1. **Title of the module**

TZRD5320 (TZ532) - Assessment of Quality of Life

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

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

*None*

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

Autism Studies BSc

Positive Behaviour Support BSc

Autism Studies Diploma

Positive Behaviour Support Diploma

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

*8*.1 Demonstrate a critical understanding of assessment of the quality of life of individuals with autism spectrum conditions and/or intellectual and developmental disabilities

8.2 Demonstrate an appreciation of competent and reliable observational and interviewing skills when assessing quality of life of individuals with autism spectrum conditions and/or intellectual and developmental disabilities

8.3 Demonstrate an ability to analyse, interpret and effectively share information and knowledge with others regarding the assessment of quality of life

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 Understand and communicate complex, abstract concepts to specialist and non-specialist audiences

9.3 Use information technology (word processing, email, internet, online learning resources) to effectively complete tasks

9.4 Effectively manage time to meet deadlines

9.5 Recognise issues relating to equality and diversity through the effective use of non-discriminatory language

1. **A synopsis of the curriculum**

The dimensions and origins of quality of life will be considered. The module will explore a range of methods for the assessment of quality of life, including reliable and valid interview and observational methods. The research basis of quality of life assessment and intervention will be examined. Research addressing improving quality of life will be considered and implementation and evaluation methods will be taught.

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

Brown, F., Anderson, J.L., Dr Pry, R.L., (2015) *Individual Positive Behaviour Support: a standards-based guide to in school and community settings.* Baltimore: Brookes.

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

Emerson, E., Baines, S., Allerton, L., Welch, V. (2012) *Health inequalities and people with learning disabilities in the UK*. Durham: Improving Health and Lives Learning Disability Observatory.

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

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

Plimley, L.A. (2007) A review of quality of life issues and people with autism spectrum disorders. *British Journal of Learning Disabilities*, 35: 205–213. doi: 10.1111/j.1468-3156.2007.00448.x.

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 - 50%

Assignment/case study – 50%

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** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Essay 4000 words* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Assignment/case study 4000* | **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**

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).

*Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see* [*https://www.kent.ac.uk/global/curriculum.html*](https://www.kent.ac.uk/global/curriculum.html)*.*

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| n/k |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018