

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	PSY631
Module Title	Developmental Disorders
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (hons) Psychology	Optional
BSc (Hons) Psychology with Foundation Year	Optional
BSc (Hons) Criminal Psychology	Optional

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will provide students with an understanding of different developmental disorders and their progression throughout the lifespan. Students will also gain a critical understanding of different interventions which may be utilized for management of developmental disorders and how this may affect their outcome. Students will also be able to critically consider different social, cultural, and economic factors and how they may influence outcomes of developmental disorders.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Understand the clinical features and characteristics of different developmental disorders and their presentation throughout the lifespan.
2	Recognise and critically discuss the role of external sociocultural factors in the presentation and management of different developmental disorders.
3	Critically evaluate the research and literature surrounding developmental disorders.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1:

4000-word literature review. The review will be focused on a particular developmental disorder and outcomes (e.g., the role of early diagnosis for those with Autism, or the impact of mainstream schooling in those with Downs syndrome).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3	Written Assignment	4000-words	100	N/A

Derogations

None.

Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

Indicative Syllabus Outline

- Introduction to developmental disorders
- Developmental disorders with a known genetic cause.
- Developmental disorders with a complex origin • Developmental disorders with an environmental cause.
- External influences on management of developmental disorders (e.g., family, schooling, socioeconomic status).

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Charman, T., Howlin, P. & Ghaziuddin, M. (Eds.). (2014). *The SAGE handbook of developmental disorders* (2nd ed). SAGE.

Other indicative reading:

Bradshaw, J.L., Rinehart, N.J., & Enticott, P.G. (Eds.). (2016). *Developmental disorders of the brain*. Taylor & Francis.

Marshall, C. R. (Ed.). (2013). *Current issues in developmental disorders*. Psychology Press.

Fidler, D.J., Hodapp, R.M., & Lanfranchi, S. (Eds.). (2022). *International review research in developmental disabilities*. Elsevier Science.

Journals

Research in Developmental Disabilities

Journal of Neurodevelopmental Disorders

International Journal of Developmental Disabilities

Journal of Autism and Developmental Disorders

Administrative Information

For office use only	
Initial approval date	April 2026
With effect from date	September 2026
Date and details of revision	
Version number	1