

Module specification

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Module Code	EDY614
Module Title	Specialist Provision and Advanced Additional Learning Needs (ALN) Studies
Level	6
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	24 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	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

- This module aims to:
 - Critically examine the landscape of specialist provision for learners with complex Additional Learning Needs (ALN), evaluating the tension between mainstream inclusion and specialist support.
 - Explore and critique advanced theoretical perspectives and policy frameworks that underpin specialist provision in Wales and the wider UK context.

- Develop a sophisticated understanding of the specific pedagogical and environmental requirements of diverse learners, focusing on providing equitable adaptations for complex, co-occurring needs (e.g., profound and multiple learning difficulties).
- Equip students with the skills to design, justify, and evaluate advanced support strategies and curricula that promote autonomy and life-long learning for individuals with complex ALN.

Module Learning Outcomes

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

1	<p>Critically evaluate the philosophical and political debates surrounding specialist versus mainstream provision, synthesising evidence to form a reasoned argument on equity, necessary adaptations, and inclusive practice for complex, co-occurring needs.</p> <p><i>(Maps to Assessment 2: Critical Review)</i></p>
2	<p>Synthesise advanced theoretical knowledge of complex and co-occurring learning needs to design and justify a bespoke curriculum or support plan that builds on learner strengths, provides equitable adaptations, and promotes learner autonomy and independence.</p> <p><i>(Maps to Assessment 1: Specialist Resource)</i></p>
3	<p>Critically analyse the role of multi-agency collaboration in specialist settings, evaluating the challenges and opportunities for effective partnership working. <i>(Maps to Assessment 2: Critical Review)</i></p>
4	<p>Systematically reflect on the ethical and professional implications of working with vulnerable learners in specialist contexts, demonstrating a commitment to advocacy and rights-based practice.</p> <p><i>(Maps to Assessment 1: Specialist Resource).</i></p>

Assessment

Indicative Assessment Tasks: The assessment strategy is designed to enable students to demonstrate advanced critical engagement with specialist provision and leadership in ALN. Assessment 1 requires the design of a specialist resource accompanied by a strategic rationale, demonstrating an ability to translate complex theoretical research into practice. Assessment 2 involves a critical review of leadership and policy, requiring students to evaluate the tensions between legislative frameworks and real-world organisational practice. Further details will be made available in the relevant academic year module handbook.

Assessment 1: Specialist Resource and Strategic Rationale – ‘Leading Specialist Provision’
Students will design a specialist resource or toolkit intended to support learners with complex



or low-incidence needs. This must be accompanied by a strategic rationale that critically evaluates the evidence base for the chosen approach. The rationale must explicitly justify the resource's design in relation to current research, funding constraints, and its potential impact on institutional practice.

Assessment 2: Critical Review – ‘Leadership, Policy and Practice’ This assignment is a critical evaluation of a specific aspect of ALN provision from a leadership perspective. Students will select a current policy or legislative framework and analyse its implementation within a specific educational context. The review requires students to critically discuss the challenges, opportunities, and tensions involved in leading ALN provision, supporting their argument with high-level academic literature and professional standards.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	2, 4	Specialist Resource & Strategic Rationale	2000	50%	
2	1, 3	Critical Review	2000	50%	

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

- Specialist and targeted provision for learners with ALN across educational stages.
- Advanced assessment techniques and evaluation of interventions.
- Contemporary research, trends, and emerging issues in ALN.
- Policy development and leadership in inclusive educational settings.
- Transition planning and support for learners moving between educational stages and settings
- Complex case study analysis: leading equitable practice by balancing the leveraging of neurodivergent strengths with the mitigation of significant systemic and intrinsic barriers.
- Critical reflection on personal and professional practice.

Indicative Bibliography:

Essential Reads

- Colley, A. and Tilbury, J. (2021) *Enhancing wellbeing and independence for young people with profound and multiple learning difficulties: Lives lived well*. London: Routledge.
- Mintz, J. (2024) *Liberal perspectives on inclusion: Enlightenment values and debates on equity and democracy in the classroom*. London: Routledge.

Other indicative reading

- Hodkinson, A. and Williams-Brown, Z. (eds.) (2024) *International issues in SEND and inclusion: Perspectives across six continents*. London: Routledge.
- Imray, P. and Colley, A. (2017) *Inclusion is dead: Long live inclusion*. London: Routledge.
- Imray, P. and Hinchcliffe, V. (2014) *Curricula for teaching children and young people with severe or profound and multiple learning difficulties: Practical strategies for educational professionals*. London: Routledge.
- Seale, J. (2024) *Technology use by adults with learning disabilities: Past, present and future design and support practices*. London: Routledge.

Administrative Information

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Initial approval date	6 May 2026
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