

## Liverpool John Moores University

Title: UNDERSTANDING AUTISM  
Status: Definitive  
Code: **7510MASEN** (103415)  
Version Start Date: 01-08-2016

Owning School/Faculty: Education  
Teaching School/Faculty: City College University

| Team                | Leader |
|---------------------|--------|
| Christopher O'Brien | Y      |

**Academic Level:** FHEQ7  
**Credit Value:** 20  
**Total Delivered Hours:** 22  
**Total Learning Hours:** 200  
**Private Study:** 178

### Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 21            |
| Tutorial  | 1             |

**Grading Basis:** 40 %

### Assessment Details

| Category | Short Description | Description  | Weighting (%) | Exam Duration |
|----------|-------------------|--|---------------|---------------|
| Essay    | AS1               | Coursework: This module will be assessed by a reflective practice assignment which will involve application of theory to practice. It will be equivalent to 4,000 words. | 100           |               |

### Aims

*To provide opportunities for education professionals to:  
Expand their knowledge and understanding of Autistic Spectrum Disorder (ASD)  
through learning based on engagement with current educational theory, research,  
policy and practice*

*Develop critical professional practice through analysis of, and reflection on, and engagement with this knowledge and understanding in their professional setting*  
*Develop professional and personally through engagement with the module*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Identify their own professional development needs, and plan, work towards, monitor and review personal learning goals.
- 2 Provide evidence of the capacity to critically examine and reflect on their own professional practice.
- 3 Display knowledge and critical understanding of key theoretical frameworks and concepts in ASD in educational organisations
- 4 Adopt a critical practitioner enquiry approach to their professional practice.
- 5 Analyse and critically reflect on and synthesise research findings and other evidence to inform their practice in working with young people with ASD.
- 6 Reflect on and evaluate the impact of their learning on their professional practice.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

|                     |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|
| Reflective practice | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------|---|---|---|---|---|---|

## **Outline Syllabus**

*Key concepts and theoretical frameworks associated with ASD*

*Knowledge and understanding of the identification and learning needs of autism*

*Awareness and understanding of the communication and social skills associated with ASD*

*Working with multi-agencies, colleagues, parents and the pupil to build positive expectations*

*Emotional, social and behavioural management interventions*

*Whole-school and classroom issues - policy and practice*

*Practitioner enquiry approaches*

## **Learning Activities**

Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

## **Notes**

This module provides a grounding in theory, research and practice for educational professionals with an interest in developing their capabilities of working with children and young people with ASD and in their ability to contribute to improving educational outcomes. Policy and practice are critically evaluated in relation to a range of intervention strategies.