1. **Title of the module**

TZRD8740 (TZ874) - Case Study Assessment and Intervention

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 7

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**

Autism Studies MA students will normally take all the other modules of the MA alongside this one.

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

Autism Studies MA

Autism Studies PG diploma

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

8.1 Assess and summarise the current quality of life for an individual

8.2 Conduct a literature review around the area relevant to an individual case study to inform an intervention and maintenance plan.

8.3 Plan an intervention to improve the quality of life of the individual.

8.4 Produce an outline of the case study that indicates the main structure and content to be included

8.5 Produce an integrated and well-structured written account to describe and justify the chosen intervention to improve the quality of life for the individual featured.

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

9.1 Weigh up information provided to focus on most relevant issues

9.2 Integrate material across different topic areas

9.3 Prepare a comprehensive, well-written account of the material and a balanced argument in a way that answers the question that was posed

9.4 Conduct online and paper based research and reading

9.5 Organise their study, working with their tutor to develop a plan for this work

9.6 Assess an individual’s environment and develop an appropriate autism friendly intervention

1. **A synopsis of the curriculum**

This module is intended for health or social care professionals who are working with people with autism (either in a paid or voluntary basis), or those who are family carers. Students will be able to apply their theoretical learning from TZRD8660 (Social Psychology of Autism) and TZRD8730 (Social psychology of autism: Advanced) to case studies.

Students will work their way through the case study material provided. As they do so, they will use their knowledge of the following to analyse case study data, produce formulations, plan interventions, interpret outcome data and describe methods of implementation, monitoring and evaluation:

Characteristics, diagnosis and epidemiology of autism

Cognitive, communicative and social characteristics of people with intellectual disabilities

Biological, social and environmental causes of autism

Behaviour analysis

Intervention and approaches to supporting people with autism.

Challenging behaviour and other associated complex needs;

Ideology, policy and service development;

Definition and measurement of service quality;

Relationships between service organisation and quality

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

This is an assessment module - reading for this module will be dictated by the specific case study or intervention. Reading will be recommended through the guided study materials and seminars and many core references will be provided electronically through the main academic modules. However, this module will require students to search for and discover further reading on their chosen topic.

1. **Learning and teaching methods**

Total contact hours: 10

Private study hours: 290

Total study hours: 300

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

Coursework assignment 1 (5000 word case study) – 50%

Coursework assignment 2 (5000 word report on intervention) – 50%

13.2 Reassessment methods

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Supervision | **X** | **X** | **X** | **X** | **X** |  |  |  |  | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignments 1 and 2 | **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 and distance learning ‘

1. **Internationalisation**

The degree to which internationalisation activities will occur in this module will depend on the case studies used. The range of research, analysis and presentation skills which will be developed in this module are applicable to international contexts

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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) |
| 2013 | N/K | September 2014 | N/k | N/K |
|  |  |  |  |  |

Revised FSO Feb 2018