

Module specification

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Module Code	EDY511
Module Title	Additional Learning Needs in Practice
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Hons Childhood & Adolescent Studies Programme Design	Core

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

- **Develop** a critical, practical understanding of Additional Learning Needs (ALN) by applying theoretical knowledge directly to classroom and educational settings.
- **Critically** engage with a range of assessment tools and intervention strategies to determine their suitability for diverse learners, emphasising the educator's role in providing equitable, tailored adaptations to mitigate complex barriers to learning.
- **Evaluate** the principles of multi-agency collaboration and professional roles to understand how they contribute to effective learner support.

- **Equip** students with the skills to design and justify evidence-based support strategies, preparing them for the complexities of professional practice.

Module Learning Outcomes

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

1	Develop a critical, practical understanding of Additional Learning Needs (ALN) by applying theoretical knowledge directly to classroom and educational settings.
2	Critically engage with a range of assessment tools and intervention strategies to determine their suitability for diverse learners, emphasising the educator's role in providing equitable, tailored adaptations to mitigate complex barriers to learning.
3	Evaluate the principles of multi-agency collaboration and professional roles to understand how they contribute to effective learner support.
4	Equip students with the skills to design and justify evidence-based support strategies, preparing them for the complexities of professional practice.

Assessment

Indicative Assessment Tasks: The assessment strategy is designed to verify students' ability to translate theoretical knowledge into practical, professional action. Assessment 1 requires the creation of a professional resource tailored to a specific scenario, supported by a rationale for its design and implementation. Assessment 2 involves a critical case study analysis, where students must evaluate and justify assessment and intervention choices for a complex learner profile. Further details will be made available in the relevant academic year module handbook.

Assessment 1: Project (Professional Resource and Implementation Strategy) – ‘Contextualised Support’ Students will create and develop a professional resource (e.g., a guide for support staff, a transition pack, or a classroom tool) designed to meet the needs of a specific learner or group. This must be accompanied by a critical commentary that justifies the chosen format and content, explaining exactly how the resource is intended to be implemented in practice to facilitate multi-agency or collaborative working.

Assessment 2: Case Study Analysis and Intervention Plan - Students will be presented with a complex case study scenario involving a learner with Additional Learning Needs. They must produce a written analysis that identifies the learner's holistic profile—including their inherent strengths, co-occurring needs, and specific barriers to learning—applying relevant provisions from the ALN Code for Wales. Crucially, the assignment requires a critical analysis of the role of multi-agency collaboration required to support the learner. This must include an evaluation of the roles of different professionals, such as health, social care and educational psychologists, alongside a critique of the challenges and opportunities involved in effective partnership

working. Finally, students must propose evidence-based support strategies, explicitly linking theory to the legislative framework.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/ Word Count	Weighting (%)	Alternative assessment, if applicable
1	4	Project (Professional Resource & Implementation Strategy)	1500	40%	
2	1, 2, 3	Case Study (Analysis & Intervention Plan)	2000	60%	

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures, interactive workshops, and structured reading seminars. An active learning approach will be used to engage learners in policy debate and professional standards analysis, involving case-based learning, scenario work, and flipped learning activities. The VLE will host policy documents, regulatory body guidance, and models of reflection to support the case study and portfolio preparation.

Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

Indicative Syllabus Outline

- In-depth exploration of SpLDs and diverse ALN profiles, including co-occurring characteristics, holistic, strengths-based identification, and their impact on learning.
- Assessment tools and processes used to identify ALN.



- Design and implementation of Individual Education Plans (IEPs) and differentiated teaching strategies.
- Evidence-based intervention approaches within classroom context.
- Roles and responsibilities of professionals and multi-agency collaboration in supporting learners.
- Ethical considerations, confidentiality, and professional conduct when working with children and adolescents with ALN.
- Analysis of case studies to develop practical problem-solving skills.
- The impact of educator awareness on learner outcomes: navigating the tension between leveraging neurodivergent strengths and addressing significant systemic and intrinsic barriers through equitable adaptations.

Indicative Bibliography:

Essential Reads

- Alix, S. (2023) *The neurodiversity handbook for trainee teachers*. London: SAGE Publications.
- Martin-Denham, S. (ed.) (2022) *Teaching children and young people with special educational needs and disabilities*. London: SAGE Publications.

Other indicative reading

- Bryant, D.P., Smith, D.D. and Bryant, B.R. (2024) *Teaching in inclusive classrooms*. 3rd edn. London: SAGE Publications.
- Cotterill, T. (2022) *Autism: A student's guide*. London: SAGE Publications.
- Glazzard, J. and Trussler, S. (2019) *Supporting mental health in primary and early years: A practice-based approach*. London: SAGE Publications.
- Mowat, J.G. (2024) *Building community to create equitable, inclusive and compassionate schools through relational approaches*. London: Routledge.

Administrative Information

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