

Module specification

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Module Code	EDY409
Module Title	Additional Learning Needs: Navigating the ALN framework in Wales
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Standalone module aligned to BA (Hons) Education Studies for QA and assessment purposes	Standalone

Breakdown of module hours

Learning and teaching hours	36 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	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

This module explores the concept of Additional Learning Needs (ALN) and the implications of the new ALN policy in Wales. The module aims to develop an understanding of the different types of ALN and how policy influences the identification and support of pupils with ALN in educational settings. By engaging with current legislation, case studies, and reflective activities, students will critically examine how the new policy impacts inclusive education practices in Wales.

Module Learning Outcomes

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

1	Identify the range of Additional Learning Needs (ALN) commonly experienced by learners in educational settings.
2	Explore the effectiveness of contemporary legislation designed to support an identified Additional Learning Need.
3	Review a range of intervention/ support strategies to promote inclusion and support for a child or young person (and their family) with an Additional Learning Need.

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:

Reflective workbook (100%) 3,000 words

This assessment will be the completion of a reflective workbook. The practitioner will be asked to reflect upon the link between the module content and professional practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3	Written Assignment	3000 words	100%	N/A

Derogations

N/A

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, with asynchronous learning.

This module will be delivered online, with an on-campus Introduction session in week 1. This approach offers students a flexible and adaptive learning experience where students can access their learning at a time and place to suit themselves. The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the online classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

Welsh Elements

Students are entitled to submit assignments through the medium of Welsh.

Indicative Syllabus Outline

During this module students will explore:

- Definitions and terminology related to Additional Learning Needs (ALN)
- Explore, and understand the diverse needs of a range of Additional Learning Needs.
- An overview of the ALN Code (2021) and legislative frameworks in Wales
- An exploration of some contemporary Inclusive debate and emerging trends in inclusive education.
- The role of educators, families, and multi-agency professionals in supporting learners

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* (4th ed.). Oxon: Routledge

Other indicative reading:

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

Boddison, A. (2020), *The governance handbook for SEND and inclusion: schools that work for all learners*. Oxon: Routledge

Watson, N., and Vehmas, S. (2020), *Routledge handbook of disability studies* (2nd ed.). Oxon: Routledge

Administrative Information

For office use only	
Initial approval date	07/05/2025
With effect from date	01/01/2026
Date and details of revision	
Version number	1