Module Descriptor

Title	Neuro-Inclusive Communication		
Session	2026/27	**Status**	Published
Code	HLTH11002	**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

This module provides students with an opportunity to critically explore language and communication from a neurodiversity framework, exploring key areas across individual, national and global perspectives. Alongside examining theoretical concepts that underpin neuro-inclusive practice, students will also be provided with opportunities to reflect on their own communication styles and identify areas for development. Topics will include: diversity and inclusion in language and communication, understanding emotion regulation and sensory processing, emotional intelligence/active listening, the use of wearable technologies, neurodiversity and learning disabilities and ethical decision making.

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)	

[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	☐	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	Explore and evaluate diversity and inclusion in the use of language in communication and the implications of language use on neurodivergent populations.
L2	Critically assess theoretical concepts that underpin neuro-inclusive communication and environments.
L3	Identify and evaluate neuro-inclusive communication strategies when working with neurodivergent people.
L4	Critically reflect on own communication strategies and identify areas for further 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** 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.
Practice: Applied Knowledge and Understanding	**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 on language use at individual, national and global levels and understand the implications for neuro-divergent populations.
Generic Cognitive 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.
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	**SCQF 11**

and Working with Others	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 a weekly online class that is supported by 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., & Happé, F. (2019). Autism: A new introduction to psychological theory and current debate. Routledge.

Milton, D., Gurbuz, E., & López, B. (2022). The 'double empathy problem': Ten years on. Autism, 26(8), 1901-1903.

Rosqvist, H. B., Chown, N., & Stenning, A. (Eds.). (2020). Neurodiversity studies: A new critical paradigm. Routledge.

Cross, R., Warwick-Booth, L., Woodall, J. (2023). Health Promotion Ethics: A Framework for Social Justice. United Kingdom: Taylor & Francis.

(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 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 Neuro-inclusive Communication 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 any online teaching sessions taking place. Reasonable adjustments will be implemented for students if required. 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	Martin Murray
External Examiner	E Street
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (2500 words): Drawing on key theoretical frameworks, critically evaluate how language use around Neurodiversity has evolved over time and the implications this has had for Neurodivergent populations in your area of practice. Students will be provided with specific guidance and marking criteria for this component of assessment via the VLE.
Assessment 2
Reflective Essay (1500 words): Reflection based on personal communication in relation to neuro-affirming communiation techniques. 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**
Essay	☒	☒	☐	☐	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☒	☐	40	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who