1. **Title of the module**

TZRD5270 (TZ527) - Work-Based Learning in Autism Studies

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 5

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), spring term (term 2) and summer term (term 3)

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

Pre-requisites (all stage 1 modules for the relevant programmes)

TZRD3130 (TZ313) introduction to the Autism Spectrum

TZRD3140 (TZ314) introduction to supporting people on the Autism Spectrum

TZRD3150 (TZ315 (Intervention in Autism

TZRD3170 (TZ317) Autism case study 1

And one of SOCI3280 (SO328) Academic development OR TZRD3160 (TZ316) Autism part 1

Co-requisites

TZRD5300 (TZ530) Autism Case study assessment

TZRD5280 (TZ528) Theoretical and Diagnostic Approaches to Autism

TZRD5290 (TZ529) Intervention in Autism Part 2

TZRD531 (TZ531) Autism Extended Essay

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

Autism Studies FDa

Autism Studies BSc

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

8.1 Demonstrate, in their work with people with autism spectrum conditions, a critical understanding of autism – the characteristics, diagnosis causes and theories.

8.2 Demonstrate, in their work with people with autism spectrum conditions, the use of assessments relating to quality of life and autism friendly environments.

8.3 Demonstrate, in their work with people with autism spectrum conditions, the use of interventions aimed at improving the quality of life of people with autism. .

8.4 Demonstrate, in their work with people with autism, their ability to effectively share information and knowledge about autism with other people and to take on the role of leading change in improving quality of life of people with autism.

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

9.1 Have prepared written work which shows their capacity to draw on both published work and their own experience

9.2 Have demonstrated their ability to understand, and communicate both in written and spoken form, a range of different concepts

9.3 Following reflection on their own practice, have identified a personal development plan and then have reflected on the achievement of objectives in their development plan, showing a capacity to improve and apply their own learning.

9.4 Following an assessment of a the situation around an individual or a group of individuals, prepare a plan for intervention, requiring them to work collaboratively with service users, family carers and other practitioners

9.5 Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments

9.6 In the course of implementing their development plan, have identified and clarified problems and considered alternative strategies for overcoming them

9.7 Have used information technology (word processing, email, internet use) in support of their development plan. (

9.8 Have developed their numeracy skills through the use of quantitative measures of change in their personal and service practice.

1. **A synopsis of the curriculum**

There is no set curriculum for this module. This module is a Stage 2 module that is part of a distance learning Foundation Degree and bachelor degree. It is an assessment module and will be available to students throughout Stage 2. Students will work on the module throughout all three terms and will submit the portfolio for final assessment at the end of June each year.

Learning and teaching will focus on consolidating the knowledge and skills developed through Level 4 and other Level 5 modules, and applying their learning to their workplace or comparable environment and reflecting on this.

The aim of the module is to allow students to both use their work experience to contribute to their learning experience but also to help them to apply their learning from the course in a work-based setting.

In terms of the work that students will undertake, all students will receive some teaching on observational and other assessment methods as part of the preparation for their work on this module. They will develop a plan for assessing the quality of life of one individual with autism (or a very small group of individuals) as well as a plan for their own personal development over the course of the year. Following feedback from their tutor, they will conduct their assessment and then develop a plan for an intervention to improve some aspects of the individual’s quality of life. Part of this intervention will be to develop and deliver training to the team who works with the individual. This training will be videoed and assessed as part of the portfolio.

*.*

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

Beadle-Brown, J., Hutchison, A and Whelton, B.(2008*) A better life: The implementation and effect of person-centred active support in the Avenues Trust Tizard Learning Disability Review,* 13 (4), 15-24.

Beadle-Brown, J., Roberts, R and Mills, R (2009) Person-centred approaches to supporting children and adults with autism spectrum disorders *Tizard Learning Disability Review*, 14 (3), 18-26.

Mesibov, G.B., Shea,V., and Schopler,E (2004) *The TEACCH approach to autism spectrum disorders* Springer Science and Business Inc. New York

Clements, J. (2005) *People with Autism Behaving Badly: Helping People with ASD Move on from Behavioral and Emotional Challenges* Jessica Kingsley Publishers

Sailor, W.; Dunlap, G.; Sugai, G.; Horner, R. (Eds.) (2009) *Handbook of Positive Behavior Support Series: Issues in Clinical Child Psychology*

Attwood, T. (2007) *The complete guide to Asperger’s syndrome* Jessica Kingsley publishers

Frith, U. (2003*) Autism: Explaining the Enigma* (second edition) Basil Blackwell.

Grandin, T (2006) *Thinking in pictures: My life with autism* (second edition) Vintage Books

Kutscher, M.L. (2005) *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*. Jessica Kingsley Publishers.

National Autistic Society (2007) *Approaches to autism*

Howlin, P (1997) Interventions for people with autism: recent advances *Advances in Psychiatric Treatment (*1997), vol. 3, pp. 94-102

1. **Learning and teaching methods**

Total contact hours: 15

Private study hours: 285

Total study hours: 300

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

Coursework – 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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Supervison |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Coursework* | **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

1. **Internationalisation**

Students will develop a range of skills and knowledge that is transferable to international contexts. These include both generic abilities stated in section 9 above, and subject specific knowledge relating to the module content (see section 8).

**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) |
| 2010 | N/K | September 2011 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018