

	STAGE 1 Confirmation of work underway	STAGE 2 Individual pockets of good practice	STAGE 3 Systemic approaches in place	STAGE 4 Inclusive, sector-leading approaches
A. Leadership & Capability <i>Includes the role of formal leaders, staff training, student voice, and approaches to improvement.</i>	Departmental leaders are aware, informed and supportive. Typical features might include: Evidence that leaders are familiar with up-to-date ideas about neurodiversity. Leaders understand the relevant legal responsibilities. Leaders support and promote neuroinclusion.	Identifiable examples of knowledge sharing and joined-up services can be seen which leaders advocate for. Typical features might include: Neurodivergent students are asked for their views on policy and practice decisions, but only occasionally. Leaders promote supportive structures. Neurodivergent role models are recognised and celebrated. Neurodivergent students feel listened to, valued, and psychologically safe. Leaders support joined-up ways of working and create a safe environment by encouraging collaboration and sharing of knowledge between disability teams, student support, careers services, professional services, and academic staff.	Leaders have neurodivergent students in their strategic thinking. The needs of neurodivergent students are routinely considered and met in planning, enhancement, culture and communications. Typical features might include: Neuroinclusion is visible and normalised. It is included in curriculum review, academic enhancement, and strategic planning. Role models and champions are visible within the engineering faculty. Leadership commitment to neuroinclusion is maintained across all parts of the organisation. Progress is consistent and well-paced. The pace of change supports staff-student partnerships but avoids overwhelming people.	Leadership and culture are recognised by internal and external stakeholders as being open, evidence based, and progressive with respect to neuroinclusion. Typical features might include: Leaders support an open and safe culture where assumptions are challenged, including their own unconscious biases. Leaders are recognised by both internal and external stakeholders as examples of good neuroinclusive practice. Staff and students are encouraged to evaluate progress together. Everyone accepts that adaptations may need to change over time or for different groups. Feedback from neurodivergent learners is sought, addressed positively and responded to.

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B. Funding and Impact <i>Includes budget allocation, availability of specialised support staff, and data to evaluate the impact of inclusion measures.</i>	Department is informing itself and evaluating resource needs. Typical features might include: Evidence that the Institution, Faculty, or Department is researching neuroinclusion and building its understanding. A business case is being developed to support future neuroinclusion work.	Identifiable examples of support and projects for neurodivergent students. Typical features might include: Some neuroinclusion projects are already running. Funding is available, but decisions are made case by case. Disability Support Advisors are available for neurodivergent students. However, the support may be reactive, or the advisors may not have specific expertise.	The needs of neurodivergent students are routinely considered and met in budgeting support services, operating budgets, and capital projects. Typical features might include: Neuroinclusion is recognised as a clear priority. Enough funding is provided to support strategic decision-making. Neuroinclusion is considered in yearly budget planning and capital project decisions. Every student is guaranteed help to create an individual action plan. The disability advisory service is well-resourced. It understands and responds to the specific needs of the Faculty and Department.	Sufficient funding is made available to support neurodivergent students' resources are proactively made available and data supports that this is sufficient for students to thrive. Typical features might include: Data shows the positive impact of higher education on neurodivergent students. This includes areas like student experience, quality of life, confidence, and belief in their own abilities. The Institution, Faculty, and Department offer in-house diagnosis or screening. It also funds faster access to diagnosis and support or clearly signposts external services that do this (e.g. Foothold). Every student can access inclusive technology through a licence, grant, or loan. The institution takes the lead in making this happen promptly. Feedback from neurodivergent learners is sought, addressed positively and responded to.

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C. Transitions and Progression <i>Includes student recruitment through to graduate destinations, including work placements or industrial year arrangements, and year-to-year progression</i>	Department is consulting with neurodivergent students to understand transition challenges and to develop action plans. Typical features might include: There is evidence that the Institution, Faculty, or Department are consulting with students. The goal is to understand the challenges students face at transition points in their journey. Opportunities to reduce these challenges are being identified.	Identifiable examples of acclimatisation and transition preparation practices. Typical features might include: Some acclimation experiences are offered, such as summer schools, early access to accommodation, or workplace orientation. These are not offered consistently. Pre-transition questionnaires are sometimes used to understand student needs and preferences. When used, staff from courses and support services act on the information.	The transition needs of neurodivergent students are routinely considered and met, and transition strategies are in place and effective. Typical features might include: Key transition information is stored in one place, is easy to find, and follows good practice for cognitive accessibility. The institution actively identifies likely transition challenges in advance. Effective strategies are in place to address these challenges. Students are helped to discuss their communication preferences and working styles before they reach key transition points. Employability is included from the start of the course. Students have access to one-to-one careers advice, structured guidance, and networking opportunities.	The Department's practice in anticipating, understanding and addressing transition challenges across the full programme lifecycle is recognised as exemplary by internal and external stakeholders. Typical features might include: Staff can confidently discuss the Institution's approach to neuroinclusion when talking to potential students. This includes recruitment events such as outreach workshops, UCAS fairs, the website, and open days. Graduating neurodivergent students receive tailored support that goes beyond skills and knowledge. The support helps build their confidence and capability in social, cultural, and psychological contexts. Employers are actively involved in the curriculum. They help design work experiences tailored for neurodivergent students, which build skills, connections, and confidence. Feedback from neurodivergent learners is sought, addressed positively and responded to.

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D. Learning & Teaching <i>Includes curriculum, pedagogy, course organisation, and staff-student relations</i>	Department is in dialogue with neurodivergent students about barriers to learning and is facilitating CPD for staff. Typical features might include: Staff are starting to collect data about what helps or makes learning harder for neurodivergent students. Staff are speaking to students about their learning needs. They are also looking at examples of what works well in other places. Staff get training on neurodiversity. The training is up to date and based on current knowledge. It explains the strengths and difficulties linked to different neurotypes. It also explains which behaviours and attitudes can make students feel unsafe or disrespected.	Identifiable examples of session structure and curriculum planning decisions that account for neurodivergent learners. Typical features might include: Teaching content and problem-solving activities (including engineering, science and maths) are linked to real-world examples. Students get to apply what they've learned soon after it's taught. Learning sessions (e.g. one-hour blocks) include breaks or regular changes of activity. Active learning methods are sometimes used in lectures, design, and practical sessions. Educators generally avoid presenting information through multiple channels at the same time. High quality training is provided for educators which aims to embed good practice.	The needs of neurodivergent students are routinely considered and met in design of programmes, curricula and learning experiences. Measures in place are effective. Typical features might include: Staff understand the barriers neurodivergent students may face in developing skills like teamwork and communication. They use clear strategies to reduce these barriers, and put those strategies into practice. Expectations for professional behaviours and competences are based on current insight from industry and the Engineering Council. These expectations are clearly explained and built up over time. The institution has specific guidance for making teaching materials, assessments, and schedules neuroinclusive. This guidance is followed consistently across modules. Timetables and assessment schedules are kept stable. Changes are avoided wherever possible.	The Department's practice in anticipating, understanding and addressing barriers to neurodivergent learning throughout the programme is recognised as exemplary by internal and external stakeholders. Typical features might include: Neurodivergent students are supported to grow their confidence and abilities, even in areas they find difficult. Support strategies take place over time and across modules, or through multiple interventions where needed. All students are explicitly taught emotional skills, time management, influencing others, and how to handle difficult conversations. Each course includes regular opportunities where students are encouraged and rewarded for exploring tangents in their learning. Feedback from neurodivergent learners is sought, addressed positively and responded to.

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E. Assessment <i>Includes, format, timing and clarity, with particular attention paid to group work and communication</i>	Department is identifying assessment and feedback practices that address barriers encountered by neurodivergent students. Typical features might include: There is evidence that the Institution, Faculty, or Department is collecting data, reviewing examples of good practice, and consulting with students. The aim is to understand the assessment challenges experienced by neurodivergent students.	Identifiable examples of policies and practices that consider and mitigate known assessment and feedback barriers for neurodivergent learners. Typical features might include: Course-specific policies and regulations. Well thought through assessment schedules. Assessment strategies being designed at the programme level to allow all students to effectively demonstrate their learning. Some optionality or flexibility in assessments. Informative rubrics and developmental feedback. High quality training is provided for educators which aims to embed good practice.	Assessment and feedback strategies are effective in proactively remove barriers for neurodivergent students. Typical features might include: Students having a clear way to ask questions and get clarification while an assessment is active. Trends in reasonable adjustments being reviewed regularly to help identify common barriers. Based on this, strategies are developed to support whole groups of students. Assessments and marking criteria going through formal checks for cognitive accessibility. These checks focusing on clarity, coherence, and consistency, based on how a range of students experience the task. Where it is deemed to be impossible to offer a choice, the assessment process is scrutinised and reviewed annually for future possible improvements	The Department's assessment and feedback strategy and practice is recognised as exemplary in their support of neurodivergent learners by internal and external stakeholders. Typical features might include: Where appropriate, students are given options for the format and timing of assessments. This process is managed carefully. Students are always given the chance to talk about their assessment feedback. Group work is supported with creative and thorough strategies. These strategies are designed to help all students and reduce common group work difficulties. Feedback from neurodivergent learners is sought, addressed positively and responded to.

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F. Learning Environments <i>Including physical spaces and digital learning environments</i>	Planning of new spaces considers the needs of neurodivergent students and dialogue is taking place with them. Typical features might include: Design plans for new buildings or refurbishment projects include features to support neurodivergent students. There is evidence that neurodiverse students are being consulted as part of the design process.	Identifiable examples of physical and digital space design that counter known barriers for neurodivergent learners. Typical features might include: Quiet, restorative physical spaces are available to students. These are well managed and do not require booking. Important information—such as course details, announcements, and updates—is stored in one consistent online place. This space is used both before and during the course or module. Important information is never given by spoken word alone.	Physical and digital learning environments are effective in proactively removing barriers to learning for neurodivergent students. Typical features might include: Restorative and teaching spaces include adjustable design features, such as sound, lighting, layout, thermal comfort, seating, and colour. Students also have tools to personalise their digital learning environment. Pre-recorded materials (e.g. via Echo360) are used consistently. Recordings are good quality and include subtitles. All teaching materials are shared ahead of time via the virtual learning environment (VLE). Predictability and consistency are recognised as essential for neurodivergent students. Teaching methods are suited to the spaces used. Individual behaviours—such as stimming or movement—are accepted, with discussion if needed.	Digital and physical learning environments follow current best practice in accessibility and inclusion for neurodivergent students. Typical features might include: Digital and physical learning environments follow best practice in cognitive accessibility (e.g. WACG Cognitive Accessibility Guidance; PAS for Neurodiversity and the Built Environment). Digital Learning Environments follow best practice on how information is organised and labelled, how easy it is to navigate, and how well it supports clarity, avoiding errors, memory, attention, feedback, and personalisation (where possible). Students can access digital services—including specialist software—from any location. The physical learning environment is inspiring, through features like design, artwork, or regularly updated displays. Feedback from neurodivergent learners is sought, addressed positively and responded to.

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G. Student Experience <i>Includes wellbeing and service navigation</i>	Department is updating policies to include the needs of neurodivergent students, and to build awareness of neurodiversity in the student body. Typical features might include: There is evidence that work is underway to build awareness that neurodivergence includes many different conditions. These often need individual responses. It is also recognised that high workloads can affect neurodivergent students more than others. There is evidence that work is also underway to create and share up-to-date policies about diagnosis and/or screening. These policies acknowledge how barriers to diagnosis are affecting neurodivergent students.	Identifiable examples of effective and sufficient support environments for neurodivergent students. Typical features might include: The provider can explain the internal and external support available for neurodivergent students. This support is clearly signposted in one place that students can easily find. Neurodivergent students get one-to-one support from pastoral mentors, student advisors, or neurodiversity coaches. These people help students navigate university systems. Students have ways to join a community of like-minded people, including networks that involve staff and industry partners.	The Department offers a connected, supportive experience for neurodivergent students, where the different elements of the programme come together to build independence, confidence and capabilities. Typical features might include: Each neurodivergent student has an individual learning support plan. This plan links their course with relevant support services and signposting. Educators read and act on this plan. Students are helped to adjust their learning journey in ways that support their motivation, independence, and confidence. All staff and students have access to training on neurodiversity and allyship. This training is co-designed and co-delivered by neurodivergent people.	The Department is recognised for its student-centred systems, and the robustness of its frameworks and strategies for neurodivergent learners. Typical features might include: Support services are joined up and work together. The student is at the centre of this system. Information about students is shared transparently. This avoids the need for students to repeat the same disclosures. A single ‘source of truth’ is used across services. When neurodiversity is discussed in the learning community, the focus is on strengths as well as challenges. Neurodivergent students are supported with strategies and frameworks that help them study and socialise comfortably and effectively. This includes tools such as a student-facing toolkit. Feedback from neurodivergent learners is sought, addressed positively and responded to.