1. **Title of the module**

TZRD6020 (TZ602) - Research Methods in Autism/Positive Behaviour Support

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

Division of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research – Tizard Centre)

1. **The level of the module (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 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**

Co-requisite module - TZRD6040 (TZ604) - Student Research Project in Autism/Positive Behaviour Support

1. **The course(s) of study to which the module contributes**

BSc in Positive Behaviour Support – compulsory module

BSc in Autism Studies – compulsory module

Diploma of Higher Education in Positive Behaviour Support

Diploma of Higher Education in Autism Studies

Graduate Diploma in Positive Behaviour Support – compulsory module

Graduate Diploma in Autism Studies – compulsory module

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

8.1 Critically discuss different research methodologies applied to the study of autism and intellectual and developmental disabilities

8.2 Compare the suitability of different research methodologies for evaluating complex issues relating to autism and intellectual and developmental disabilities

8.3 Demonstrate a critical understanding of the ethical issues arising from researching autism and intellectual and developmental disabilities

8.4 Demonstrate the ability to access and interpret existing research and data used in the study of autism and intellectual and developmental disabilities

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

9.1 Demonstrate the capacity to critically analyse both published work and personal experience

9.2 Demonstrate the ability to communicate complex concepts in writing, in a form that can be understood by both specialist and non-specialist audiences

9.3 Demonstrate effective use of information technology (word processing, email, internet, online learning resources) to solve research problems and achieve set outcomes

9.4 Demonstrate effective time management skills both in terms of prioritising time to answer questions, and with regard to meeting set deadlines

9.5 Recognise issues relating to equality and diversity by using non-discriminatory language in written work and online contributions

1. **A synopsis of the curriculum**

The module will ensure students are ‘research aware’ by teaching them about quantitative and qualitative research. It explores the purposes of research and methods, as well as the ethical, political and pragmatic issues research focused on autism & intellectual and developmental disabilities has experienced and continues to seek to address. It will teach students how to effectively carry out literature reviews, observations and participant research. The importance of critical analysis, reliability and validity is explored in depth. The module emphasises the knowledge needed to access and interpret research literature and data in the field.

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

* Blaikie, N. (2000 reprint 2009). *Designing Social Research*: *the Logic of Anticipation* Cambridge: Polity.
* Johnston, T.C. (2014). *Data Without Tears: how to write measurable educational goals and collect meaningful data. Champaign*, IL: Research Press Publishers.
* May, T. (2011). *Social Research: Issues, Methods and Process*. Maidenhead: McGraw Hill/Open University Press.
* Robson, C. (2016). *Real World Research: A Resource for Users of Social Research Methods in Applied Settings*.4th ed. Chichester, Wiley.
* Soyini Madison, D. (2012). *Critical Ethnography: method, ethics and performance*. London: Sage.
* Strauss, A. & Corbin, J. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory grounded theory procedures and techniques*.3rd ed. London: Sage.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

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

Coursework - Essay (1500 words) - 30%

Coursework - Essay (1500 words) - 30%

Coursework - Seminar/forum presentation (15 minutes) – 10%

Examination (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 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **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 – (30%) | X | X | X | X | X | X | X | X |
| Essay – (30%) | X | X | X | X | X | X | X | X |
| Seminar/forum Presentation – (10%) |  |  | X | X |  |  |  |  |
| Examination (30%) | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/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 range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**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) |
| 21/12/2021 | Minor | Autumn term 2021-22 | 13 | N/A |
|  |  |  |  |  |

Revised FSO/SSPSSR Jan 2018 under Competition and Market Authority compliance project