M03A
Autism Spectrum Conditions – Skills & Knowledge

1.	Module Code	M03A
2.	Title	Autism Spectrum Conditions – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Dr Sue Sheppard, Siobhan Mellor
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	None
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No

10.	**Aims**
	● 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.

11.	**Learning Outcomes**
	Knowledge
	On successful completion of this module, students will have:
	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.
	Skills
	On successful completion of this module, students will be able to:
	1. Critically evaluate the concept of autism with reference to literature and research.
	2. Identify links between the concept of the Autism Spectrum and individual needs in the school setting.
	3. Identify and critically analyse factors that have shaped educational policy and practice for students with Autism Spectrum Conditions.
	4. Reflect on observations and experiences of professional practice and to make links with the theories and research.
12.	Syllabus
	The history of autism.
	Diagnostic issues and the emergence of the autism spectrum.
	Psychological theories relating to the autism spectrum.
	Assessment of individuals with autism spectrum conditions.
	Meeting the needs of students with autism spectrum conditions: approaches and 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.

13.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.
	Students access the study topics, including the learning activity instructions and supporting content through Campus Online.

Campus Online is an integrated environment that:

- 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.

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.

These activities include:

- 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.

There is access to supporting content including:

- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- 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.

Assessment Strategy

Assessment is through coursework assignments covering the 7 learning outcomes, as follows (numbers in brackets refer to learning outcomes assessed):

- **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.

14.	**Assessment Weighting**	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
15.	Timetabled examination required	No
16.	Length of exam	N/A

17.	**Learning materials**
	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.
	<mark>List supplied for revalidation event:</mark>
	Autism Education Trust, 2014, Autism Education Trust. Available: http://www.autismeducationtrust.org.uk/. Last accessed 24/9/2014.
	Autism Education Trust, 2014, AET National autism standards for schools and educational settings. Available: http://www.aettraininghubs.org.uk/schools/national-autism-standards/. Last accessed 24/9/2014.
	British Educational Research Association, 2011, Ethical Guidelines for Educational Research. Available: http://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf. Last accessed 20/9/14.
	Frith, U. (2014). Autism: Theory of Mind. Available: https://www.youtube.com/watch?v=qsEP7QTIVT0. Last accessed 24/9/2014.
	Jones G, English A, Guldberg K, Jordan R, Richardson P, Waltz M, (2008), Educational provision for children and young people on the autism spectrum living in England: A review of current practice, issues and challenges. London: Autism Education Trust.
	Levy, F, 2007, 'Theories of autism', Australian & New Zealand Journal Of Psychiatry, 41, 11, pp. 859-868, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 19 September 2014.
	McGuire, A, & Michalko, R, 2011, 'Minds Between Us: Autism, mindblindness and the uncertainty of communication', Educational Philosophy & Theory, 43, 2, pp. 162-177, Education Research Complete, EBSCOhost, viewed 19 September 2014.

NIASA: National Initiative for Autism: Screening and Assessment, 2003, National Autism Plan for Children. Available: NIASA: National Initiative for Autism: Screening and Assessment. Last accessed 24/9/2014.

National Institute for Health and Clinical Exellence, 2011, Autism - Recognition, referral and diagnosis of children and young people on the autism spectrum. Available: http://www.nice.org.uk/guidance/cg128.

The National Autism Society, 2014, The National Autism Society.Available: http://www.autism.org.uk/. Last accessed 20/9/14.

Parsons, S, et al, 2011, International review of the evidence on best practice in educational provision for children on the autism spectrum. European Journal of Special Needs Education, 26, (1), 47-63.

Rutter, ML, 2011, 'Progress in Understanding Autism: 2007-2010', Journal Of Autism & Developmental Disorders, 41, 4, pp. 395-404, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 24 September 2014.

Teaching Agency, 2011, Advanced training materials for teaching pupils with SEND. Available: https://www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils. Last accessed 20/9/14.

Volkmar, F, 2009, 'Autism and autism spectrum disorders: diagnostic issues for the coming decade', Journal Of Child Psychology & Psychiatry, 50, 1/2, pp. 108-115, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 24 September 2014.

Volkmar, F, 2004, 'Autism and pervasive developmental disorders', Journal Of Child Psychology & Psychiatry, 45, 1, pp. 135-170, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 24 September 2014.

Wittemeyer, K., et al, 2011, Educational provision and outcomes for people on the autism spectrum. London: Autism Education Trust.

Wolff, S, 2004, 'The history of autism', European Child & Adolescent Psychiatry, 13, 4, pp. 201-208, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 24 September 2014.

Optional Reading

If your wish to extend your reading, you may find the following resources give a useful starting point for further exploration. Please note, however, that we are not able to provide online access to these resources.

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.

Wing, L, 2002, The autistic spectrum: a guide for parents and professionals. London: Constable and Robinson. 239pp. ISBN: 1841196746

Vermeulen, P, 2001, Autistic Thinking: This is the Title. London: Jessica Kingsley.