Module Descriptor

Title	Neurodiversity & Lifelong Learning		
Session	2026/27	**Status**	Published
Code	HLTH11005	**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

The aim of the Neurodiversity and Lifelong Learning module is to critically explore the intersection of neurodiversity and lifelong learning, enabling educators to design inclusive, affirming, and accessible learning environments. The module will integrate current research, policy, and practice, with a focus on neurodivergent strengths, barriers to learning, and strategies for inclusive pedagogy.

Neurodiversity rights and the law will feature as a significant learning point within this module. Students will consider aspects of a person's right to education, their rights as a student or employee and what challenges may face both individual and professional in these areas.

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	Critically evaluate the neurodiversity paradigm and its implications for lifelong learning.
L2	Analyse the impact of neurodivergence on educational access, engagement, and achievement across the lifespan.
L3	Apply trauma-informed and affirming pedagogical approaches in diverse educational settings.
L4	Design incusive learning environments and curricula that reflect neurodivergent strengths and needs.
L5	Critically reflect on professional practice and contribute to change and development in inclusive education.

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 support within educational environments. Retrieve, synthesis and interpret primary and secondary information fropm a variety of sources including electronic data.
Generic Cognitive skills	**SCQF 11** Critically analyse and evaluate challenges for neurodivergent staff and individuals accessing lifelong learning. 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 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.

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:

Fletcher-Watson, S. and Happe, F. (2019) Autism: a new introduction to psychological theory and current debates. 2nd edition. Routledge: London

Le Cunff, A.L, Giampietro, V., and Dommett, E. (2024) 'Neurodiversity and cognitive load in online learning: A systematic review with narrative synthesis', Educational Research Review, 43, pp: 1-23. DOI: https://doi.org/10.1016/j.edurev.2024.100604

Sewell, A. (2022) 'Understanding and supporting learners with specific learning difficulties from a neurodiversity perspective: A narrative synthesis', British Journal of Special Education, 49 (4), pp: 1-22. DOI: 10.1111/1467-8578.12422

(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 & Lifelong Learning 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	Anna Jack-Waugh
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
Critically reflect on one of three provided vignettes , identifying the key areas for improvement for people with neurodiversity, family carers and multi-agency teams - Choice of narrated powerpoint presentation OR 2500 word essay. Students will be provided with specific guidance and marking criteria for this component of assessment via the VLE.
Assessment 2
Write a learning plan reflecting on the approaches and processes underpinning the plan, which addresses the learning needs from your chosen vignette. Critically discuss the evidence, health, social or educational policy that underpins the learning plan, approaches and methods. Students will be provided with specific guidance and marking criteria for this component of assessment via the VLE. 1500 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**
Coursework	☒	☒	☒	☐	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☐	☐	☐	☒	☒	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**
No changes	22-01-26	Helen Rainey