1. **Title of the module**

TZRD8630 (TZ863) – Service Issues in Intellectual and Developmental Disabilities

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

Tizard Centre (School of Social Policy, Sociology and Social Research)

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

Level 7

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

10 Credits (5 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**

Full-time students on the MSc in Analysis and Intervention in Intellectual and Developmental Disability, will normally take all the other modules of the MSc alongside this one. Part-time MSc students will take this module alongside TZ830 in year 1, completing TZ861, TZ862 and TZ865 in year two and completing TZ831 and TZ994 across both years. The same applies to students on the Postgraduate Diploma in Analysis and Intervention in Intellectual and Developmental Disabilities, with the exception of TZ994. Students on the Certificate, Diploma and MA in Intellectual and Developmental Disabilities will do this module alongside TZ861, TZ862, TZ865 and if appropriate TZ994.

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

PG Certificate Intellectual and Developmental Disabilities (by Distance Learning); PG Diploma Intellectual and Developmental Disabilities (by distance learning); MA Intellectual and Developmental Disabilities (by Distance Learning); PG Certificate in Autism studies; PG Diploma Autism Studies; MA Autism Studies

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

8.1 Demonstrate understanding the historical context of learning disability services, including the eugenics era;

8.2 Demonstrate familiarity with the theory and practice of institutional care;

8.3 Demonstrate knowledge about the process and progress of the deinstitutionalisation movement in Western countries;

8.4 Demonstrate understanding of theories of normalisation and social role valorisation, and the criticisms of these;

8.5 Demonstrate understand the concepts of quality of care and quality of life;

8.6 Demonstrate knowledge about how to measure and improve quality of care and quality of life;

8.7 Demonstrate familiarity with government policy and have an understanding of policy issues in intellectual and developmental disabilities in the UK.

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

9.1 Use the research literature as the main source of information on each of the topics studied;

9.2 Relate the material they learn in this module to what they see in services in which they work or have some experience;

9.3 Integrate knowledge from different sources, including their own experience.

1. **A synopsis of the curriculum**

The aim of this module is to give students an understanding of organisational issues involved in learning disability services, including institutionalisation and deinstitutionalisation, theories of normalisation and criticisms of these theories, methods of analysing quality of life and care and ways of producing change in services. This module is taught as a web-based guided study module with seminars at several points in the first term. For AIIDD students, this module is closely linked to the service placement and discussion and application of web-based units will occur during placement supervision.

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

Brown, H. and Smith, H. (1992) *Normalisation: A Reader for the Nineties*. London: Routledge.

Emerson, E., McGill, P. and Mansell, J. (1994/1999) *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services*. London: Chapman and Hall.

Mansell, J., Felce, D., Jenkins, J., De Kock, U. and Toogood, S. (1987) *Developing Staffed Housing for People with Mental Handicaps*. Tunbridge Wells: Costello.

Mansell, J. and Ericsson, K. (1996) *Deinstitutionalization and Community Living: Intellectual Disability Services in Britain*, Scandinavia and U.S.A. London: Chapman and Hall.

Simons, K. (1993) *Citizen Advocacy: The Inside View*. Bristol: Norah Fry Research Centre.

1. **Learning and teaching methods**

Total Contact Hours: N/A – Distance Learning

Private Study Hours: 100

Total Study Hours: 100

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

Examination online (1 hours) – 100%

* 1. Reassessment methods
* Reassesment instrument - Like-for-like
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Examination – 1 hour | **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**

The range of generic skills developed are applicable to international contexts and the specific skills have potential international relevance. Learning outcomes 8.1-8.5 deliver an international perspective.

**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) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |