



## Module Descriptor

Title	Autism Spectrum		
Session	2025/26	Status	
Code	PGES11014	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L McAuliffe		
<b>Summary of Module</b>			
<p>This module aims to promote students’ understanding of the nature and implications for learning and teaching of the Autism Spectrum. This is achieved through exposure to different theoretical and research perspectives, and engagement with a range of relevant issues. The module starts with an overview of the nature of the Autism Spectrum and proceeds with a critical examination of interventions and support strategies. A range of relevant topics are explored. Based on their developing understanding of the Autism Spectrum, students are invited to make informed judgments about the features of effective educational provision for learners on the Autism Spectrum. Throughout the module, students are given opportunities to consider how insights from their learning can be applied to enhance relevant practice.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>		<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>		<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>		<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>	

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate and work with knowledge that covers and integrates the main dimensions of the Autism Spectrum, including their features, boundaries, terminology and conventions.
<b>L2</b>	Demonstrate critical understanding of the principal theories, concepts and principles associated with the Autism Spectrum.
<b>L3</b>	Critically analyse current issues associated with the Autism Spectrum.
<b>L4</b>	Critically evaluate approaches and strategies aiming to facilitate the inclusion of learners on the Autism Spectrum and consider how they can be enhanced.
<b>L5</b>	Present reasoned arguments and express ideas in a clear, coherent academic style drawing on academic literature relating to the themes explored during the module and relating these to their own professional experiences.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 11</b></p> <p>Knowledge that covers and integrates the field of Autism Spectrum – including its features, boundaries, terminology and conventions, as they apply to education.</p> <p>Critical awareness of current developments and issues relating to the Autism Spectrum, with specific focus on education.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 11</b></p> <p>Apply a range of standard and specialised research skills, techniques, and practices to engage fruitfully with academic literature relating to the Autism Spectrum, with specific focus on education. e</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 11</b></p> <p>Apply critical analysis, evaluation and synthesis to ideas, arguments and research findings.</p> <p>Identify, conceptualise and define concepts and issues relating to the Autism Spectrum, with specific focus on education.</p> <p>Develop original and creative responses to concepts and issues relating to the Autism Spectrum, with specific focus on education.</p> <p>Critically review academic articles relating to the Autism Spectrum, with specific focus on education.</p> <p>Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 11</b></p> <p>Communicate effectively using a range of advanced and specialist skills as appropriate.</p>

	<p>Communicate with a range of audiences (as appropriate) and fellow professionals.</p> <p>Use software to support and enhance work at this level and specify new software or refinements and improvements to existing software to increase effectiveness.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data reported in academic articles in order to draw appropriate conclusions.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 11</b></p> <p>Exercise substantial autonomy and initiative in maintaining a journal that captures the module learning.</p> <p>Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate).</p> <p>Demonstrate leadership and contribute to change and development (as appropriate).</p> <p>Demonstrate critical reflection on own and others' roles and responsibilities.</p> <p>Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	PGES11003 or equivalent	Critical Issues Across Education or equivalent
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	

### Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Di Salvo, M. (2024) Autism Research between Psychology and Neuroscience: From Leo Kanner to New Frontiers. Cham: Palgrave Macmillan.

Dixon, D.R., Sturmey, P. and Matson, J.L. (2024) Handbook of Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice. 2nd edn. London: Springer Nature.

McCann, L. (2023) All About Autism: A Practical Guide for Primary Teachers. London: Speechmark.

McCann, L. (2023) All About Autism: A Practical Guide for Primary Teachers. London: Speechmark.

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

### Attendance and Engagement Requirements

**In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

For the purposes of this module, academic engagement equates to the following:

Engagement with the coursework and assessment.

### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials are presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
<b>School Assessment Board</b>	CPL
<b>Moderator</b>	Andrew Killen
<b>External Examiner</b>	S Jones
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Journal (4000 words or equivalent).

#### Assessment 2

#### Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  
 (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

#### Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	

#### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	Please refer to the handbook for timetabled contact hours

### Change Control

What	When	Who