



Module Descriptor

Title	Introduction to Neurodiversity		
Session	2025/26	Status	Published
Code	HLTH11001	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Kath Limond		

Summary of Module

Currently, there is a significant gap in knowledge and understanding about neurodiversity across the lifespan. Neurodiversity includes autism, ADHD, dyslexia, developmental coordination disorder, dyscalculia. The neurodiversity movement challenges the medical model of disabilities, and is instead, underpinned by the social model of disability. This perspective proposes that neurological differences should be recognised and respected like any other human variation, is supported by user groups, and is enshrined in health, social policy and human rights legislation in many parts of the world. Many professions lack the understanding and ability to apply neurodiverse supporting approaches to everyday practice. This lack of understanding is not just in healthcare but across all aspects of an individual's life: childhood, adulthood, older adulthood, education, criminal justice, social care, healthcare, and employment.

The Introduction to Neurodiversity module will equip professionals from a range of professional backgrounds, with the skills to develop a critical awareness and understanding of neurodiversity across the lifespan, including associated complexities and co-morbidities. This will include an overview of the neurodiversity paradigm, strengths-based approaches, an awareness and understanding of diagnostic techniques and the importance of trauma informed care.

This module is a standalone module that will run as an evening class (on campus) at UWS Paisley.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
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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

	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<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"/>

Learning Outcomes	
L1	Demonstrate a critical understanding of the fundamental theories, concepts, and principles of both traditional and neuro-affirming practice approaches. Ensure that all approaches are critically evaluated from a user-centred perspective.
L2	Students will gain a critical awareness of the importance of trauma-informed practice when working alongside neurodivergent individuals.
L3	Demonstrate a critical awareness of effective communication strategies and their importance when working alongside neurodivergent individuals that includes wider micro considerations such as environmental considerations and communication modifications.
L4	Critically analyse existing ways of supporting neurodivergent individuals and demonstrate a critical awareness of the need for co-design, co-production and co-delivery to underpin both research and practice development.
L5	

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 11 Demonstrate a critical understanding of the principal theories, concepts and principles that have led to the development of the Neurodiversity paradigm. Develop a critical understanding of the conditions that feature under the umbrella of neurodiversity. Develop a deeper understanding of your chosen area through critical reading and thinking.
Practice: Applied Knowledge and Understanding	SCQF 11 Apply the knowledge and skills learnt within the module through a range of different learning opportunities. Analyse and evaluate multiple complex variables to produce a piece of work that shows how it can impact on the neurodivergent community.
Generic Cognitive skills	SCQF 11 Develop original and creative solutions to improving neuro-affirming care within practice areas/workplaces.

	<p>Retrieve, interpret and synthesise primary and secondary information from a variety of sources including electronic data.</p> <p>Critically reflect, think and write about your chosen area of Practice</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Demonstrate IT skills in the production of a high quality presentation that critically analyses and evaluates the materials within the presentation.</p> <p>Demonstrate your ability to write a clear, structured, coherent document that is reflective of critical analysis and synthesis of information.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Students will demonstrate leadership skills in their consideration of current service provision and the need to develop services in collaboration with the neurodivergent community.</p> <p>Demonstrate the skills of organisation and time management throughout the period of study.</p> <p>Engage with and work with others independently to achieve completion of the learning outcomes.</p>

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

Learning and Teaching	
<p>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.</p> <p>The learning and teaching has been designed to enhance the master's level attributes of learners and stimulate reflective and critical thinking. It is envisaged that a strong student centred emphasis will ensure that the teaching process will develop skills that facilitate lifelong learning.</p> <p>There will be a 3 hour weekly class that is supported by student led independent learning and development.</p> <p>Every effort will be made by the University to accommodate any additional support needs that students may have that are brought to the attention of the School. Reasonable adjustments will be made for any student assessed as requiring enabling support strategies to be put in place.</p>	
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)
Tutorial / Synchronous Support Activity	18
Lecture / Core Content Delivery	18
Independent Study	114
Asynchronous Class Activity	44

Personal Development Plan	6
n/a	
TOTAL	200

Indicative Resources

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

Fletcher-Watson, S. (2022) 'Transdiagnostic research and the neurodiversity paradigm: commentary on the transdiagnostic revolution in neurodevelopmental disorders by Astle et al', *The Journal of Child Psychology and Psychiatry*, 63 (4), pp: 418-420. DOI: 10.1111/jcpp.13589

Grummt, M. (2024) 'Sociocultural perspectives on neurodiversity - An analysis, interpretation and synthesis of the basic terms, discourses and theoretical positions', *Sociology Compass*, pp. 1-7. DOI: 10.1111/soc4.13249

Milton, D., Gurbuz, E., and Lopez, B. 'The 'double empathy problem: Ten years on", *Autism*, 26 (8), pp: 1901-1903. Available at: <https://doi.org/10.1177/13623613221129123> (Accessed: 23 October 2024).

Scottish Government (2023) 'Learning Disabilities, Autism and Neurodivergence Bill: Consultation'. Available at: LDAN Bill Consultation document (www.gov.scot)

Skeide, M.M (2022) *The Cambridge Handbook of Dyslexia and Dyscalculia*. Available at: <https://doi.org/10.1017/9781108973595> (Accessed: 17 October 2024).

Smith, T., and Kirby, A. (2021) *Neurodiversity at Work. Drive innovation, performance and productivity with a neurodiverse workforce*. London: Kogan Page, Limited.

(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.

For the purposes of this module, academic engagement equates to the following:

Regular engagement with the materials on the VLE (Aula) and attendance at learning support sessions.

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 and online, 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 assessment 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. In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching

sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#).

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](#).

The Introduction to Neurodiversity level 11 module will ensure that the learning needs of all students are taken into account, all lecture notes will be made accessible via the VLE prior to classroom sessions taking place.

(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	Mental Health Nursing Midwifery Health
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	MHMH L9-11
Moderator	Anne Marie Craig
External Examiner	E Street
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

40 question multiple choice online exam.

Assessment 2

Case study analysis: students should select a case (person) from practice and critically analyse effective neuro-affirming support strategies and propose improvements. This should be related to their area of practice. 2500 words.

Assessment 3

(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
Class test (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	1.5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Case study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	1.5 hours

Change Control

What	When	Who