1. **Title of the module**

TZRD5340 (TZ534) - Theories, Diagnosis & Assessment of Autism

1. **Division or partner institution which will be responsible for management of the module**

Division of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research Tizard Centre)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

BSc in Autism Studies – compulsory module

Diploma in Higher Education in Autism Studies – compulsory module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a critical understanding of autism – its characteristics, causes and theories regarding its origins and nature

8.2 Demonstrate a critical understanding of diagnostic methods and other assessments

8.3 Critically consider the personal, social and other effects on the individual and those around them regarding receiving a diagnosis of autism

8.4 Demonstrate an understanding of how to effectively and respectfully share knowledge concerning autism with others

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
2. Show the capacity to draw critically on both published, and their own, assessment, intervention or evaluation strategies
3. Understand and communicate complex, abstract concepts or data
4. Use information technology (word processing, email, internet use, online learning resources) to effectively complete tasks
5. Effectively manage time to meet deadlines
6. Recognise issues relating to equality and diversity through the use of non-discriminatory language
7. **A synopsis of the curriculum**

The module will explore the characteristics, explanations of causes and current understanding and theories of autism. It will examine the historical and current approaches to autism spectrum conditions. Students will be able to critically analyse the major theories of autism spectrum conditions, including psychological, biological and neuropsychological theories of autism spectrum conditions. Students will also be introduced to the methods and tools used to diagnose autism spectrum conditions and will gain an understanding of their uses and effectiveness.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Attwood, T. (2008) *The Complete Guide to Asperger’s syndrome*. London: Jessica Kingsley Publishers.
* Baron-Cohen, S (2008) *Autism and Asperger Syndrome: the facts*. Oxford: Oxford University Press.
* Bogdashina, O. (2005) *Theory of Mind and the Triad of Perspectives on Autism and Asperger Syndrome: a view from the bridge*. London: Jessica Kingsley Publishers.
* Boucher, J. (2009) [*The Autistic Spectrum: characteristics, causes and practical concerns*](http://www.researchautism.net/autism-publications/publications-database/6326/the-autistic-spectrum:-characteristics-causes-and-practical-concerns.). London: Sage.
* Frith, U. (2003). *Autism: Explaining the Enigma* (second edition), Oxford: Blackwell.
* Waltz, M. (2013) *Autism: a social and medical history.* Basingstoke: Palgrave MacMillan.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Coursework - Essay (5000 words) - 60%

Coursework - Seminar/online forum – 15%

Examination– 25%

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | X | X | X | X | X | X | X | X | X |
| Seminars/ online forums | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay (60%) | X | X | X | X | X | X | X | X | X |
| Seminar/forum contribution (15%) | X | X | X | X | X | X | X | X | X |
| Exam (25%) | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and online/distance learning

1. **Internationalisation**

The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance. The topics and material considered are not restricted to the UK and hence have international relevance.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/12/2020 | Minor | Autumn term 2021-22 | 13 | N/A |
|  |  |  |  |  |

Revised FSO/SSPSSR Jan 2018 under Competition and Market Authority compliance project