Module Descriptor

Title	Neurodiversity & Health		
Session	2026/27	**Status**	Published
Code	HLTH11006	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Niamh Skelly		

Summary of Module

The Neurodiversity and Health module will focus on 1) the health needs of neurodivergent individuals, considering both physical and mental health needs across the lifespan and 2) access to appropriate, high quality physical and mental health care for neurodivergent individuals.

Students will interrogate the literature, and engage in critical discussion, to develop an applied understanding of how neurodiversity and health intersect across the lifespan, with consideration given to, among other factors, developmental stage, gender, and neurotype.

Students will critically explore the implications of the neurodiversity paradigm, the legislative context, affirmative care and trauma-informed care for how health services respond to the needs of neurodivergent individuals. Students will also explore the potential of coproduction to contribute to improved health care for neurodivergent individuals.

This module will be delivered online (distance learning), through self-directed learning (hosted on a VLE, with interactive components such as discussion forums) and regular online evening tutorials. 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]**
	☐	☐	☒	☐

[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

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	To critically evaluate the implications of the neurodiversity paradigm for health care, including health care access, quality of care, and evidence-based practice.
L2	To demonstrate an applied/clinical understanding of how neurodivergence intersects with physical and mental health across the life span.
L3	To produce health-related resources (aimed at staff/professionals) that incorporate trauma-informed, affirmitive princples; increase the accessibility of services to neurodivergent individuals; improve the quality and appropriateness of care neurodivergent individuals receive; and identify relevant aspects of legislation and/or regulatory guidance.
L4	To produce health-related resources (aimed at patients/service users) that incorporate trauma-informed, affirmitive princples; increase the accessibility of services to neurodivergent individuals; and improve the quality and appropriateness of care neurodivergent individuals receive.
L5	To specify ways in which service development and patient resources can be co-produced, such that the physical and mental health needs of neurodivergent individuals can be better understood and met.

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 physical and mental health care. 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 patients within health care. 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. 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 evening 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:

Bell, C. (2023) 'Neurodiversity in the general practice workforce', InnovAiT, 16 (9), pp: 450-455. DOI: 10.1177/17557380231179742

Duffy, F., Gillespie-SMith, K., Sharpe, H., Buchan, K., Nimbley, E., Maloney, E., Sader, M., Kettley, S., Kerr-Gaffney, J., Waiter, G., and Tchanturia, K. (2025) 'Eating Disorder and Autism Collaborative project outline: promoting eating disorder research embedded in a neurodiversity-affirming culture', BJPsych Bulletin, 49(4), pp. 272–277. doi:10.1192/bjb.2024.61.

Frye RE, Rossignol D, Casanova MF, Brown GL, Martin V, Edelson S, Coben R, Lewine J, Slattery JC, Lau C, Hardy P, Fatemi SH, Folsom TD, Macfabe D, Adams JB. (2013) 'A review of traditional and novel treatments for seizures in autism spectrum disorder: findings from a systematic review and expert panel'. Front Public Health, 13;1:31. doi: 10.3389/fpubh.2013.00031. PMID: 24350200; PMCID: PMC3859980.

Royal College of Psychiatrists (2024) 'Autism and Mental Health' Available at: https://www.rcpsych.ac.uk/mental-health/mental-illness-and-mental-health-problems/autism-and-mental-health (Accessed: 04.08.2025).

(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 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 regularlyengaging with the module work. We may reach out to check how things are going and offersupport 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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, the Neurodiversity & 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. Equality and diversity is at the heart of MSc Neurodiversity programme - recognising that this is key to the student experience. 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	Kath Limond
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
Academic Poster (40% weighting) The poster will be an informational poster aimed at a staff group who support neurodivergent individuals with physical or mental health needs? Students will be provided with specific guidance and marking criteria for this component of assessment via the VLE.
Assessment 2
Design an education pack for neurodivergent individuals (60% weighting) 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**
Design/ Diagram/ Drawing/ Photograph/ Sketch	☒	☐	☐	☒	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Design/ Diagram/ Drawing/ Photograph/ Sketch	☐	☒	☒	☐	☒	60	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**