

## Module specification

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Module Code	EDN612
Module Title	Additional Learning Needs: Theory and Practice
Level	6
Credit value	20
Faculty	FSLS
HECoS Code	100462
Cost Code	GAEC

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) ALN/SEND	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	24/10/2023
With effect from date	24/10/2023
Date and details of revision	



<b>For office use only</b>	
Version number	1

## Module aims

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The aim of this module is to delve into theories and concepts surrounding Additional Learning Needs. This module will explore and critique a variety of models of disability, and how these can influence practice. Building upon foundational knowledge, learners will critically analyse theories and debates surrounding educational provision and develop comprehensive understanding of the complexities inherent in meeting the diverse needs of learners.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically evaluate theories relevant to Additional Learning Needs
2	Critically analyse the impact of cultural, social, and cognitive factors on Additional Learning Needs.
3	Identify and critically explore interventions and support systems in relation to Additional Learning Needs to promote inclusive practice
4	Critically assess the effectiveness of the interventions and support systems in relation to theoretical frameworks/ models.

## Assessment

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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 - Written Assignment**

A 2,000-word written assignment

Learners are required to choose **one** area of ALN (Additional Learning Need). Learners will critically analyse this area of ALN, in relation to a range of theories and cultural, social and cognitive factors.

### **Assessment - A 15-minute Oral Assessment**

Referring to a given case study, learners will explain an intervention/ support system that can be utilised within the setting to promote inclusivity. Learners will explore the effectiveness of the intervention/ support system, drawing upon theories related to Additional Learning Needs.



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 & 2	Written Assessment	50%
2	3 & 4	Oral Assessment	50%

## Derogations

None

## Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

## Indicative Syllabus Outline

This module will cover the following indicative content:

- An exploration of the term 'inclusion'.
- Theoretical perspectives of ALN
- The multi-dimensional nature of ALN
- Neurodiversity and advanced cognitive theories
- Inclusive curriculum design and differentiated instruction
- Collaborative approaches and support systems
- Future trends and innovations in ALN

## Indicative Bibliography:

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

### Essential Reads

Wearmouth, J. (2022), *Special educational needs and disability: the basics*. 4<sup>th</sup> Ed. Abingdon: Routledge

### Other indicative reading

Wood, P. (2021), *Policy, provision and practice for special educational needs and disability perspectives across countries*. Abingdon: Routledge



Additional Learning Needs and Tribunal Act 2018 (Wales) [online] available from: <https://www.legislation.gov.uk/anaw/2018/2/contents> [accessed 18th September 2023]

Additional Learning Needs Code of Practice 2021 (Wales) [online] available from: <https://www.legislation.gov.uk/primary+secondary?title=ALNCodeof%20practice> [accessed 18th September 2023]

## **Employability skills – the University Skills Framework**

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Each module and programme is designed to cover core Graduate Attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Ethical

### **Key Attitudes**

Curiosity

### **Practical Skillsets**

Emotional Intelligence

Communication

