

Please read Guidance 3xviii in order to complete this form.

**New Module Form/Module Narrative**

1.	<b>Module code:</b>	M03
2.	<b>Title:</b>	Autism Spectrum Conditions
3.	<b>Credit points:</b>	30
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	Autumn, Spring, Summer
6.	<b>Module leader:</b>	Dr Sue Sheppard
7.	<b>Accredited by:</b>	
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
8.	(d) Other restrictions or requirements	
	<b>9. Aims:</b>	
	Autism Spectrum Conditions aims to develop in students a comprehensive and critical understanding of the history of autism and the emergence of a spectrum of autism conditions. This knowledge will then underpin their ability to analyse how this context impacts on educational policy and practice both currently and in the future, allowing them to critically examine the research on autism and demonstrate both knowledge and understanding of both its applications and limitations.	
	<b>10 Learning outcomes:</b> ( <i>Knowledge and Skills sections can be merged if appropriate</i> )	
On successful completion of this module, students will have:		
<ol style="list-style-type: none"> <li>1. In depth knowledge of the history of the concept of autism, including the recognition of an 'autism spectrum' and the range of approaches and interventions advocated for supporting students with Autism Spectrum Disorders in schools.</li> <li>2. The ability to critically evaluate the concept of autism with reference to literature and research.</li> <li>3. Advanced ability to identify links between the concept of the Autism Spectrum and individual needs in the school setting.</li> <li>4. Identify and critically analyse factors that have shaped educational policy and practice for students with Autism Spectrum Conditions.</li> <li>5. Reflect on observations and experiences of professional practice and to make links with the theories and research.</li> </ol>		
<b>11</b>	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>● The history of autism.</li> <li>● Diagnostic issues and the emergence of the autism spectrum.</li> <li>● Psychological theories relating to the autism spectrum.</li> <li>● Assessment of individuals with autism spectrum conditions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Meeting the needs of students with autism spectrum conditions: approaches and interventions.</li> <li>● The influence of SEND frameworks and statutory and non-statutory guidance on policy and practice for students with autism spectrum disorders.</li> <li>● Broader contextual factors including impact of social context, family context, and the individual's own views, strengths and motivations.</li> </ul>
12	<p><b>Learning and teaching strategy:</b></p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.</li> <li>● Allows students to manage and track their progress through the activities and assessments.</li> <li>● Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>As this module is focused on Skills &amp; Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>● Reflection on practice, structured through 'learning log' online entries.</li> <li>● Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.</li> <li>● Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>● Directed reading of selected papers, book chapters, specialist online materials.</li> <li>● Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>● Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> </ul>

	<ul style="list-style-type: none"> <li>Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> <li>Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.</li> </ul>																									
13	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b></p> <p>Self evaluation questionnaires to self-check knowledge and understanding through the module.</p> <p>All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.</p>																									
	<p><b>(b) Summative assessment scheme</b></p> <p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"><b>Task: Critical Analysis 1: The History of Autism and the emergence of the Autism Spectrum, with a primary focus on children and young people.</b></td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>50%</td> <td>3000 words or equivalent</td> <td>1, 2</td> <td>X No <input type="checkbox"/> Yes</td> <td>X No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p><b>Task: Critical Analysis 2: The features of 'Good/Effective Educational Policy and Practice in supporting the needs of children and young people in educational settings with reference to theory and research'.</b></p> <table border="1" style="width: 100%;"> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>50%</td> <td>3000 words or equivalent</td> <td>3, 4, 5</td> <td>X No <input type="checkbox"/> Yes</td> <td>X No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 16;</p>	<b>Task: Critical Analysis 1: The History of Autism and the emergence of the Autism Spectrum, with a primary focus on children and young people.</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	3000 words or equivalent	1, 2	X No <input type="checkbox"/> Yes	X No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	3000 words or equivalent	3, 4, 5	X No <input type="checkbox"/> Yes	X No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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	<input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component <input checked="" type="checkbox"/> <b>an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component</b> <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component						
	<table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>0%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
Seen examination	0%						
Unseen examination	0%						
Coursework (no examination)	100%						
14	<b>Timetabled examination required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
15	<b>Length of exam</b> .....hours						
16	<b>Learning materials</b>  The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.  Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.  Autism Education Trust, (2022) <i>AET National autism standards for schools and educational settings</i> . Available: <a href="http://www.aetraininghubs.org.uk/schools/national-autism-standards/">http://www.aetraininghubs.org.uk/schools/national-autism-standards/</a> .  Autism Education Trust, (2019) <i>AET Good Autism Practice: Practitioner Guidelines</i> . Available: <a href="https://www.autismeducationtrust.org.uk/resources/good-autism-practice-guidance">https://www.autismeducationtrust.org.uk/resources/good-autism-practice-guidance</a>  DfE (2021) <i>National strategy for autistic children, young people and adults: 2021 to 2026</i> [online] Available at: <a href="https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026">https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026</a>  Fletcher-Watson, S. and Happé, F. (2019) <i>Autism : A New Introduction to Psychological Theory and Current Debate</i> . Abingdon, Oxon: Routledge.  Happé, F. and Frith, U. (2020), Annual Research Review: Looking back to look forward – changes in the concept of autism and implications for future research. <i>Journal of Child Psychology and Psychiatry</i> , 61: 218-232.						

In addition, for in-house, joint and franchised programmes only									
17	<b>UNISTATS - assessment</b>								
	Please indicate summary of the following assessment types #:								
	COURSEWORK		.....%						
	EXAM		.....%						
PRACTICAL		.....%							
18	<b>UNISTATS – learning and teaching</b>								
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).								
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).								
For Apprenticeship programmes, this is University-led Off The Job hours.									
The proposed number of scheduled teaching hours:									
Placement Activity (e.g. placement, work based learning or year abroad).									
Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):									
For Apprenticeship programmes, this is Employer-led Off The Job hours.									
Independent Study (Time students will be required to complete independent study).									
The proposed number of hours a student should complete independent study:									
For Apprenticeship programmes, this is Apprentice-led Off The Job hours.									
19	<b>Module run (NB These should be set up four years in advance):</b>								
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner	
20	<b>Timetabling information:</b>								
	(a) Please indicate which teaching activities will be offered in this module*:								
	LECTURE (LEC)				YES/NO				
	SEMINAR (SEM)				YES/NO				
	LABORATORY (LAB)				YES/NO				
	WORKSHOP (WRK)				YES/NO				
	(b) Timetabled				YES/NO				
(c) Student centrally allocated				YES/NO					

**Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):**

Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Autism	Core
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

**Validated collaborative partner (if applicable):**

Real Group Ltd

**Consultation**

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

**# Definition of UNISTATS assessment types:**

(For further details see LQEH Section 16)