Module Descriptor

Title	Neurodiversity & Technology		
Session	2026/27	**Status**	Published
Code	HLTH11004	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Suzanne Heron		

Summary of Module

This module explores the use of technologies that aim to support Neurodivergent populations, through critical, inclusive and interdisciplinary lenses. Students will critically evaluate both the potential and the challenges of the design, development and implementation of technologies, considering aspects such as accessibility, autonomy, ethics and innovation. Students will examine the evolving role of technology in shaping inclusion and participation across a variety of contexts.

As technology continue to transform society, this module equips students with the knowledge to actively engage with new and emerging technologies from a neuro-inclusive perspective. A wide range of technologies will be explored, including but not limited to: assistive technologies, wearable and sensory tools, artificial intelligence, learning/gaming platforms, biometric data capture.

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	☒ Online / Distance Learning

[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

			☐ Paisley		☐ 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	Critically evaluate emerging and existing technologies, applying a neuro-inclusive perspective to assess the design, development and implementation.
L2	Apply inclusive and participatory design principles to the critique of technologies, demonstrating awareness of diverse needs and lived experiences.
L3	Identify and evaluate different ethical considerations that may arise in the design and development of technologies aimed at supporting Neurodivergent populations.
L4	
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 technologies can support neurodivergent populations. Critically reflect on the use and acceptance of technology amongst neurodivergent populations.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically reflect on relevant theoretical frameworks and understand the principles of inclusive technology/universal design for neuro-divergent populations.
Generic Cognitive skills	**SCQF 11** 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. Retrieve, interpret and synthesise primary and secondary information from a variety of sources including electronic data.
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/inclusive practice 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
Lecture / Core Content Delivery	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: Cross, R., Warwick-Booth, L., Woodall, J. (2023). Health Promotion Ethics: A Framework for Social Justice. United Kingdom: Taylor & Francis.

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.

Gillies-Walker, L., Ramzan, N., Rankin, J., Nimbley, E., & Gillespie-Smith, K. (2023). "You feel like you kind of walk between the two worlds": a participatory study exploring how technology can support emotion regulation for autistic people. Journal of Autism and Developmental Disorders, 53(1), 216-228.

NHS Education for Scotland (2025) Thriving in a Digital Age Pathways. Available at: https://learn.nes.nhs.scot/53965/digitally-enabled-workforce

Williams, R. M., & Gilbert, J. E. (2020). Perseverations of the academy: A survey of wearable technologies applied to autism intervention. International Journal of Human-Computer Studies, 143, 102485.

(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:

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

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 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. 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.

Equality and diversity is at the heart of MSc Neurodiversity programme - recognising that this is key to the student experience.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, the Neurodiversity & Technology 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	Audrey Cund
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
Oral Presentation: Narrated powerpoint to assist with marking and moderation. Students will be provided with specific guidance and marking criteria for this component of assessment via the VLE (100%).
Assessment 2
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**
Presentation	☒	☒	☒	☐	☐	100	0

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

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