



PG Cert Neurodiversity

Programme Handbook

Version 3

Introduction to the Programme

Welcome to the PG Cert in Neurodiversity!

I am Lucy Anacleto, a Programme Lead in the School of Psychology at Arden University with a special interest in Neurodiversity, I will be your Programme Leader. We are delighted to introduce this innovative course in neurodiversity that will both model inclusive practice throughout as well as providing you with the skills to develop more inclusive practices in your own work moving forward.

Congratulations on taking the first step towards gaining a greater understanding of neurodiversity. Whether you have joined this course for personal reasons, an interest in the subject area or to gain a better understanding of the subject so that you can apply it to your area of work, the whole course team and I are looking forward to working with you on your learning journey through this exciting course.

The Programme is made up of 3 modules listed below (1 x mandatory module and 2 x optional modules that you can choose from). An outline of the content of each of the modules and the assessment methods used can be found in the Module Definitions Form section of iLearn. Each 20-credit module is equivalent to 200 hours of self-guided learning. All the live zoom sessions will be delivered at different times to fit in around the work commitments of our students.

Within this handbook, you can find out more about the learning outcomes of the programme.

Across your studies you will have the opportunity to engage with a wide range of extracurricular activities, such as virtual coffee mornings, careers related events and contribute to student led projects such as the student conference as well as joining special interest groups such as the Neurodiversity Network.

We are so glad that you have decided to join our vibrant learning community and we can't wait to support you throughout your studies.



Lucy Anacleto
Programme Leader

Meet some of the course team

Hello,

My name is Penny Hyams and I am a member of the PG Cert programme teaching team. Building on an earlier career in research and teaching, I have been a Lecturer in Psychology at Arden for five years, teaching across subjects and programmes to gain a broad, in-depth knowledge of psychology. I was privileged enough to be able to contribute to the early development of the Neurodiversity in Education module – an issue that I am deeply concerned about.

My doctoral and post-doctoral research explored the structure and practices of communication involving autistic children who were minimally or non-speaking. I was able to bring lived experience of caring for neurodivergent children to this.

In the last year, I have taken on the leadership of the Neurodiversity in the Criminal Justice System module and have been extending its scope and materials. I am a passionate advocate the equal access to justice and developing adjustments to increase fairness.



Dr Penny Hyams
Lecturer on the Programme

Nimita

I am one of the Lecturer's here at Arden and work as an Organisational and Coaching Psychologist, specialising in Neurodiversity. I enjoy providing a safe space to explore and unearth the myriad of lived experiences and perspectives among Neurodivergent individuals. The course, in turn provides an invaluable opportunity to engage critically, and reflect on the practicality of existing literature in Neurodiversity, with an overarching goal to promote cultural shifts, critical for the advancement of a fairer and just society.



Nimita Shah
Lecturer on the Programme

Yasmin

Hi, I am Yasmin Stefanov-King, a psychology lecturer here at Arden University. I am neurodivergent myself, with ADHD and Autism, and both my children are neurodivergent – we are definitely a spicy family! This does mean that I use our experiences within my teaching – with permission from my two. My background is primarily education based – with an Early Years focus – and my research is all around the child's voice, and empowering the child. I have worked in the education sector in some form or another for most of my life, either teaching abroad, managing a nursery, or lecturing in university.

Outside of academia I coach rugby, and spend most of my Sundays down at the rugby club. We love travelling and do long train journeys around Europe trying to get in as many countries as possible in ridiculously short spans of time – the most so far was 8 countries in 7 days.

I love what I do, I feel passionately that this course is fundamental in supporting those who may be disempowered at the moment, but by studying on this programme we have the chance to empower those who may otherwise not have a voice.

1. Programme Code	TBC															
2. Programme Title	PG Cert in Neurodiversity															
3. Target Award Title	PG Cert Neurodiversity															
4. Exit Award Title(s)	PG Cert Neurodiversity															
5. Subject area	Psychology															
6. School	School of Psychology															
7. Programme Team Leader(s)	Lucy Anacleto															
8. Programme Type	Specialist															
9. Delivery Model	DL F/T X	BL F/T		Apprenticeship												
	DL P/T X	BL P/T		Other X												
Where delivery model identified as 'Other' please provide details	Standalone module: Introduction to Neurodiversity															
10. Location of delivery	Online															
11. Proposed Start date	April 2023															
12. Reference points	<p>QAA Characteristics Statement – Master's Degree (February 2020) https://www.qaa.ac.uk/docs/qaa/quality-code/master-s-degree-characteristics-statement.pdf?sfvrsn=86c5ca81_18</p> <ol style="list-style-type: none"> Enabling students to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment Enabling students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience (this may include enabling students to develop knowledge of a new subject or field of study in combination with a relevant subject area in which they have prior knowledge or experience, or enabling students to undertake inter or multidisciplinary study) Enabling students to specialise or to become more highly specialised in an area of employment or practice related to a particular profession <table border="1"> <thead> <tr> <th>Module</th> <th>QAA Ref</th> </tr> </thead> <tbody> <tr> <td>Introduction to Neurodiversity</td> <td>1, 2, 3</td> </tr> <tr> <td>Neurodiversity in Education</td> <td>1, 2, 3</td> </tr> <tr> <td>Neurodiversity at Work</td> <td>1, 2, 3</td> </tr> <tr> <td>Neurodiversity in the Criminal Justice System</td> <td>1, 2, 3</td> </tr> <tr> <td>Neurodiversity informed care</td> <td>1, 2, 3</td> </tr> </tbody> </table>				Module	QAA Ref	Introduction to Neurodiversity	1, 2, 3	Neurodiversity in Education	1, 2, 3	Neurodiversity at Work	1, 2, 3	Neurodiversity in the Criminal Justice System	1, 2, 3	Neurodiversity informed care	1, 2, 3
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13. Professional, Statutory & Regulatory Bodies (PSRB)	<i>National Autistic Society</i>

14. Programme aims
<p>The PG Certificate provides a programme that aims to increase knowledge and application of working with neurodivergent individuals within the education sector, the workplace, the criminal justice system and the healthcare sector. The first mandatory module is an introduction to neurodiversity which provides all students on the programme with an understanding of neurodiversity by looking at neurodiversity through the lifespan, how neurodiversity is categorised, the types of diagnostic assessments used as well as examining barriers and enablers that neurodiverse individuals face.</p> <p>Students will then have the choice of two out four modules to complete the PG Certificate in Neurodiversity:</p> <p>Neurodiversity in education Neurodiversity at work Neurodiversity in the Criminal Justice System Neurodiversity Informed Care</p> <p>All of which will provide a more in-depth examination of each of these areas.</p> <p>The PG Certificate in Neurodiversity will provide a broad foundation in neurodiversity that can be used for personal understanding of the subject, it will assist and develop skills to better understand and further support neurodivergent individuals in the outlined areas. It can also act as a steppingstone for further postgraduate study.</p>
15. Programme Entry Requirements
<p><i>Arden University is keen to ensure that the qualification is available to all those who can benefit from it therefore entry requirements are as follows:</i></p> <ul style="list-style-type: none"> • <i>A degree equivalent to UK second class honours or above (or equivalent)</i> • <i>English language ability equivalent to IELTS 6.5 (no less than 6.0 in any element), where the language of undergraduate study was not English.</i> <p><i>In-line with Arden University policy all applications will be considered on a case-by-case basis. Significant relevant professional work experience, or non-degree equivalent Higher Education qualifications will be considered.</i></p>
16. Graduate Attributes
<p>GA1. Digitally Literate</p> <p>Students will evaluate and apply digital tools and/or services while critically reflecting on opportunities for developing novel digital capabilities. Identify, select, plan for, use, modify and evaluate digital applications and strategies to enhance the achievement of aims and desired outcomes.</p>

GA2. Contextually Innovative

Students will Identify and solve novel and complex problems related to aims and desired outcomes. Critically evaluate and reflect on the approaches and solutions identifying and embedding possibilities for originality or creativity.

GA3. Socially Intelligent and Proactively Inclusive

Clear and effective team engagement is evidenced while enhancing understanding and engagement of others, clearly using possible diversity, equality, and inclusion as an advantage. Identify who and how others may help in achieving aims and desired outcomes and put plans into action.

GA4. Professionally Knowledgeable in their Subject Area

Students will Critically evaluate and further contextualise understanding of subject area with the ability to link the discipline(s) to local, national and global issues, research and pursue evidence-based arguments within the discipline using an extensive range of academic and professional body resources. Show clear ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.

17. Learning, teaching and assessment methods and strategies

All the learning and teaching methods and strategies that are delivered are inclusive in practice and accessible.

Online learning

Teaching and learning will be online for this programme, via a combination of synchronous and asynchronous learning such as live sessions, workshops, written lessons and pre-recorded material. A virtual learning environment will be used to present learning materials, house activities, engage students in discussion and collaboration on different topics throughout all modules. It will also enable lecturers to provide feedback to learners and peers.

- All students will have 8 hours of synchronous teaching per module. These will be offered at a variety of different times to accommodate students who are working alongside their studies. These sessions will also be recorded.
- There will be a selection of mandatory sessions (both synchronous and asynchronous).
- Optional workshops will also be offered through the course on a range of topics

Assessment

Assessments on the PG Cert are designed to offer authentic inclusive assessments that take into consideration the needs of neurodiverse individuals. Each assessment will be an opportunity for students to apply their knowledge of neurodiversity in the specific area being focused on in the module. (E.g., the education sector). There will be an alternative format of the assessment for each module to cater for a diverse range of needs. Reflective practice will form a core element of the course.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated

Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
1. Demonstrate an awareness of concepts and principles relating to neurodiversity.	Within each module concepts and principles of neurodiversity will be explored and discussed from a generic as well as a contextual position (e.g., workplace, education, criminal justice system).	Coursework
2. Reflect on key issues, debates as well as personal, cultural and societal norms and the influence of these in responding to individuals with neurodiverse conditions.	Within each module key issues and debates in neurodiversity will be identified and discussed. Personal, cultural, and societal norms will be critically reviewed in terms of how individuals are assessed, diagnosed and supported. This will allow for the development of an understanding of the need to keep current in developments in neurodiversity.	Coursework
3. Understand the roles of practitioners and professionals in supporting individuals across a variety of contexts.	This will be covered within all modules in terms of the role of practitioners in assessment, diagnosis and developing interventions for neurodiverse individuals and within the 3 optional modules will be context specific to education, the workplace and the criminal justice system.	Coursework
4. Develop inclusive practices and interventions for those with neurodivergent conditions.	Throughout all modules there will be a critical discussion of practice and interventions for those with neurodiversity. The aim is to develop evidence-based practice techniques for the development of interventions.	Coursework
5. Adopt a strengths-based approach to neurodiversity.	Each module will promote a strengths-based approach to neurodiversity so that learners can find differing ways of working with the strengths of neurodiverse individuals to help them experience success in a variety of contexts.	Coursework

18. Summary of modules and mapped programme learning outcomes

