




STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Neurodevelopmental Disorders				
Module Code	USPKJH-15-3		Level	3	Version 2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Psychology	
Department	Health and Social Sciences		Module Type	Standard	
Contributes towards	BSc(Hons) Psychology BSc(Hons) Psychology with Criminology BSc(Hons) Psychology with Sociology BSc(Hons) Psychology with Law BSc(Hons) Criminology with Psychology BSc(Hons) Sociology with Psychology BSc(Hons) Law with Psychology				
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
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">• Describe a range of developmental neurodisorders (Component A)• Critically discuss diagnostic and classification issues in developmental disorders (Component A);• Critically evaluate research and theories of various developmental disorders and the etiology (Component A);• Evaluate the relative strenghts and limitations of variour research methods in developmental psychopathology (Component A);• Discuss how theories of atypical development affect both research and practice, and broader societal implications of the findings in this field (Component A).				
Syllabus Outline	<p>The course takes an integrated approach to the study of neurodevelopmental disorders by examining a wide range of developmental disorders from different perspectives: biological, cognitive, emotional, and psychosocial. The major themes include the following.</p> <ul style="list-style-type: none">a. Studying developmental disorders: Understanding of epigenetics and the complex interactions between risk and protective factors; genes, neurobiology and environment.b. Research methods in developmental disorders: Longitudinal studies, experiments, case studies, observations, interviews. Current debates in				

	<p>relation to the use of 'matching methods' in studying developmental psychopathology.</p> <ul style="list-style-type: none"> c. The causes and symptoms of a range of developmental disorders and treatment, including Specific Language Impairment, Autistic Spectrum Disorders, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyspraxia, Down Syndrome, Williams Syndrome, and conduct disorders. d. Diagnosis: Classification of developmental disorders and the issues of co morbidity. e. Neuropsychological assessment: in a series of workshops students will examine a range of neuropsychological tests used in the diagnosis of developmental psychopathology and learning difficulties. f. Intervention and prevention: Evidence based interventions; bridging the gap between research and practice. Discussion of intervention programmes and latest debates about effective prevention programmes. <p>Through their engagement in this module, students are expected to develop skills in the following employment-relevant areas:</p> <ul style="list-style-type: none"> • Effective written and face-to-face communication, • Retrieval and organization of information from different sources, • Critical evaluation of source material, • Making critical judgements and evaluations to gain different perspectives on a question. <p>Increased awareness of the broader societal implications of the study of developmental disorders (or mental health issues in general).</p>
Contact Hours	<ul style="list-style-type: none"> • <i>Scheduled learning</i>: Scheduled learning for this project will be approximately 36 hours and may take several forms, such as lectures, practical workshop on assessment and diagnosis, films, virtual learning environments (VLEs) and other technology-aided means. • <i>Independent learning</i>: Students will be expected to spend 114 hours on independent learning tasks and preparation of assessments.
Teaching and Learning Methods	<p>Scheduled learning includes lectures, tutorials, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion. Additionally, a variety of approaches will be used with the aim of maximising the active engagement of students. These may include:</p> <ul style="list-style-type: none"> • Lectures • Seminars/ Workshops • Directed and Independent Learning • Formative Assessment and Feedback Opportunity <p>TEL: Students will be enabled to use Blackboard the university supported virtual learning environment to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video,</p>

	discussion boards, wikis, etc.). Innovative technologies will be used to enhance in class interaction such as the Turning Point technologies																																								
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><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr><tr><td colspan="5"></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Seen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table><tr><td colspan="2">Total assessment of the module:</td></tr><tr><td>Written exam assessment percentage</td><td>100%</td></tr><tr><td>Coursework assessment percentage</td><td>0%</td></tr><tr><td>Practical exam assessment percentage</td><td>0%</td></tr><tr><td></td><td>100%</td></tr></table>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150						Total assessment of the module:		Written exam assessment percentage	100%	Coursework assessment percentage	0%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library’s web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities as well as specific study skills training within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically.</p>																																								

	<p>etc. This guidance will be available in the module handbook and via the module information on Blackboard or through any other vehicle deemed appropriate by the module leader.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Current editions of:</p> <ul style="list-style-type: none"> • Cain, K. (2010). <i>Reading Development and Difficulties: an introduction</i>. BPS Textbooks in Psychology, Wiley-Blackwell, Oxford. • Wenar, C. & Kerig, P. (2015). <i>Developmental psychopathology</i>. London: McGraw-Hill. <p>Students will be required to rely heavily on journal articles to support this module. The key journals include the following:</p> <ul style="list-style-type: none"> • British Journal of Developmental Psychology • Child Development • Developmental Psychology • Developmental Review • Developmental Science • Dyslexia • Journal of Autism and Developmental Disorders • Journal of Child Psychology and Psychiatry

Part 3: Assessment	
Assessment Strategy	<p>Students will be provided with an opportunity to receive formative feedback, mark sample essays, and examine the guidelines and marking criteria in detail as a preparation for the exam.</p> <p>The assessment criteria for the component A directly relate to the listed learning outcomes including the critical appraisal of the relevant literature and a clear understanding of the findings for theory development as well as practice (e.g., clinical and educational or public health) and wider societal well-being.</p> <p>Component A (Controlled condition)</p> <p>The component A is comprised of a single seen two hours essay exam that will be taken at the end of the relevant term (either first or second assessment period depending on when the module will run). The exam will allow students to demonstrate all of the key learning objectives. Students will choose a max of three questions from those presented and will be expected to draw on the relevant research literature and key reading in order to critically evaluate the subject matter presented. The exam will assess broad understanding of the</p>

	different conceptualisations, methodologies and perspectives used in the literature. It will also allow students to undertake in-depth critical analysis of a topic which is of interest to them.
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 Hours)	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Examination (2 Hours)1	100%
Component B Description of each element	Element weighting (as % of component)
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

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First CAP Approval Date	2 nd February 2016		
Revision CAP Approval Date	31/05/2017	Version	2
			RIA 12373

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