1. **Title of the module**

TZRD8820 (TZ882) -Social Psychology of Intellectual and Developmental Disabilities and Forensic Issues

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**

20 credits (10 ECTS*)*

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

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

None

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

MSc in Intellectual and Developmental Disabilities and Forensic Issues

MA in Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Diploma in Intellectual and Developmental Disabilities & Forensic Issues

Postgraduate Certificate in Intellectual and Developmental Disabilities & Forensic Issues

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate an advanced understanding and critical awareness of the history of definitions of intellectual and developmental disabilities
3. Demonstrate advanced and systematic knowledge of current practice in defining intellectual and developmental disabilities in UK and elsewhere
4. Demonstrate advanced scholarship in critically understanding the complex epidemiology of offenders with intellectual and developmental disabilities in the UK, other Western countries and the developing world
5. Demonstrate an advanced understanding and critical awareness of the biological, social and environmental causes of intellectual and developmental disabilities and how these interact in individuals
6. Demonstrate in-depth and advanced knowledge of the cognitive and social characteristics of offenders and non-offenders with intellectual and developmental disabilities, including being able to identify novel insights when comparing the two groupings
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Use the research literature to gather in-depth information
   2. Interrogate government policy documents critically and in-depth
   3. Integrate advanced knowledge from different sources including their own experience
   4. Relate theory to practice in an advanced and critical manner
8. **A synopsis of the curriculum**

This module provides students with in-depth understanding of the definitions and causes of intellectual and developmental disabilities (IDD), the epidemiology of IDD and of offending, issues of screening for IDD in criminal justice setting, transitions between settings, and the effects that IDD and offending can have on the family. It will consider social relationships, social networks and sexuality issues (attitudes of staff, issues of abuse etc.) in people with IDD and forensic issues, as well as the vulnerabilities of people with IDD (to physical and sexual abuse, exploitation, and wrongful conviction). In addition, behaviour phenotypes and offending (including specific diagnosis- e.g. autism, Klinefelters syndrome, Foetal Alcohol syndrome etc.) as well as mental health issues and offending will be considered*.*

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

Baxter, C., B. Great, et al. (1990). *Double discrimination: issues and services for people with learning difficulties from black and ethnic minority communities.* London: King's Fund Centre/Commission for Racial Equality

Carr, A. (2007). *The handbook of intellectual disability and clinical psychology practice.* London: Routledge

Emerson, E., Felce D & Murphy, G.H. (2001). *Learning disabilities: the fundamental facts*. London, Mental Health Foundation

Emerson, E., Hatton, C., Dickson, K, Gone, R., Caine A. & Bromley, J., (2012). *Clinical Psychology and People with Intellectual Disabilities.* 2nd edition. Chichester: Wiley-Blackwell

Lindsay, W.R., Taylor, J.L, Sturmey, P. (2004). *Offenders with Developmental Disabilities*. West Sussex, N.J. Wiley

Tsakanikos, E. & McCarthy, J. (2014). *Handbook of Psychopathology in Intellectual Disability: Research, Practice & Policy.* New York: Springer

1. **Learning and teaching methods**

Total contact hours: 25

Private study hours: 75

Total study hours: 100

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

Coursework essay (3000 words) – 80%

Coursework – online quiz (1 hour) – 20%

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* | *8.5* |  | *9.1* | *9.2* | *9.3* | *9.4* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
| Lectures (online or on campus) | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
| Seminars online or on campus)/web-based forums | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Coursework – essay – 3000 words | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
| Online quiz – 1 hour | **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

Accessible resources and curriculum: We will provide access to electronic resources that meet the minimum accessibility standards and will support the use of assistive technologies as best as possible, module outlines and reading lists will be made available at least four-weeks before the module starts, lecture slides will be available in an electronic format at least 24-hours in advance, and all lectures will be recorded and placed on Moodle.

Learning, teaching and assessment methods: We will provide lectures either online or on-campus. Group work will take place online or on-campus. Students who are deemed eligible to undertake an alternative assessment may be required to deliver a project or make another demonstration of ability where this is consistent with the learning outcomes. Alternative assessments may not always be possible where they conflict with the learning outcomes.

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and online

1. **Internationalisation**

The curriculum will include teaching about international systems of addressing criminal offending by people with intellectual and other developmental disabilities. Systems vary widely around the world and it is important that our students successful learn about differing international strategies for helping people with intellectual and other developmental disabilities who come into contact with criminal justice. As such, much of the research discussed within modules and during seminars will come from around the world. Further, we are offering our teaching online, as well as on campus, in order to potentially attract international students.

**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) |
| 27/01/2019 | Major | January 2020 | 6, 12, 14, 15 | No |
|  |  |  |  |  |

Revised FSO Jan 2018