University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Atypical Child Development			
Code: PSYC10019	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	C Ballantyne		

Summary of Module

This level ten module will examine the psychological perspective on understanding cognitive and social development in infants, children, and young people (and in some cases adults) with intellectual/developmental disabilities including autism, fragile X syndrome, down's syndrome, ADHD, William's Syndrome and disorders of neglect. The module will begin by looking at the traditional developmental models and how well they fit with developmental disability. An overview of the different developmental disorders and the theory that underpins our understanding of them will be given, however this will be in much more depth as we cover key topics.

The course will focus on both past and present research of both typical development and atypical development and the implications of developmental disabilities in young people's lives including their social well-being, education, family life etc. Throughout, there will be an awareness of the methodological and ethical issues surrounding research in this field.
The module teaches key 'I am UWS' graduate attributes;
-Universal attributes – critical thinker, ethically aware and socially responsible
-Work-ready attributes – knowledgeable and motivated
-Successful attributes – incisive and resilient

- Overview of disorders of development including; Autism, Fragile X Syndrome, Down's Syndrome, Disorders of Neglect, ADHD and William's Syndrome.

- Atypical cognitive and social development.

- The impact of developmental disorders on the everyday lives of affected children and families including education, peer relationships, family bonds and work.

- Understanding both the methodological and ethical issues that arise when conducting research in groups with developmental disorders.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☐	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)	
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Critically evaluate key themes and methodologies within developmental psychology.
L2	Demonstrate an in-depth knowledge of the specific topic being investigated, making reference to theory and empirical evidence.
L3	Demonstrate a critical understanding of the existing literature in neurodevelopmental disorders.

L4	Students will show a critical understanding of the importance of cross–syndrome comparisons and the methodological issues associated with them.
L5	Students will be able to understand the neurodiversity affirmative approach

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **10** Understanding the application of psychological theories, methods and concepts to contemporary issues in neurodevelopmental disorders/neurodiversity.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Understanding the application of developmental psychology research and the ethical issues that surround neurodevelopmental disorders/neurodiversity. Utilising skills to critique for interventions.
Generic Cognitive skills	SCQF Level **10** Developing the ability to identify relevant, contemporary sources of information relevant to neurodevelopmental and neurodiverse psychology. Demonstrating the ability to critically evaluate developmental psychology research.
Communication, ICT and Numeracy Skills	SCQF Level **10** Communicating effectively in verbal and written presentations. Developing the ability to summarise and interpret the neurodevelopmental and neurodiverse psychology literature.
Autonomy, Accountability and Working with others	SCQF Level **10** Work effectively in class-based group activities. Take account of personal responsibility to address own learning needs.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code: PSYC09015	Module Title: Applying Psychology Methods
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	0
Tutorial/Synchronous Support Activity	24
Independent Study	161
Asynchronous Class Activity	3
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

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Developmental Science

Journal of Autism and Developmental Disorders

Journal of Intellectual Disability Research

Research in Developmental Disabilities

Journal of Neurodevelopmental Disorders

And other relevant journals and textbooks.

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

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 Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students

should check with their programme leader for any queries). 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

Divisional Programme Board	Ug/Pg Psychology
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Psychology and Social Work
Moderator	A Robertson
External Examiner	S Langton
Accreditation Details	British Psychology Society
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).   Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).   **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**   Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 Case Study Report 100%

Assessment 2
Assessment 3 – Free Text
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Case study	X	X	X	X	X		

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	**XX hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)