

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Primary Education with Qualified Teacher Status		
Module:	Deepening Practice: ALN		
Module code:	ECAD6018	Contribution to Overall Module Assessment (%):	50
Lecturer:	Laura Emanuel	Internal Verifier:	David Stacey
Assignment Title:	Assessment Component 2: Respond to interview style questions surrounding the role of the ALNCo	Word count (or equivalent):	Part 2: 10 minute video presentation (50%)
Submission deadline:	23/2/2026 11.59pm	Return date of provisional marks & written feedback:	23/3/2026 4pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) The individual presentation is expected to be in person and will be recorded for standardisation purposes. Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		

Academic honesty / referencing:

Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

AIM

To provide student-teachers with a deepened understanding of progression in learning outlined in the Curriculum for Wales framework and the knowledge of theory, research and good practice to enable them to effectively lead learning and collaborate with colleagues in this area.

MODULE LEARNING OUTCOMES

Upon the successful completion of this module, the student-teacher should be able to:

- critically evaluate and embody the roles and responsibilities of an evidence-based practitioner.
- apply this deeper knowledge and understanding to their own practice and to reflect on the impact of the approaches in a professional community.
- critically analyse their choices in relation to their pedagogical practices in collaboration.
- conduct close- to- practice research on the effectiveness of specific learning and teaching strategies to support pupil progress within the role of the ALNCo.

INDICATIVE CONTENT

- Exploration of the skills needed to plan, deliver and evaluate creative and innovative learning experiences which facilitate pupils' progression through the AoLE(s).
- An opportunity to critically explore Additional Learning Needs; the role of the ALNCo, whole school approaches to improving teaching and learning in addition to collaborative planning, evaluation, reflection and transformation.
- Integration of the key aspects of the CfW framework e.g. integral skills and cross-curricular skills into the AoLE(s).
- A deeper understanding of pedagogical content knowledge,
- Offer opportunities to connect and collaborate with Partnership schools and other agencies to deepen practical/applied knowledge and create and justify innovative pedagogies within a specialist area

TASK DESCRIPTION

The University recognises the importance of the development and mass access to Generative Artificial Intelligence (Generative AI), and its impact potential in higher education, including teaching, learning, assessment and access.

UWTSD's Generative Artificial Intelligence Guidance (Learning and Teaching) explains the University's position, pledges and expectations in the use of Generative AI tools.

The University has embarked on a journey of integrating AI in the curriculum and providing support to both students and staff to enhance their knowledge and literacy of AI.

From September 2024, all module assessments are expected to indicate the allowable use(s), if any, of AI in that assessment as part of the Assessment Specification Template.

The Library and Learning Resources has created bespoke training for students in AI literacy as part of the InfoSkills programme: [Academic and InfoSkills | UWTSD Intranet](#)

Support for students on the allowable uses of AI in assessment is available in Welsh and English. For the full set of materials, please see [AI Guidance » Hub](#)

The table below outlines the permissible use of AI for this module. Regardless of whether you choose to use AI, you **must** include an acknowledgement as specified in the [AI Acknowledgement Guidance](#) that is available on Hub.

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

SUGGESTED ASSESSMENT STRUCTURE

Objective:

Create a video response to demonstrate deep, critical practical and theoretical understanding of the role of the ALNCo.

Content Focus: *Suggested timings are for guidance only*

Submission : A word document of your reference list with a link to your video please.

Introduction (30 seconds):

Introduce yourself; name, student number and assignment title.

Question (3minutes 10 seconds)

How would you support Jack's teacher to create an inclusive classroom, in this scenario?

Jack is a Year 3 pupil recently diagnosed with Autism Spectrum Condition. He struggles with sensory processing issues, finds transitions between activities difficult, and often withdraws from group work. His teacher is unsure how best to differentiate lessons and manage sensory overload in the classroom.

Provide a critical review of how you may support others. Consider the child's needs and how they may be supported – the focus is on how you will guide the staff and suggest appropriate training etc (consider limitations to this). You may wish to draw upon relevant legislation surrounding ALN and what the child should have in place to be supported.

Question (3 minutes 10 seconds)

If there was a negative staff attitude to supporting children with ALN, how would you approach this?

Weave your criticality to discuss the legislation surrounding ALN, how is this woven into the Curriculum for Wales? Why may there be a negative attitude (remain ethical and free of judgement in your response) and how may this be overcome? What does the research show surrounding teacher confidence in supporting learners with needs?

Question (3 minutes 10 seconds)

What does the role of the ALNCo mean to you?

Consider your practical application and reflections on your own practice. Think about the impact of being a supportive practitioner and the needs of the children and staff. Draw upon your own philosophies and morals as a teacher but support with literature, case studies and theory, wherever possible. Link to professional standards.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

This video response on the role of the ALNCo is underpinned by a strong foundation of relevant and credible scholarly material. Students are expected to critically engage with a range of academic and professional sources, including journal articles, government publications such as the ALN Code for Wales (2021), and case studies from organisations like Estyn. These sources ensure that the video is not based solely on personal opinion or placement experience but is grounded in contemporary, evidence-informed understanding of inclusive education.

2. Knowledge and Understanding Skills

At level 6, you should be able to critically demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

In this video, Level 6 students are expected to move beyond description by critically demonstrating a strong understanding of the key principles underpinning additional learning needs and inclusive education. This includes engaging with established theoretical frameworks, such as inclusive pedagogy, the reflective practitioner (Schon), and the structure and rationale of the ALN system in Wales and the Curriculum for Wales. Students must show how these ideas have evolved and how they are applied in practice within school contexts, particularly through the role of the ALNCo. Knowledge is demonstrated through accurate use of terminology (e.g. universal provision, IDP, person-centred practice), and understanding is shown through interpretation – such as how strategic leadership or multi-agency collaboration

supports inclusion. By selecting and applying appropriate theories and concepts, students critically explore how policy and pedagogy intersect, particularly in the work of the ALNCo. Marks are awarded based on the depth of understanding and the ability to connect theory with real-world observation and reflection.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Rather than simply describing what the ALNCo does, students are required to reflect on how and why specific actions or strategies are used in particular contexts. For example, they might explore the tensions between paperwork and pupil-facing support, or analyse different approaches to managing IDPs or supporting neurodiverse learners. Through comparing policy expectations (e.g. the ALN Code) with observed practice in school, students engage in synthesis and informed critique. They are encouraged to consider issues such as workload, professional agency, or collaboration with external services, offering reasoned justifications and possible improvements. The aim is to develop thoughtful, well-argued conclusions – not just what the ALNCo does, but how their practice could be enhanced, and what that means for the student's own emerging pedagogy.

4. Practical Skills

At level 6, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

In the ALNCo video response, students apply educational theories and models to real-world school settings, demonstrating how concepts like inclusive pedagogy and person-centred planning work in practice. By reflecting on their experience of shadowing an ALNCo, they show how academic ideas are used to support learners, manage IDPs, and collaborate with

staff and agencies. Crucially, they are also expected to evaluate the limitations of these approaches – for example, the impact of time pressures or staffing on implementation. This allows them to critically assess how theory translates into practice within an employment context.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

This video allows students to demonstrate professional integrity by responding in a clear, structured academic format. It requires them to communicate ideas fluently, support arguments with evidence, and reflect critically on their development. By presenting insights in a well-organised, scholarly way, students show readiness for professional responsibility and the ability to communicate effectively in educational settings. The video allows students to engage with presenting themselves in a manner appropriate for real-world interviews.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use **Turnitin** to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6
In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
Engagement with literature (including reading, referencing academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident, though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent,	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research

area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	knowledge of the latest research and/or advanced scholarship within the discipline.	material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	some limited extent, is informed by current research and scholarship.	current research and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / misinterpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements. Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity. An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility;	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly;	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format. Can communicate professionally, confidently and consistently in a suitable format.

professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Work is poorly presented in a disjointed manner. It is loosely structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well structured and organised. Can work very well autonomously and/or as part of a team, with a very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.
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