



Module Descriptor

Title	Neurodiversity, Culture and Families		
Session	2025/26	Status	New
Code	HLTH11003	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Nick Fuller		
Summary of Module			
<p>This module explores the intersection of neurodiversity, cultural contexts, and family dynamics. It aims to provide students with a comprehensive understanding of how neurodiverse conditions are perceived and managed within different cultural frameworks and family structures. The module will cover theoretical perspectives, practical implications, and strategies for supporting neurodivergent individuals in various cultural and family settings.</p> <p>The Neurodiversity, culture and family module will follow on from the Introduction to Neurodiversity course, along with the Language and Communication in Neurodiversity module and will equip students with the understanding needed to support neurodivergent individuals and their families in the context of their cultural backgrounds.</p> <p>This module will initially be available face to face (Paisley Campus) from October 2025 but where there is demand, the module can be made wholly available online.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input checked="" 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 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 type="checkbox"/>	Term 3	<input 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	Evaluate the impact of cultural beliefs and practices on the perception and treatment of neurodiverse conditions.
L2	Critically appraise the role of family dynamics in the support and development of neurodiverse individuals.
L3	Develop culturally sensitive strategies for supporting neurodiverse individuals and their families.
L4	Evaluate and critique policies and practices that impact neurodiverse individuals and their families, advocating for inclusive and culturally sensitive approaches.
L5	Develop and demonstrate effective communication strategies for engaging with neurodiverse individuals and their families, considering cultural and linguistic diversity.

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 11</p> <p>Students will have the opportunity to develop a critical understanding of the policies and practices that impact on neurodiverse individuals and their families, specifically linking these to cultural diversity.</p> <p>Students will gain a critical understanding of a range of theories, concepts and principles.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Apply the knowledge and skills learnt within the module through a range of different learning opportunities.</p> <p>Analyse and evaluate multiple complex variables to produce a piece of work that shows how it can impact on the neurodivergent community.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Develop original and creative solutions to improving neuro-affirming, culturally care within practice areas/workplaces.</p> <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	SCQF 11

and Working with Others	<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, taking into account cultural and family differences.</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 HLTH11001	Module Title Introduction to Neurodiversity
	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:

Hirota, T., Cheon, K-A, and Lai, M-C. (2024) 'Neurodiversity paradigms and their development across cultures: some reflections in East Asian contexts' Autism, 28 (11), pp: 2685-2689. Available at: <https://doi.org/10.1177/13623613241285678> (Accessed: 17.01.2025)

Ott, D.L., Russo, E., and Moeller, M. (2022) 'Neurodiversity, Equity, and Inclusion in MNCs', AIB Insights, 22(3), pp: 1-6. Available at: <https://doi.org/10.46697/001c.34627> (Accessed: 17.01.2025)

(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

Change Control

What	When	Who