capacity, safeguarding and funding domains.

8.2 Discuss the history of provision for individuals with autism or intellectual and developmental disabilities within the UK and elsewhere.

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

9.1 Show a capacity to draw on both published work and personal experience

9.2 Demonstrate the ability to understand and communicate key concepts in writing

9.3 Make effective use of information technology (word processing, email, internet, online learning resources)

9.4 Demonstrate effective time management skills

9.5 Recognise issues relating to equality and diversity

1. **A synopsis of the curriculum**

This module will help students to evaluate the impact of practice advice, policy and legislation on attempts to provide quality provision for individuals with autism or intellectual and developmental disabilities. It will present the legal positions regarding consent & capacity, anti-discrimination legislation, human rights and safeguarding. It will consider policy initiatives and implementation as well as practice-advice, for example NICE guidelines on challenging behaviour and on autism.

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

Attwood, T., (2008). *The complete guide to Asperger’s syndrome.* London:Jessica Kingsley Publishers.

Cambridge, P. & Carnaby, S., (Eds.) (2005). *Person Centred Planning and Care Management with People with Learning Disabilities*. London: Jessica Kingsley Publishers.

Chaplin, E., Underwood, L. and Hardy, S., (Ed.) (2013). Autism spectrum conditions: A guide. Brighton: Pavilion Publishing.

Goodley, D., (2000). *Self-Advocacy in the Lives of People with Learning Difficulties.* Maidenhead: OUP.

Grant, G., Ramcharan, P., Flynn, M. & Richardson, M., (Eds.) (2010). . *Learning Disability: a life cycle approach.* Second Edition.Maidenhead: OUP

Oliver, M. & Sapey, B., (2006). *Social Work with Disabled People.* Basingstoke: Palgrave

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

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

Essay (3500 words) - 60%

Presentation – 10%

Examination/Multiple Choice Question (MCQ) test (1 hour) – 30%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars/ online forums |  |  | **X** | **X** | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 3500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Exam/MCQ test (1 hour) | **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 online/distance learning

1. **Internationalisation**

The discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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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.**

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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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Revised FSO Feb 2018