1. **Title of the module**

TZRD8640 (TZ864) – Practical Placements

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**

60 Credits (30 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**

This module will be taken alongside TZ861, 862, 863, 830 and 865. For students on the MSc, TZ994 will also be completed. For part-time students this module will be taken across the two years.

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

MSc Analysis and Intervention in Intellectual and Developmental Disabilities; PG Diploma Analysis and Intervention in Intellectual and Developmental Disabilities

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

8.1 Conduct cognitive, emotional and social assessments with individuals (using carers as informants as well if necessary) and interpret these;

8.2 Design or select and complete other relevant forms of assessment, including those requiring direct observations, rating scales and interviews, with managers, carers and service users;

8.3 Design skill-building programmes with individuals and assess progress on these’;

8.4 Complete functional analyses and develop logical intervention plans, based on these assessments, at the individual level;

8.5 Implement intervention plans, adjust them as necessary and evaluate their outcome;

8.6 Measure quality of care in services by a variety of means, including direct observations, rating scales and interviews;

8.7 Assess quality of life in individuals with Intellectual and developmental disabilities, including by direct observations and interviews;

8.8 Demonstrate the ability to design, implement and evaluate interventions to improve the quality of care and/or quality of life at the individual and service level;

8.9 Assess staff attitudes and staff training needs by a variety of methods;

8.10 Develop, deliver and evaluate interventions and training programmes for staff working in learning disability services (and other relevant staff or carers);

8.11 Undertake research into analysis and intervention in learning disability services.

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

9.1 Act in a professional and ethical manner in relation to service users and staff;

9.2 Identify, appreciate and constructively criticise service policies and procedures;

9.3 Challenge discriminatory practices and /or abusive practices where necessary.

1. **A synopsis of the curriculum**

All students will be required to work in two different placements during their programme. The first will be a service-based placement in which students work as a team led by academic staff assessing the quality of care of local residential or day services for children or adults with Intellectual and developmental disabilities, helping services to help develop and actual plan to deal with issues raised it and monitoring the effect of their intervention. This placement will be organised into 10 intensive workshops either at the University during preparation and analysis stages or in the placement during data collection stages. Full-time students will do more of the initial data collection and will finish their placement at the end of the Spring term. Part-time students will continue to be a resource to the services and will go back to monitor progress made by service during the early part of the summer months.

The second will be an individual clinical psychology attachment (normally to a local clinical psychologist or psychological therapist on a learning disability team).

Typically, full–time (one-year) students will spend two to three days per week on clinical placements (i.e. during May – September, with two weeks annual leave). Part-time students will spend one day per week on clinical placement over the course of the second years (with university vacation breaks plus two weeks during the summer).

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

There is no specific required reading for these modules, apart from placement policies and practice documents. Readings from the academic modules will of course be necessary as background for this placement work.

1. **Learning and teaching methods**

Total Contact Hours: 26

Private Study Hours: 574

Total Study Hours: 600

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

Coursework - Service Report 1 (2000 words) – 25%

* Coursework Service Report 2 (2000 words) – 25%
* Coursework - Case Study (4000 words) – 50%
  1. 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* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *8.10* | *8.11* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| Workshop | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Service Reports | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Case Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Supervisor’s Reports | **X** | **X** | **X** | **X** | **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.

**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.**

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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 Jan 2018 |