1. **Title of the module**

TZRD3250 (TZ325) - Person Centred Approaches

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

Positive Behaviour Support

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

8.1 Demonstrate an understanding of the origins and underlying principles of person centred approaches to supporting individuals with autism or intellectual and developmental disabilities

8.2 Evaluate different approaches in the research literature

8.3 Begin to assess the fit between an individual and the environment in terms of communication, engagement & activity, choice and wellbeing

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

9.1 Show 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) to meet deadlines and complete tasks

9.4 Demonstrate time management skills

9.5 Recognise issues relating to equality and diversity by using non-discriminatory language

1. **A synopsis of the curriculum**

This module will present students with teaching on the policy and research contexts of person centred approaches, their origins and applications, and the methods of beginning a basic assessment of goodness of fit between individuals and environments by focussing on four domains: communication, wellbeing, choice and activities. Through assessment of work situations or of a hypothetical case study, students will be able to offer a critical and constructive answer to the question of how to provide person-centred support to individuals

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

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

Carnaby, S., (Ed) (2011). *Learning Disability Today*. Third Edition. Brighton: Pavilion Publishing.

Frith, U., (2003) *Autism: Explaining the Enigma. Second Edition* Oxford: Basil Blackwell.

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

Kutscher, M.L. (2015). *Kids in the Syndrome Mix of ADHD, LD, Asperger's, Tourette's, Bipolar, and More! : The one stop guide for parents, teachers, and other professionals.* Second Edition. London: Jessica Kingsley Publishers.

Mansell, J., Beadle-Brown, J., (2012). *Active Support: enabling and empowering people with intellectual disabilities.* London: Jessica Kingsley Publishers

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 - 60%

Seminar (online forum) – 10%

Examination/MCQ test – 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* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Seminars/ online forums | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Essay 3500 words* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Seminar/online forum* | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |
| *Exam/MCQ test* | **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 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 Jan 2018