

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	PSYON717
Module Title	Additional Learning Needs and Giftedness
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100496
Cost Code	GAPS
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Psychology with Educational Principles	Core

Breakdown of module hours

Learning and teaching hours	15 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	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

Module aims

This module covers additional learning needs (ALN) and giftedness. Theory, empirical evidence, and vignettes illustrate how educational psychologists can address ALN and giftedness within the school environment. Students will become familiar with best practice in identifying and supporting students with ALN and / or giftedness against the background of ALN education policies and practices, and learn how to help pupils develop their talents and achieve their full potential.

The module furthers understanding, identifying, evaluating, and managing of high cognitive potential. Theoretical perspectives and case studies from different contexts (e.g., school and family) illustrate challenges and demonstrate implementation strategies to use in the school context.

Students will learn about the inclusion of students in decision making relative to their education, the multidisciplinary approach to ALN, and about diagnosing and profiling through the use of checklists based on current research and refined in consultation with key health professionals.

Module Learning Outcomes

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

1	Critically discuss the role of executive functions in gifted children.
2	Compare and contrast two enrichment and gifted programmes and their application in educational settings.
3	Evaluate the relationship between additional learning needs children and school with respect to psychological health and wellbeing.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: 2000-word Essay. Critical appraisal of evidence base for educational interventions in ALN & giftedness.

Assessment 2: Presentation (10 mins). Compare and contrast two enrichment and gifted programmes and their application in educational settings

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
-------------------	-----------------------------	--------------------	---------------------	---------------	---------------------------------------

1	1,3	Written Assignment	2000	70%	NA
2	2	Presentation	10 min	30%	NA

Derogations

The minimum mark you need achieve for each module will be one of the following:

- 50%.
- A pass grade (normally only in place where an assessment is competency-based)

Learning and Teaching Strategies

The overall learning and teaching strategy will include adherence to the asynchronous elements of Active Learning Framework via a series of micro-lectures, directed reading and activities. There will be a mix of supporting materials along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Welsh Elements

In line with the University's Welsh Medium Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This will be drawn to the attention of students through the student handbook.

For those students wishing to engage with the subject area via the medium of Welsh, additional resources will be made available via www.porth.ac.uk, which is the Coleg Cymraeg Cenedlaethol resource portal

Indicative Syllabus Outline

- Cognition and Learning.
- Communication and Developmental Disorders.
- Autism Spectrum Disorder
- Social, emotional, and mental health
- Sensory Disorders
- Understanding Giftedness
- Learning for gifted students is not so easy
- Supporting gifted students in school

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Frederickson, N., Cline, T. (2015). *Special Educational Needs, Inclusion and Diversity* (3rd ed.). Oxford: Blackwell's.

Other indicative reading

Hannel, G. (2019). *Identifying Special Needs*. London: Routledge.

Zanetti, M.A., Gualdi, G., Cascianelli, M. (Eds.) (2019). *Understanding Giftedness: A guide for parents and educators. Understanding atypical development*. Oxford: Blackwells.

Indicative journals

- Journal of Special Education
- Journal of Research in Special Educational Needs
- Topics in Early Childhood Special Education
- Focus on Autism and Other Developmental Disabilities
- Journal of Early Intervention
- British Journal of Special Education
- Learning Disability Quarterly
- Intervention in School and Clinic
- Communication Disorders Quarterly
- Remedial and Special Education
- Support for Learning
- Child: Care, Health, and Development
- Journal for the Education of the Gifted
- Exceptional Children
- Teaching Exceptional Children
- Young Exceptional Children
- American Education Research Journal
- Gifted Child Quarterly
- American Psychologist
- School Psychology Review
- Gifted Child Today

Administrative Information

For office use only	
Initial approval date	June 2026
With effect from date	September 2026
Date and details of revision	
Version number	1