

Module code: MOD002526	Version: 15 Date Amended: 10/Jul/2025		
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1. Module Title			
Atypical Development			

2a. Module Leader			
Sarah Gradidge			

2b. School			
School of Psychology, Sport and Sensory Sciences			

2c. Faculty			
Faculty of Science and Engineering			

3a. Level			
6			

3b. Module Type			
Standard (fine graded)			

4a. Credits			
15			

4b. Study Hours			
150			

5. Restrictions			
Type	Module Code	Module Name	Condition
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	None		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

We will introduce a variety of developmental conditions including Downs' Syndrome, dyslexia and autism, and analyse the biological, cognitive and social profiles of each. You will gain an insight in to the main characteristic of each clinical condition and the prognosis for people with these conditions. We will do this by discussing published literature and studying characteristic of children and adults with these conditions in video demonstrations. We will also cover the effects of early brain injury, and problems in the assessment and diagnosis of developmental conditions. You will also consider ethical issues and working with clinical populations. You will learn to critically evaluate contemporary issues in neurodevelopmental psychology supported by a range of academic literature. This module will be particularly useful for you if you are considering a career related to development, educational or clinical psychology or a career working with typically developing children or children with special needs.

6b. Outline Content

- History, methods and development in the field - Specific Language Impairment - Dyslexia - Autism and Pervasive Developmental Conditions - Genetic Conditions - Motor Conditions - Assessment and Diagnosis - Therapeutic Interventions and Future Prognosis

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

Neuropsychological tests (WISC-R, Ravens, BPVS, Executive Function Tasks). Students will need access to specialist journals (e.g. Journal of Child Psychology and Psychiatry).

7. Learning Outcomes (threshold standards)

No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Describe and evaluate information relating to behavioural features of a developmental condition.
2	Knowledge and Understanding	Synthesize information from various parts of the course bringing together theoretical, practical and societal understandings of developmental conditions.
3	Intellectual, practical, affective and transferrable skills	Present complex information about a developmental condition to a lay audience in terms that are easy to follow without oversimplification.
4	Intellectual, practical, affective and transferrable skills	Apply your psychologically-informed understanding of atypical development to a case study

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-4	Lecture 1 hr X 11 weeks plus 1 hour lecture in TW 12
Other teacher managed learning	5	1-4	5 x 1 hour seminars
Student managed learning	133	1-4	5 hours reading per lecture; 9 hours preparation for seminars; 69 hours assessment preparation
TOTAL:	150		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1,3	50 (%)	Fine Grade	30 (%)
Portfolio (1000 words equivalent)					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	2,4	50 (%)	Fine Grade	30 (%)
Coursework (1000 words)					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]