1. **Title of the module**

TZRD6010 (TZ601) Current Research, Practice and Policy Developments

1. **Division or partner institution which will be responsible for management of the module**

Division for the Study of Law, Society and Social Justice [School of Social Policy, Sociology and Social Research (Tizard Centre)]

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

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

30 (ECTS 15)

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

Spring term (term 1)

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

None

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

BSc in Positive Behaviour Support

BSc in Autism Studies

Diploma of Higher Education in Positive Behaviour Support

Diploma of Higher Education in Autism Studies

Graduate Diploma in Positive Behaviour Support

Graduate Diploma in Autism Studies

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Identify key research, policy or practice issues for critical examination within the fields Autism and Positive Behaviour Support
   2. Access and critically interpret existing research or other literature from a variety of disciplines related to Autism and Positive Behaviour Support
   3. Conduct an enhanced academic investigation of a chosen specialist topic related to Autism or Positive Behaviour Support.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Have demonstrated their ability to identify nascent, emerging or seldom-reported topics to study within autism or intellectual and developmental disabilities
   2. Have used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme
   3. Have shown they are able to manage their time by completing a rigorous academic study
3. **A synopsis of the curriculum**

This module provides an opportunity for final stage students to study emergent research, policy and practice topics. It is likely to include areas in which teaching staff are active and to offer the students the opportunity to develop their understanding of research, policy and practice in key areas. Students will have the opportunity to attend our existing short courses where relevant (e.g. Talking Mats, Person-centred active support, The SPELL Framework). Topics are likely to include:

* Skilled support
* People with autism or IDD and the criminal justice system
* Autism & Women
* Mental Health & Autism or IDD
* Hate crime and victimisation
* Staff culture

Suggested topics will in part be inspired by current and recent research conducted at Tizard.

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

Beadle-Brown, J., Leigh, J., Whelton, B., Richardson, L., Beecham, J., Baumker, T. and Bradshaw, J. (2015 early online). Quality of life and quality of support for people with severe intellectual disability and complex needs. *Journal of Applied Research in Intellectual Disabilities.*

Beadle-Brown, J., Richardson, L., Guest, C., Malovic, A., Bradshaw, J and Himmerich, J. (2014). *Living in Fear: Better Outcomes for people with learning disabilities and autism. Main research report.* Canterbury: Tizard Centre, University of Kent.

Department of Health (2015) *CPD curriculum guide for social workers who are working with people on the autism spectrum.* London: Department of Health.

Deveau, R. and McGill, P. (2015 early online). Practice Leadership at the front line in supporting people with intellectual disabilities and challenging behaviour: a qualitative study of registered managers of community-based, staffed group homes. *Journal of Applied Research in Intellectual Disabilities*.

King, C., and Murphy, G. (2014). A systematic review of people with autism spectrum disorder and the Criminal Justice System. *Journal of Autism and Developmental Disorders* (11), 2717-2733.

Langdon, P., *et al.* (2013). Asperger syndrome and anxiety disorders (PAsSA) treatment trial: a study protocol of a pilot, multicentre, single-blind, randomised crossover trial of group cognitive behavioural therapy. *BMJ Open* [Online] 3(7) e003449.

1. **Learning and Teaching methods**

Total contact hours: 30

Private Study hours: 270

Total Study hours: 300

1. **Assessment methods.**

13.1 Main Assessment methods

13.1 Coursework – assignment/essay (6000 words) – 90%

Coursework - Mini-portfolio - 10%

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 |
| Learning/ teaching method |  |  |  |  |  |  |
| Tutorials, discussion forums, Skype groups |  |  |  | X |  | X |
| Private Study | X | X | X | X | X | X |
| Completion of activities (e.g. attending short course) required for mini-portfolio of practice-related activity | X | X | X | X | X | X |
| Assessment method |  |  |  |  |  |  |
| Essay/ Assignment - 6000 words | X | X | X | X | X | X |
| Mini-portfolio of practice-related activity | X | X | X | X | X | X |

1. **The Division/School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia student support service, and specialist support will be provided where needed.**
2. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury and online

**DIVISIONAL 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) |
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