



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contributing to the Support of People on the Autism Spectrum				
Module Code	UTTGT3-30-1	Level	1	Version	1
Owning Faculty	ACE	Field	PECES		
Contributes towards	FDA Inclusive Practice				
UWE Credit Rating	30 credits	ECTS Credit Rating	15	Module Type	Standard Module
Pre-requisites	N/A		Co- requisites	N/A	
Excluded Combinations	N/A		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 th May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of the term ‘Autism Spectrum’ (Component A & B) • Recognise that autism is a developmental condition and that many people with autism will have additional difficulties/disabilities (Component A & B) • Recognise behavioural characteristics which may be displayed by people with Autism Spectrum (Component B)

	<ul style="list-style-type: none"> • Recognise the possible implications of difficulties associated with the triad of impairment (Component B) • Recognise ways of supporting people with Autism Spectrum and the ethical demands of such work and reporting upon it (Component A) • Be aware of how to achieve effective communication with people with Autism Spectrum (Component B) • Be able to organise and present ideas and information coherently (Components A & B) • Be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning (Component A)
Syllabus Outline	<p>Participants will explore a range of issues including the following:</p> <ul style="list-style-type: none"> • 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
Contact Hours	<p>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:</p> <ul style="list-style-type: none"> • 72 hours scheduled learning of which 52 hours will represent supervised work related contact.

	<ul style="list-style-type: none"> • 228 hours research, independent study and preparation for assessment work. <p>Scheduled learning will typically include lectures, seminars, supervision, external visits and an interactive forum.</p> <p>All students are expected to attend a series of tutorials.</p>																				
Teaching and Learning Methods	<p>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.</p> <p>Independent learning includes hours engaged with essential reading, directed study, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated above.</p> <p>Placement learning: may include a practice placement, other placement, period abroad.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="400 1305 1362 1718"> <thead> <tr> <th colspan="5">KIS - Module data</th> </tr> <tr> <td colspan="4">Number of credits</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled Learning and Teaching hours</th> <th>Independent Study hours</th> <th>Placement study Hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module</p> <p>Coursework: Written assignment or essay, report, presentation, dissertation, portfolio, project</p> <p>Practical exam: Oral assessment and/or presentation, practical skills assessment, practical exam</p> <p>Total assessment of the module:</p>	KIS - Module data					Number of credits				30	Hours to be allocated	Scheduled Learning and Teaching hours	Independent Study hours	Placement study Hours	Allocated Hours	300	72	228	0	300
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	<p>Coursework assessment percentage Practical exam</p>	<table border="1"> <tr> <td data-bbox="1174 150 1286 266">75%</td> </tr> <tr> <td data-bbox="1174 266 1286 315">25%</td> </tr> <tr> <td data-bbox="1174 315 1286 396">100%</td> </tr> </table>	75%	25%	100%	
75%						
25%						
100%						
Reading Strategy	<p>Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by the tutorial programme. Additional support is available through the Library Plus Services and via Moodle web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on Blackboard.</p> <p>Essential reading</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further reading:</p> <p>Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>					
Indicative Reading List	<p>Indicative Sources</p> <p>Aarons, M. & Gittens, T. (1992) <i>The Handbook of Autism: a Guide for Parents and Professionals</i>, Routledge</p> <p>Attwood, T. (1997) <i>Aspergers Syndrome – A Guide for Parents and Professionals</i>, Jessica Kingsley Publishers</p> <p>Baron-Cohen, S. & Bolton, P. (1993) <i>Autism: the facts</i>, Oxford University Press</p> <p>Ellis, K. (ed), (1990) <i>Autism: Professional Perspectives and Practice</i>, Chapman & Hall</p> <p>Frith, U. (1991) <i>Autism and Asperger's Syndrome</i>, Cambridge University Press</p> <p>Frith, U. (1989) <i>Autism – explaining the enigma</i>, Blackwell</p> <p>Happe, F. (1994) <i>Autism – An Introduction to Psychological Theory</i>, UCL Press</p> <p>Howlin, P. (1997) <i>Autism – preparing for adulthood</i>, Routledge</p> <p>Jordan, R. & Powell, S. (1995) <i>Understanding and Teaching Children with Autism</i>, Wiley</p> <p>Rutter, M. & Howlin, P. (1987) <i>Treatment of Autistic Children</i>, Wiley</p> <p>Schopler, E. & Mesibov, G. (1992) <i>High Functioning Individuals with Autism</i>, Plenum</p>					

Siegel, B. (1996) *The World of the Autistic child – Understanding and Treating Autism spectrum Disorders*, OUP

Williams, D. (1996) *Autism: an Inside-Out Approach*, Jessica Kingsley Publishers

Wing, L. (1996) *The Autism Spectrum*, Constable

Accounts by Parents

Barron, J. & Barron, S. (1993) *There's a Boy in Here*, Chapman's

Mcdonnell, J. (1993) *News from the Border*, Ticknor & Fields

First-hand accounts by people with autism

Gerland, G. (1997) *A Real Person – life on the outside*, Souvenir Press

Grandin, T. (1986) *Emergence – Labelled Autistic*, Costello

Segar, M. [no date] *Coping - A Survival Guide for People with Asperger Syndrome*, Nottingham: Early Years Diagnostic Centre

Miedzianik, D. (1986) *My Autobiography*, University of Nottingham Child Development Research Unit

Williams, D. (1992) *Nobody, Nowhere*, Doubleday

Williams, D. (1994) *Somebody, Somewhere*, Doubleday

Williams, D. (1996) *Autism – an inside-out approach*, Jessica Kingsley Publishers

Part 3: Assessment	
Assessment Strategy	<p>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.</p> <p>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.</p> <p>The assessment will ask learners to consider the following:-</p> <ul style="list-style-type: none"> • “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. <p>There will be various forms of feedback incorporating formative and summative perspectives on academic and professional development.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75

First Sit	
<p>An eight minute presentation (individual presentations within a group)</p> <p>Students will also be required to meet the following criteria:</p> <p>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.</p> <p>B: Literature Domain The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p>G ACTION DOMAINThe 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.</p>	100%
Component B	Element weighting
Description of each element	
<p>Written assignment 3,750 words</p> <p>Students will also be required to meet the following criteria:</p> <p>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.</p> <p>B LITERATURE DOMAIN The assessment demonstrates that the learner has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>G ACTION DOMAINThe 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.</p>	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting
Description of each element	
<p>An eight minute presentation (individual presentations within a group):</p> <p>Students will also be required to meet the following criteria:</p> <p>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.</p> <p>B: Literature Domain The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p>	100%

<p>G ACTION DOMAINThe 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.</p>	
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<p>If a student is permitted an EXCEPTIONAL RETAKE of the module, the assessment will be that indicated by the module description at the time that retake commences</p>	