



***Workbooks will only be marked and certificated if this is completed by the learner AND prison staff***

### Learner Statement of Authenticity

By returning this answer book you are confirming that the work contained is entirely your work and does not include any work completed by anyone other than yourself. You also confirm that you have completed the assignment/portfolio in accordance with the instructions given by your establishment.

**Learner Prison No. in CAPITAL LETTERS**

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**Prison:**

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**Learner's Initials:**

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**Date:**

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### Establishment Confirmation of Authenticity

I confirm that the above-mentioned learner, to the best of my knowledge, is the sole author of this completed answer book.

**Staff Name:**

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**Signed:**

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**Date:**

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### STAFF USE ONLY

Date Issued	Date Marked	Assessor Initials	Result	
			<input type="checkbox"/> PASS	<input type="checkbox"/> REFER

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## How it works

### Welcome to your Way2Learn course.

This course is designed to enable access to education for all – whether in-cell or in your establishment's education facility.



To complete this course, you will need to watch all of the episodes. Times for each episode are provided on the next page.



You can request a copy of the episode transcript from your Distance Learning Coordinator or Learning and Skills Manager if you need to revisit any of the information.



If you have any difficulties in completing this course, please speak to a suitable peer mentor or member of staff for some help.



Once completed, return your answer book to the appropriate member of staff. After it has been received, it can take up to 3 weeks to be assessed and issued a certificate.



You can ask a member of staff for a copy of our policies and practices for further details.

## Episode Guide

Content Guide	Tues/Thurs	Friday/Sun	Saturday
<b>Ep 1: Understanding Neurodiversity</b>  Learn about the spectrum of neurodiversity and its relevance in workplaces. This episode explores key neurodivergent profiles and helps you identify traits that can shape individual and team dynamics.	<b>8:15 – 9:00PM</b>	<b>9:15 - 9:45PM</b>	<b>7:35 - 8:00AM</b>
<b>Ep 2: Strengths, Challenges, and Coping Strategies</b>  Recognise common strengths and challenges faced by neurodivergent individuals and discover practical coping strategies for workplace success.	<b>8:15 – 9:00PM</b>	<b>9:15 - 9:45PM</b>	<b>7:35 - 8:00AM</b>
<b>Ep 3: Building Inclusive Work Environments</b>  Explore practical steps and legal responsibilities that ensure a supportive, inclusive workplace. This episode highlights adjustments, communication strategies, and the Equality Act 2010.	<b>8:15 – 9:00PM</b>	<b>9:15 - 9:45PM</b>	<b>7:35 - 8:00AM</b>
<b>Ep 4 (Bonus): Neurodiversity in Prisons</b>  In this bonus episode, Fabian and Pippa, two former prisoners diagnosed as neurodivergent, share their personal experiences of navigating the prison system.	<b>8:15 – 9:00PM</b>	<b>7:35 - 8:00AM</b>	<b>NOT SHOWING</b>

## Learning Outcomes



1. Identify key characteristics of neurodiversity and the range of conditions that may impact on the workplace.
2. Recognise common strengths and challenges of neurodivergent individuals and workplace coping strategies that support them.
3. Describe ways business and legislation should create an inclusive workplace environment for neurodivergent individuals.

## Knowledge Check

Consider the learning outcomes above.

On a scale of 1 -10, how would you rate your knowledge of '**Neurodiversity in the Workplace**' before starting this course?

*(Please tick the appropriate box)*

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Low

High

At the end of this course, you will have the opportunity to rate your knowledge once more.

To pass this course you will need to correctly answer **80%** of the questions.  
This equates to **23** correct answers out of the 29 marks available.



## Episode 1

### Question 1

**True or False:**

**Neurodiversity refers to natural differences in how people think, learn, and work?**

*(Please tick the appropriate box)*

<b>A</b>	True	
<b>B</b>	False	

### Question 2

**Neurodivergent profiles include differences in thinking and processing. Which of these traits is LEAST likely to align with a neurodivergent condition?**

*(Please tick the appropriate box)*

<b>A</b>	Sensory processing challenges	
<b>B</b>	Strong attention to detail	
<b>C</b>	High blood sugar levels	
<b>D</b>	Difficulty organising workload	

### Question 3

How might ADHD display in a workplace setting?

(Please tick **all** the appropriate boxes)

<b>A</b>	Difficulty in focussing on longer tasks	
<b>B</b>	Strong problem-solving skills in high-energy situations	
<b>C</b>	Difficulty generating ideas in unstructured tasks	
<b>D</b>	Difficulty organising workload	

### Question 4

While individuals with neurodivergent profiles may share common challenges, every person is unique. This activity highlights challenges that are most often associated with these profiles.

(Write your answer in the box provided)

<u>Profile</u>		<u>Characteristic</u>
<b>A</b>	<b>Autism</b>	Challenges with written communication tasks such as emails and reports
<b>B</b>	<b>Dyslexia</b>	Difficulty maintaining focus on detailed or repetitive tasks.
<b>C</b>	<b>ADHD</b>	Sensory processing may affect open plan workspaces such as busy offices or workshops

### Question 5

**True or False:**

**The term "neurotypical" refers to individuals whose thinking and learning processes align with what is considered typical for most people?**

*(Please tick the appropriate box)*

<b>A</b>	True	
<b>B</b>	False	

### Question 6

**In your own words, what does neurodiversity mean, and why is it important to understand in a workplace setting?**


### Question 7

**Describe an example of how neurodivergence might show up in tasks like problem-solving or teamwork.**




## Episode 2

### Question 1

Which of these is an example of a workplace challenge most likely to affect a neurodivergent individual?

*(Please tick the appropriate box)*

<b>A</b>	Feeling unmotivated to learn new skills	
<b>B</b>	Managing conflicting deadlines	
<b>C</b>	Struggling to act on ambiguous instructions	
<b>D</b>	Feeling overwhelmed during busy periods	

### Question 2

How can recognising their own strengths help neurodivergent individuals in the workplace?

*(Please tick the appropriate box)*

<b>A</b>	By eliminating all workplace challenges	
<b>B</b>	By using their abilities to overcome challenges and perform effectively	
<b>C</b>	By ensuring they are always assigned easier tasks	
<b>D</b>	By avoiding situations that require using their strengths	

### Question 3

Which of these adjustments could help with sensory sensitivities in the workplace?

(Please tick **all** the appropriate boxes)

<b>A</b>	Using noise-cancelling headphones	
<b>B</b>	Creating quiet workspaces	
<b>C</b>	Repositioning desks away from bright lights	
<b>D</b>	Asking employees to spend more time in noisy areas to build tolerance	

### Question 4

Which **two** of the following are effective coping strategies for managing workplace challenges?

(Please tick **all** the appropriate boxes)

<b>A</b>	Breaking tasks into smaller, manageable steps	
<b>B</b>	Ignoring challenges until they go away	
<b>C</b>	Avoiding teamwork to reduce stress	
<b>D</b>	Using digital tools like reminders or calendars to manage workloads	

### Question 5

True or False:

All neurodivergent individuals face the same type of challenges in the workplace?

(Please tick the appropriate box)

<b>A</b>	True	
<b>B</b>	False	

### Question 6

What advice would you give to a neurodivergent individual about explaining their strengths and needs during a job interview?


### Question 7

Which of the following is an important step for a neurodivergent individual when applying for a job?

*(Please tick the appropriate box)*

<b>A</b>	Ignore their strengths and focus only on the job description	
<b>B</b>	Apply for as many roles as possible without considering their needs	
<b>C</b>	Think about how their strengths fit the role and identify challenges	
<b>D</b>	Wait until after starting to consider adjustments	

## Episode 3

### Question 1

Which of these is an inclusive practice that can help neurodivergent employees succeed?

*(Please tick the appropriate box)*

<b>A</b>	Avoiding specific adjustments so all employees are treated equally	
<b>B</b>	Expecting neurodivergent employees to adapt to standard processes	
<b>C</b>	Excluding neurodivergent employees from projects to lower their stress	
<b>D</b>	Offering clear instructions for tasks to reduce confusion	

### Question 2

True or False:

A small adjustment, like offering flexible working hours, could positively impact a neurodivergent employee's success?

*(Please tick the appropriate box)*

<b>A</b>	True	
<b>B</b>	False	

### Question 3

Which of the following is **NOT** a reasonable adjustment an employer might make under the Equality Act 2010?

(Please tick the appropriate box)

<b>A</b>	Providing assistive technology to support communication or organisation	
<b>B</b>	Adjusting job duties to better align with an employee's strengths	
<b>C</b>	Allowing flexible deadlines for tasks when possible	
<b>D</b>	Excluding neurodivergent employees without discussing it with them	

### Question 4

Which **two** of the following are effective ways for neurodivergent employees to communicate their needs to an employer?

(Please tick **all** the appropriate boxes)

<b>A</b>	Bringing it up during a full staff meeting to ensure transparency	
<b>B</b>	Requesting a private meeting to discuss adjustments	
<b>C</b>	Providing clear examples of how adjustments can support their work	
<b>D</b>	Waiting until a performance review to mention their needs	

### Question 5

True or False:

Managers can help organisations to follow the law, as well as creating a workplace where neurodivergent employees feel included.

(Please tick the appropriate box)

<b>A</b>	True	
<b>B</b>	False	

### Question 6

**What steps could a neurodivergent individual take if they feel unsupported in the workplace?**


### Question 7

**True or False:**

**The Equality Act 2010 requires employers to make reasonable adjustments for neurodivergent employees if those adjustments help them perform their job effectively?**

*(Please tick the appropriate box)*

<b>A</b>	True	
<b>B</b>	False	



## Workplace Scenarios

## Question 1 (Episode 1)

**Scenario:** Our team includes an individual who has disclosed they are dyslexic. They find large amounts of written information overwhelming but excel in creative problem-solving.

**How might dyslexia influence their work, and what adjustment could you suggest supporting them?**

**Word Count:** 50-100 words, (2 marks available)

## Question 2 (Episode 2)

**Scenario:** A workplace manager is looking to create a meeting environment that supports neurodivergent employees who find fast-paced conversations or sensory overload challenging.

**What adjustment could the manager make to ensure meetings are more inclusive, and how might this adjustment benefit everyone?**

**Word Count:** 50-100 words, (2 marks available)



### Question 3 (Episode 3)

**Scenario:** An employee has started a new role and is experiencing challenges with noise levels and distractions in the office. They are unsure when and how to discuss their needs with their line manager.

**What steps should the employee take to disclose their needs, and how could this help them succeed?**

**Word Count:** 50-100 words, (2 marks available)

### Question 4 (Episode 3)

**Scenario:** An employee with dyslexia finds writing formal reports challenging and often misses key details, but they are skilled at tasks requiring attention to detail when given structure.

**What adjustment could help this employee with their report-writing tasks, and why would it be effective?**

**Word Count:** 50-100 words, (2 marks available)

## End of Knowledge Check

## Learning Evaluation

You must comment on the three most important things you have learnt and complete distance travelled.

1.....

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2.....

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3.....

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## Distance Travelled

Now that you have completed this course, on a scale of 1 -10, how would you rate your knowledge of '**Neurodiversity in the Workplace**'?

(Please tick the appropriate box)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Low

High

## End of Knowledge Check

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## Course Feedback – Neurodiversity for the Workplace

**TO QUALIFY FOR A MUG OR WATER BOTTLE YOU MUST COMPLETE IN FULL, THE LEARNING EVALUATION. THIS IS A VOLUNTARY SUBMISSION. IF YOU DO NOT COMPLETE THIS YOUR WORKBOOK WILL STILL BE MARKED AND CERTIFICATED, BUT YOU WILL NOT BE ELIGIBLE FOR ANY OF OUR INCENTIVISED GIFTS.**

Please clearly write your full name here:

We value your feedback. Please rate each aspect on the scale below:

**1. The quality, style and tone of the videos.**

1	2	3	4	5	6	7	8	9	10
<b>Low</b>					<b>High</b>				

**2. The clarity of the answer book.**

1	2	3	4	5	6	7	8	9	10
<b>Low</b>					<b>High</b>				

**3. Your enjoyment of this course.**

1	2	3	4	5	6	7	8	9	10
<b>Low</b>					<b>High</b>				

Please tell us what you enjoyed most about this course

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Please give us one suggestion to improve this course

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