1. **Title of the module**

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

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 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) and Spring term (term 2)

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

Co-requisite module – TZRD6020 (TZ602) Research Methods in Autism/Positive Behaviour Support

1. **The programmes 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:**

8.1 Access and critically interpret existing literature relating to autism or intellectual and developmental disabilities

8.2 Develop a research question and design a research project proposal for the study of autism or intellectual and developmental disabilities that is ethically sound and socially valid

8.3 Effectively conduct data collection appropriate to the autism or intellectual and developmental disabilities subject matter by employing methods such as observation, interviews, and/or literature and statistical data searches

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

9.1 Prepare a research proposal that shows their capacity to draw critically on published work

9.2 Effectively complete a research project, including critically analysing a range of sources

9.3 Make effective use information technology (word processing, email, internet use, online learning resources)

9.4 Effectively manage time by successfully meeting deadlines for the completion of an academic assignments

1. **A synopsis of the curriculum**

The module will offer students teaching on developing a research question, design of methodologies, ethics and Social validity.

Students will also be trained in research methodologies including Library-based research, observation, interviews, data analysis and presentation.

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

Gosling, J., Martin, J. (2012). *Making Partnerships with Service Users and Advocacy Groups Work: how to grow genuine and respectful relationships in health and social care.* London: Jessica Kingsley Publishers.

Hart, C. (1998). *Doing A Literature Review: releasing the social science research imagination.* London: Sage.

Holt, N. & Walker, I. (2009). *Research with People: theory, plans and practical.* New York: Palgrave.

Kirk, J. & Miller, M.L. (1986). *Reliability & Validity in Qualitative Research.* London: Sage.

Robson, C., (2011). *Real World Research*. London: Blackwell Publishers

Silverman, D., (2007.) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Qualitative Research.* 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 – Research Proposal (1,000 words) – 10%*

*Coursework – Research Project (6,000 words) – 90%*

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars/ online forums | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Assignment (research project)*  | **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 range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance. The subject matter of individual projects may also have 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 Feb 2018