

M03A
Autism Spectrum Conditions – Skills & Knowledge

1.	Short Code	M03A
2.	Title	Autism Spectrum Conditions – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: ASD
7.	Module Leader	Dr Sue Sheppard, Siobhan Mellor
8.	Accredited by	
9.	Module Requisitions	
	(e) Pre-requisite	None
	(f) Programme Restriction	None
	(g) Level restrictions	None
	(h) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	Aims	<ul style="list-style-type: none"> • To develop a comprehensive and critical understanding of the history of autism and the emergence of a spectrum of autism conditions. • To demonstrate skills to analyse how an understanding of autism spectrum conditions has impacted on educational policy and practice. • To critically examine the research on autism and demonstrate both knowledge and understanding of both its applications and limitations.
12.	Learning Outcomes	<p>Knowledge</p> <p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. In depth knowledge of the history of the concept of autism, including the recognition of an 'autism spectrum'. 2. Knowledge of the range of approaches and interventions advocated for supporting students with Autism Spectrum Disorders in schools. 3. Knowledge of the way in which theory, research and knowledge explored in the module has impacted on educational policy and practice for students with Autism Spectrum Conditions. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 4. Critically evaluate the concept of autism with reference to literature and research. 5. Identify links between the concept of the Autism Spectrum and individual needs in the school setting. 6. Identify and critically analyse factors that have shaped educational policy and practice for students with Autism Spectrum Conditions. 7. Reflect on observations and experiences of professional practice and to make links with the theories and research.
13.	Syllabus	<p>The history of autism.</p> <p>Diagnostic issues and the emergence of the autism spectrum.</p> <p>Psychological theories relating to the autism spectrum.</p> <p>Assessment of individuals with autism spectrum conditions.</p> <p>Meeting the needs of students with autism spectrum conditions: approaches and</p>

	<p>interventions. The influence of SEND frameworks and statutory and non-statutory guidance on policy and practice for students with autism spectrum disorders. Broader contextual factors including impact of social context, family context, and the individual's own views, strengths and motivations.</p>
14.	<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"> • 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. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>As this module is focused on Skills & 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"> • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. • Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. <p>Assessment Strategy</p> <p>Assessment is through coursework assignments covering the 7 learning outcomes, as follows (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> • Critical analysis 1 (3000 words or equivalent): The History of Autism and the emergence of the Autism Spectrum, with a primary focus on children and young people (1,2,3,5,6). • Critical analysis 2 (3000 words or equivalent): The features of 'Good/Effective Educational Policy and Practice in supporting the needs of children and young people in schools with reference to theory and research' (1,2,4,5,6,7).

	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.	
15.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p>Learning materials</p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/</p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/</p> <p>Directed use of the appropriate legislation, Government guidance and reports.</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p><u>Recommended</u></p> <p>The National Autistic Society (2011) <i>Autism Spectrum Disorders: A Resource Pack for Staff</i>. Available at: http://www.autism.org.uk/teacherpack (Accessed: 26 June 2012).</p> <p>Useful websites:–</p> <ul style="list-style-type: none"> • www.researchautism.net • www.nas.org.uk • www.autismeducationtrust.org.uk <p><u>Research / Reports</u></p> <p>Jones et al. (2008) <i>Educational provision for children and young people on the autism spectrum living in England: A review of current practice, issues and challenges</i>. Available at: www.autismeducationtrust.org.uk (Accessed: 26 June 2012).</p> <p>Wittemeyer, K. (2011) <i>Educational provision and outcomes for people on the autism spectrum</i>. Available at: http://preview.tinyurl.com/6yrftdw (Accessed 26: June 2012).</p>	

Gould, J., Ashton-Smith, J. (2011) *Missed Diagnosis or misdiagnosis? Girls and Women on the spectrum*, Good Autism Practice, 12(1), pp.34-41.

National Initiative for Autism: Screening and Assessment (2003) *Plan for the identification, assessment, diagnosis and access to early interventions for pre-school and primary school aged children with autism spectrum disorders*.

NICE (2011) *Autism Recognition, referral and diagnosis of children and young people on the autism spectrum*. Available at:
<http://www.nice.org.uk/nicemedia/live/13572/56428/56428.pdf>
(Accessed: 26 June 2012).

Key Papers

Rutter, M. (2011) 'Progress in Understanding Autism: 2007-2010', *Journal of Autism and Developmental Disorder*, 41, pp395-404.

Volkmar, F., State, M. & Klin, A. (2009) 'Autism and autism spectrum disorders: diagnostic issues for the coming decade', *Journal of Child Psychology and Psychiatry*, 50(1-2), pp.108-115.

Volkmar, F. Lord, C., Bailey, A., Schultz, R. & Klin, A. (2004) 'Autism and Pervasive Developmental Disorders', *Journal of Child Psychology and Psychiatry*, 45 (1), pp.135-170.

Indicative Reading

Attwood, T. (2008) *The Complete Guide to Asperger's syndrome*. London: Jessica

Kingsley. Boucher, J. (2011) *The Autism Spectrum – characteristics, causes and practical issues*. London: Sage publications.

Feinstein, A. (2010) *A History of Autism: conversations with the pioneers*. London: Wiley-Blackwell .

Roth, I. et al (2010) *The autism spectrum in the 21st century: exploring psychology, biology and practice*. London: Jessica Kingsley.

Roth, I. & Rezaie, P. (2011) *Researching the Autism Spectrum Contemporary Perspectives*. Cambridge University Press.