1. **Title of the module**

TZRD8910 (TZ891) – Service Placement

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**

30 Credits (15ECTS)

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 TZRD8610 (TZ861), TZRD8620) TZ862, TZRD8630 (TZ86)3, TZRD8300 (TZ830) and TZRD8650 (TZ865). For students on the MSc, TZRD9940 (TZ994) will also be completed.

This module is a pre-requisite for TZRDNNNN (TZNNN) clinical placement

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 Design or select and complete relevant forms of assessment, with good reliability and consistency, including those requiring in-depth systematic direct observations, rating scales and interviews, with managers, carers and service users;

8.2 Measure quality of support in services using a comprehensive range of measures, including direct observations, rating scales and interviews;

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

8.4 Systematically assess staff experiences and support, staff training needs and management quality by a comprehensive range of methods;

8.5 Critically evaluate the assessment methods used and systematically analyse the links between outcomes, processes and structures

8.6 Demonstrate the ability to develop and critically evaluate interventions to improve the quality of support and/or quality of life at the service level;

8.7 Undertake literature 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. This module is the first of these two placements. In the service placement students work as a team led by academic staff assessing the quality of care of selected residential or day services for children or adults with Intellectual and developmental disabilities, helping services to help develop or review their existing action plan to deal with issues raised and monitoring the effect of the implementation of the action plan/intervention. This placement will be organised into a series of workshops and face-to-face briefing sessions at the University during preparation and analysis stages and blocks of time in the placement service(s) 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 go back to monitor progress made by the service during the early part of the summer months.

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: 50 hours

Time in placement: 100 hours

Private Study Hours: 150 hours

Total Study Hours: 300

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

 Coursework - Service Report 1 (2000 words) –50%

 Coursework Service Report 2 (2000 words) –50%

 Supervisor rating and feedback (pass/fail rating)

* 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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Taught workshops | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Placement visits | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Service Reports 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Service report 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
|  |  |  |  |  |  |  | **X** |  |  |  |
| Supervisor’s Reports | **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 |