

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

New Module Form/Module Narrative

1.	Module code:	M21
2.	Title:	Further Studies in Autism
3.	Credit points:	60
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Dr Sue Sheppard
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	M03 Autism Spectrum Conditions
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	Aims:	<p>Further Studies in Autism aims to build upon the knowledge gained in M03 to develop a comprehensive and critical understanding of the research around sensory processing in autism and the implications it has in the learning environment. Students will demonstrate critical skills to analyse how an understanding of mental well-being in autism can impact on learning and day to day functioning. Research on potential gender differences in autism will be explored and students will demonstrate both knowledge and understanding of how this can impact policy and practice. Use of tools to audit the staff 'skill set' and understanding of autism, will be undertaken to identify training needs and ways to facilitate this in the student's own setting allowing them to enhance provision in their setting at a whole school level.</p>
10	Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p>On successful completion of this module, the student will:</p> <ol style="list-style-type: none"> 1. Hold an in-depth understanding of sensory processing needs in autism with awareness of potential gender differences in autism 2. Hold an in-depth understanding overlapping needs found in autism relating to anxiety and emotional regulation 3. Hold an in-depth understanding appropriate training needs and recognise how to build skills in the whole school 4. Systematically audit and adapt the learning environment to support autistic students with sensory processing needs 5. Critically evaluate how to develop programmes to take into account potential gender differences in autistic students 6. Critically reflect on how to develop effective support programmes to reduce anxiety and facilitate emotional regulation in autistic students and critically review impact 7. Audit and critically evaluate own and school staff's competencies in meeting the needs of autistic students 8. Critically reflect on how to provide training for all, or a group of staff, and be able to lead and model good practice

11	<p>Syllabus:</p> <p>Sensory issues and processing styles in autism Gender differences in autism - exploring recent research and implications for practice Mental well-being in autism - understanding anxiety and emotional regulation Identifying competencies of staff and ways to develop CPD and skill sets for all staff to promote autism friendly and inclusive practice</p>
12	<p>Learning and teaching strategy:</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"> ● 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. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. 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. ● Practical activities and reflection on own practice, structured through 'learning log' online entries. ● Undertaking of both sensory audits and auditing staff skills in understanding ASC <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> ● Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. ● Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. ● Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics.
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p>

All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.				
(b) Summative assessment scheme				
Task 1: <i>Reflective Analysis: A case study with reference to the identification, assessment and appropriate interventions for an autistic student with sensory needs</i>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	3,000 words	4	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
Task 2: <i>A comparative study of 2 interventions which draws on theoretical perspectives and research of the effectiveness of mental wellbeing and emotional regulation support for students with autism.</i>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	3000 words	2, 6	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
Task 3: <i>A literature review which draws on theoretical perspectives and research and critically evaluates potential gender differences in autism and identifies implications for practice</i>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
<i>Equal weighting as module is Pass / Fail</i>				
25%	3000 words	1, 5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
Task 4: <i>A critical reflection on learning over the module with a focus on identifying staff competencies and ways to enhance whole school practice to promote inclusive practice for autistic students.</i>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required

	25%	1500 words plus equivalent 1500 for use of staff audit tool	3, 7, 8	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
<p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 					
		Seen examination%		
		Unseen examination%		
		Coursework (no examination)	100%		
14	Timetabled examination required	Yes <input type="checkbox"/> No x			
15	Length of examhours			
16	Learning materials	<p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Additional learning materials can be accessed via EBSCO.</p> <p>Bond, C., Symes, W., Hebron, J., Humphrey, N., & Morewood, G. (2016). <i>Educating Persons with Autistic Spectrum Disorder: A Systematic Literature Review</i>. (Research Report; Vol. 20). National Council for Special Education. http://ncse.ie/wp-content/uploads/2016/07/4_NCSE-Educating-Persons-with-ASD-No20.pdf</p> <p>Carpenter, B, Happe, H., & Egerton, J. (2019) <i>Girls and Autism: Educational, family and personal perspectives</i> Routledge</p> <p>Fletcher-Watson, S, Happe, F (2019) <i>Autism: A new introduction to psychological theory and current debates</i> Routledge [RG1]</p> <p>HM Government (2021) The National Strategy for Autistic children and adults 2021 to 2026 The national</p>			

		<p>strategy for autistic children, young people and adults: 2021 to 2026 (publishing.service.gov.uk)[RG2]</p> <p>Honeybourne, V (2018) <i>The neurodiverse classroom: A teachers guide to Individual learning needs and how to meet them</i> Jessica Kingsley</p> <p>Petersson-Bloom, L., & Holmqvist, M. (2022). Strategies in supporting inclusive education for autistic students—A systematic review of qualitative research results. <i>Autism & Developmental Language Impairments</i>, 7. https://doi.org/10.1177/23969415221123429</p> <p>Taylor, E. C., Livingston, L. A., Clutterbuck, R. A., Callan, M. J., & Shah, P. (2023). Psychological strengths and well-being: Strengths use predicts quality of life, well-being and mental health in autism. <i>Autism</i>, 27(6), 1826–1839. https://doi.org/10.1177/13623613221146440</p> <p><i>Practice based resources</i></p> <p>AET Competency frameworks Framework Documents Autism Education Trust</p> <p>National Autistic Society Sensory differences (autism.org.uk)</p> <p>Sensory Audit for Schools and Classrooms (education.gov.scot)</p>
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In addition, for in-house, joint and franchised programmes only

17	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK%
	EXAM%
	PRACTICAL%
18	UNISTATS – learning and teaching	
	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:	

	<p>Placement Activity (e.g. placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):</p> <p>For Apprenticeship programmes, this is Employer-led Off The Job hours.</p>							
	<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> <p>For Apprenticeship programmes, this is Apprentice-led Off The Job hours.</p>							
19	Module run (NB These should be set up four years in advance):							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
	(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
	PgDip/MEd SEND and Inclusion: Autism	Optional
	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)