

**MA EDUCATION
ALL-WALES MODULE TEMPLATE**

Faculty/School/College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
Date of Approval	25 th March 2026		
Module Title	Leading change for Excellent Inclusive and ALN Practice Arwain Newid ar gyfer Ymarfer Cynhwysol ac ADY Rhagorol	Module Code	EDW719
Level	FHEQ 7 (Level M)	Credits	20
Type of Module	Optional	Method of Delivery	Blended
Formal Contact Hours	22	Total Notional Hours	200
Placement Learning Hours	0	Independent Learning Hours	178
Delivery Location	All institutions	Evaluation Method (for Governance)	<i>PTES Institutional Programme Monitoring</i>
Cost Centre	All institutions		

Module Synopsis to be printed in the catalogue - please provide a short outline of the module.

This module explores the strategic and operational dimensions of the Additional Learning Needs Coordinator (ALNCo) role and wider Senior Leadership Teams within educational settings. Students will critically examine the statutory responsibilities and complex functions of the ALNCo, considering the impact on staff, learners, and families. The module investigates the principles of inclusion and their application to whole-setting approaches, enabling students to evaluate and embed inclusive practices effectively.

A key focus will be on partnership and inter-professional working, analysing challenges and proposing strategies for successful collaboration across agencies. The module evaluates leadership and management models that underpin effective ALN provision, fostering the skills required for strategic leadership and systemic change and drawing upon theories of change for consideration and discussion. Students will develop a strategic plan tailored to their own context, incorporating evidence-based interventions and support strategies for learners with ALN

Notes to be printed in catalogue - please state if the module is a core, compulsory or optional module for a programme. Please outline the target audience for this module, etc.	
In this module, case study scenarios will be used to explore the functions and responsibilities of the Additional Learning Needs Coordinator (ALNCo) in relation to children/young people, families and inter-professional working. This module is optional for all students but becomes core once selected.	
Is there a placement component to the module? Please provide details.	No
Will the module be delivered in collaboration with another organisation? Please provide details.	All institutions
What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%
Module Aims - please provide a couple of short aims outlining the intentions of the module: e.g. This module aims to prepare practice teachers for their role in facilitating learning for students studying for a postgraduate qualification.	
This module aims to: 1. Develop a comprehensive understanding of the role of the ALNCo and the statutory framework, recognising the complexities of the role. 2. Critically examine leadership and management models and theories of change for supporting the development of inclusive practices. 3. Critically examine the principles of inclusion and their application in whole-setting approaches. 4. Analyse key issues in partnership and inter-professional working, fostering effective collaboration. 5. Identify essential skills and strategies for successful partnership working across organisations.	
Module Intended Learning Outcomes (please include 3-5 module outcomes)	
By the end of the module the student should be able to: 1. Critically examine the specific functions and responsibilities of the ALNCo, demonstrating an understanding of the complexity of the role, and the impact this has on staff, children/young people and their families. 2. Critically analyse the principles of inclusion and apply them to whole-setting approaches. 3. Evaluate key issues in partnership and inter-professional working, proposing strategies for effective collaboration. 4. Develop a strategic plan to implement appropriate interventions and strategies for the support of ALN within their own contexts. 5. Evaluate modes of effective leadership and management of ALN within the whole setting.	
Relevant Programme Outcomes	
K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond. K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level. K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts. K7. A systematic acquisition of a significant body of knowledge in their area of professional practice. K8. The ability to communicate accurately and clearly to a wide range of audiences. S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice. S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular. S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences. S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.	
Transferable/Employability/Graduate Skills	
I = included in module content; A = included in module assessment; N/A	

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.

4. And holders will have the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required

Throughout the module, students will be encouraged to:

a. Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need. b. Be reflective such that they can take responsibility for the decisions they make. c. Understand where they can turn to in order to further inform their decision-making.			
Syllabus – Indicative Content - please provide information about the curriculum			
- Using case studies to explore and identify the of roles and responsibilities of the ALNCo. - The ALNCo as a change agent: strategic leadership approaches. - Models of collaboration, working with others (children, families and professionals) effectively. - Identification and exploration of planning and organisation skills. - Different perspectives of inclusion, equality and diversity within ALN legislation. - Reflection on personal strengths, continuous improvement and leadership growth.			
Learning and Teaching Delivery Strategies/Methods <i>(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)</i>			
Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Interactive taught sessions	There will be a series of interactive taught sessions, including group work and problem-based learning.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6
Independent reading and research	Students need to become autonomous learners capable of taking forward independent learning for assignment preparation and beyond.	Guided independent study	178
Required Reading (Max 2) <i>Please list 5-7 seminal and/or current texts. Please check that the texts / editions are in the library before you add to the reading list. A more detailed reading list can be provided in the handbook and on VLE.</i>			
Martin-Denham, S. and Watts, S. (2019) <i>The SENCO Handbook: Leading Provision and Practice</i>. London: Corwin.			
Recommended Further Reading (Max 5)			
Murphy, A., Greenway, C. & Conn, C. (2025) Negotiating Additional Learning Needs Reform in Wales: the Voice of the ALNCo. <i>British Journal of Special Education</i>, 52(1), p.18-26. Lumby, J. & Coleman, M. (2017) <i>Leading for Equality: Making Schools Fairer</i>. London: Sage. Struyve, C., Hannes, K., Meredith, C., Vandecandelaere, M., Gielen, S., & De Fraine, B. (2018). Teacher leadership in practice: Mapping the negotiation of the position of the special educational needs coordinator in schools. <i>Scandinavian Journal of Educational Research</i>, 62(5), 701-718.			
Please provide details of inclusive learning and teaching approaches/access to specialist requirements.			

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

Assessment & Feedback

Method of Moderation to be used

Moderation by sampling of the cohort.

Assessment Methods

Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
OTHR1 A patchwork text that explores the process of introducing/refining an aspect of ALN.	All	4000 words equivalent	100	50	After Easter. Approximately 30th April.

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module.

Rules for Multiple Assessments (*Please **delete** as appropriate.)

There are no multiple assessments for this module.

In what ways will students receive feedback on assessed work, including formal examinations?

*Please **delete** those statements that do not apply. This list is not exhaustive and you may add additional feedback methods as appropriate.*

Turnitin	Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.
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Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

Please provide details of how students would redeem a failure in the module.

**N.B. Level 6 students on traditional programmes will resit/ resubmit according to level 6 regulations*

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

Other Information															
Module Leader	Programme Director	External Examiner	TBC												
JACS/HECOS Code	Topic(s)Subject(s)	Subject Area (e.g. Department)	%												
			1												
Are there any pre- or co-requisites for this module?		No													
<table border="1"> <thead> <tr> <th>Programme(s) in which to be offered (not including exit awards)</th> <th>Core</th> <th>Option</th> </tr> </thead> <tbody> <tr> <td>MA (Education)</td> <td>✓</td> <td>✓</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> </tbody> </table>				Programme(s) in which to be offered (not including exit awards)	Core	Option	MA (Education)	✓	✓		☐	☐		☐	☐
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MA (Education)	✓	✓													
	☐	☐													
	☐	☐													
For what teaching & learning activities do you intend to use e-learning? <i>Please add specific requirement as appropriate.</i>		All													
For what assessment activities do you intend to use e-learning? E.g. MCQs															
Maximum number of students that can enrol on the module?		100 per institution													
How often will the module run during each session?		Once.													
When? <i>(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)</i>		January - April													
Does the module replace an existing module?		No													
If so which one?		N/A													
Date of approval by College Committee															
Signature of Chair of College Learning and Teaching Committee															
Modifications															