

Module specification

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Module Code	POL514
Module Title	Neurodiversity in Practice
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100483
Cost Code	GACJ
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Criminal Psychology	Core
BA (Hons) Criminology and Criminal Justice	Optional

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to develop students' critical and applied understanding of neurodiversity within criminal justice contexts. It introduces competing models of disability and neurodiversity and examines how these frameworks shape understandings of neurodivergent lived experiences. Students will critically evaluate the impact of current criminal justice policies, practices, and environments on neurodivergent individuals across different stages of the system. Through the application of theory to practice, the module enables students to identify barriers to inclusion and to develop inclusive, and ethically responsible recommendations,

including reasonable adjustments, that promote accessibility and equitable criminal justice outcomes.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically appraise competing models of disability and their implications for understanding neurodivergent experiences.
2	Evaluate how current policies and practices impact the lived experiences of neurodivergent people within criminal justice contexts.
3	Critically apply theories of neurodiversity to analyse one element of the criminal justice system, identifying barriers to inclusion and opportunities for inclusive and supportive practice.
4	Develop evidence-informed recommendations, including reasonable adjustments, to improve how the criminal justice system supports neurodivergent individuals, promoting accessibility and inclusion.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment:

The assessment for this module will take the form of a reverse case study in which students complete a two-part written task designed to develop applied understanding of neurodiversity in criminal justice contexts. Students will first adopt the perspective of a neurodivergent individual within a chosen criminal justice setting to critically explore lived experience, focusing on how policies, practices, and environments create barriers to inclusion. Students will then adopt a practitioner-informed perspective to propose and justify evidence-informed reasonable adjustments and inclusive practice responses that address the challenges identified, drawing on relevant theory, policy, and legislation.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3,4	Written Assignment	2500	100	N/A

Derogations

N/A

Learning and Teaching Strategies

The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Welsh Elements

Students can submit their work, access forms, resources, email correspondence, and personal tutorials in Welsh.

Indicative Syllabus Outline

- Introduction to neurodiversity: definitions, language, and contemporary debates
- Models of disability and neurodiversity
- Understanding lived experience across neurotypes: communication, sensory processing, cognition, and regulation.
- Autism
- ADHD
- SpLD
- Foetal Alcohol Spectrum Disorder (FASD)
- Acquired neurodivergence and cognitive vulnerability
- Intersectionality and neurodiversity
- Legal frameworks and policy responses
- Trauma-informed and strengths-based approaches to neurodivergent practice
- Designing inclusive environments and practices across neurotypes in criminal justice settings
- Applying theory to practice

Indicative Bibliography

Due to the expansive nature of this module and wide variety of topics covered, students will be advised each week of further reading for each subject as well as conducting their own independent research. Additional material will uploaded weekly to Moodle.

Administrative Information

For office use only	
Initial approval date	February 2026
With effect from date	September 2026
Date and details of revision	
Version number	1