Module Descriptor

Title	Introduction to Neurodiversity		
Session	2026/27	**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 module 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-morbiditities. 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 will be delivered solely online, through self-directed learning and weekly, online evening sessions. The module is available as a standalone CPD module, or as part of the MSc Neurodiversity programme.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

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	Demonstrate an understanding of the diagnostic criteria for different neurodivergent conditions along with an understanding of why diagnostic criteria can be both helpful & challenges to both individuals and professionals.

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.

[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

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

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. 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. There will be an online, weekly evening class that is designed to support and build upon student led independent learning and development. 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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	18
Asynchronous Class Activity	18
Personal Development Plan	6
Asynchronous Class Activity	44
Independent Study	114
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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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 enagement 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 taking into account, all lecture notes will be made accessible via the VLE prior to live, online sessions taking place. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, the Neurodiversity and health module is 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.

Through the teaching and learning approach taken in this module it includes and supports the belief of fairness and equal opportunities across the teaching, learning, assessment and evaluation processes within the programme. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility to the module.

All students are encouraged to ensure disclosure of disability and any specific individual needs are taken cognisance of by the programme and individual module teams.

To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the programme.

(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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Online class test (1 hour) Students will be provided with specific guidance and marking criteria for this component of assessment via the VLE.
Assessment 2
Case study (3000 words) Students should select a case (person) from their field of employment/practice and critically analyse effective neuro-affirming support strategies and propose neuro-inclusive adaptations.Students will be provided with specific guidance and marking criteria for this component of assessment via the VLE.
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)	☐	☐	☐	☐	☒	20	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☒	☐	80	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Combined total for all components	100%	1 hours

Change Control

What	When	Who