



Module Specification

Contributing to the Support of People on the Autism Spectrum

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Part 1: Information

Module title: Contributing to the Support of People on the Autism Spectrum

Module code: UTTGT3-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: Participants will explore a range of issues including the following:

The definition of Autism Spectrum.

The Triad of Impairments and how they relate to psychological processes such as Theory of Mind; Central Coherence; Executive Functioning.

An analysis of how the Triad of Impairments manifests itself within individuals and how this impacts on teaching and learning; social functioning; and home life.

Identifying ways of meeting the needs of an individual on the Autism Spectrum.

Defining aspects of the role of a worker who supports a person on the Autism Spectrum.

Describing aspects of the environment that should be considered in order to maximise the effectiveness of communication and reduce barriers.

Consideration of ethical protocols for working practice.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, lectures from visiting professionals, work based learning, supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, directed study, case study preparation, assignment preparation and completion etc.

Placement learning: may include a practice placement, other placement, period abroad.

Contact time for modules on the Foundation Degrees reflects the acknowledgement of the work-based learning that is taking place for all students on such programmes.

They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context. This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time. The total of time expected for each 30 credit module is 72 hours.

For this module it is calculated as:

72 hours scheduled learning of which 52 hours will represent supervised work related contact.

228 hours research, independent study and preparation for assessment work.

Scheduled learning will typically include lectures, seminars, supervision, external visits and an interactive forum. All students are expected to attend a series of tutorials.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Understand the meaning of the term 'Autism Spectrum'

MO2 Recognise that autism is a developmental condition and that many people with autism will have additional difficulties/disabilities

MO3 Recognise behavioural characteristics which may be displayed by people with Autism Spectrum

MO4 Recognise the possible implications of difficulties associated with the triad of impairment

MO5 Recognise ways of supporting people with Autism Spectrum and the ethical demands of such work and reporting upon it

MO6 Be aware of how to achieve effective communication with people with Autism Spectrum

MO7 Be able to organise and present ideas and information coherently

MO8 Be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative, yet rigorous and are able to fulfil the requirements of the University of West of England and relevant professional bodies.

A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.

The assessment will ask learners to consider the following:

“Do you agree with the notion that autism can be viewed as a culture. Based on your experience, how useful is the notion of Cultural Interpreter?”

An evaluation of own experience and relevant literature to explain what learners understand to be the key needs of people with an Autism Spectrum.

There will be various forms of feedback incorporating formative and summative

perspectives on academic and professional development.

Assessment Criteria

A: Conceptual Domain (Core)

The assessment demonstrates that the learner can organise and use coherently, relevant ideas and perspectives to interpret and/or explore issues under study.

B: Literature Domain

The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

G: Action Domain

The assessment demonstrates that the learner has an awareness of the relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice with due regard to issues of equity and social justice.

Assessment components:

Presentation (First Sit)

Description: An eight minute presentation (individual presentations within a group)

Students will also be required to meet the following criteria: A, B, G.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5, MO7, MO8

Written Assignment (First Sit)

Description: Written assignment 3,750 words.

Students will also be required to meet the following criteria: A, B, G.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6, MO7

Presentation (Resit)

Description: An eight minute presentation (individual presentations within a group).

Students will also be required to meet the following criteria: A, B, G.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5, MO7, MO8

Written Assignment (Resit)

Description: Written assignment 3,750 words.

Students will also be required to meet the following criteria: A, B, G.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Inclusive Practice [UCW] FdA 2023-24