



Module Descriptor

Title	Neurodiversity in Leadership		
Session	2025/26	Status	Proposal
Code	PSYC10036	SCQF Level	10
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Education and Social Sciences		
Module Co-ordinator	G Bruce		
Summary of Module			
<p>While neurodivergent leaders bring numerous positive aspects to the workplace, many organisations fail to recognise this in hiring or promotion. This module challenges traditional leadership expectations and styles and examines the positives that the diversity in thinking that neurodivergent individuals bring to leadership roles though areas such as innovative thinking, creative decision making, divergent thinking, and problem solving.</p> <p>This module will focus on the following broad themes.</p> <ol style="list-style-type: none">Barriers to becoming a neurodivergent leaderSkills brought to the organisation through inclusion of neurodivergent leadersSupporting neurodivergent leaders			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

¹ 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.

² 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.

³ 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.

⁴ 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

Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a critical understanding of direct and indirect psychological influence in relation neurodiversity in leadership
L2	Apply concepts from neurodiversity in leadership to professional scenarios
L3	Demonstrate skills of critical professional reflection and evaluation.
L4	Articulate the outcomes of psychologically-informed professional reflection in an impactful format.
L5	N/A.

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)	<p>SCQF 10</p> <p>Demonstrating and/or working with:</p> <p>A critical understanding of the theories, concepts and principles that are relevant to the role and impact of a (neurodivergent) leader.</p> <p>Detailed and critical knowledge and understanding of the psychological processes involved in practicing leadership from a neuodiverse perspective</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 10</p> <p>Applying knowledge, skills and understanding in the use of a range practices and techniques based on psychological theory of neurodiversity in relation leadership roles</p>
Generic Cognitive skills	<p>SCQF 10</p> <p>Applying complex concepts involved in neurodivergent leadership to professional organisational change scenarios.</p> <p>Critically reflect upon their experience of leadership</p>
Communication, ICT and Numeracy Skills	<p>SCQF 10</p> <p>Demonstrate the ability to present information to an informed audience.</p> <p>Demonstrate the ability to comprehend and critically evaluate numerical, statistical and other forms of data within a research context.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 10</p> <p>Exercise autonomy and initiative in carrying out personal leadership practice and learning activities.</p> <p>Taking responsibility for own work and contributing to the collective learning activities of the group in ways which support and develop critical reflection.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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	Student Learning Hours
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)
Lecture / Core Content Delivery	5
Tutorial / Synchronous Support Activity	13
Asynchronous Class Activity	22
Independent Study	60
n/a	
n/a	
TOTAL	100

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Kirby, A. & Smith, T. (2021). Neurodiversity at Work. London: Kogan Page.</p> <p>Kahlow, J. A. (Ed.). (2022). Cases on Organizational Communication and Understanding Understudied Groups. IGI Global. https://doi.org/10.4018/978-1-6684-3753-7</p> <p>Cross, C., & Carbery, R. (2016). Organisational behaviour: An introduction. New York, NY</p> <p>Roberson, Q., Quigley, N. R., Vickers, K., & Bruck, I. (2021). Reconceptualizing Leadership From a Neurodiverse Perspective. Group & Organization Management, 46(2), 399-423. https://doi.org/10.1177/1059601120987293</p> <p>https://www.cipd.org/uk/knowledge/guides/neuroinclusion-work/</p>
(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
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on campus, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessments associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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	Psychology Social Work
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<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.
School Assessment Board	UG/PG Psychology
Moderator	TBC
External Examiner	TBC
Accreditation Details	N/A
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Portfolio of work
Assessment 2
N/A
Assessment 3
N/A
(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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
New Module	Mar 25	G Bruce