

MODULE HANDBOOK

ECAD6018

Deepening Practice: ALN

BA (Hons) Primary Education with Qualified Teacher Status

Level 6

20 Credits

Yr Athrofa

2025-2026

Revalidated October 2023 for first intake September 2024

1. Point of contact

Module Lead: Laura Emanuel laura.emanuel@uwtsd.ac.uk

2. Our Expectations

We hope you enjoy the module and programme. We are here to help.

You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all sessions

Please read the University [Regulations for Students](#) and the Athrofa Engagement Policy.

3. Aims and Learning Outcomes

AIM(S)

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.

LEARNING OUTCOMES

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

- identify the role and responsibilities of an evidenced based practitioner;
- show a deepened understanding of the complex nature of the learning environment in order to deliver effective teaching and learning;
- secure an understanding of transformative practice through evaluating their own pedagogical practices in collaboration.

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.

4. Research Dispositions

Throughout each of the BA Programme, the work of Orchard and Winch (2015)¹ has been adapted and distilled into four research dispositions. These are illustrated with examples of knowledge, skills, understandings and behaviours which exemplify the disposition in the table below:

Disposition	Knowledge, skills, understandings and behaviours	RD
Being sceptical	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.	
Being ethical	To understand the ethical base of inquiry in a complicated workplace: • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.	
Being a skilled researcher	To understand the principles of social science research, and to know the different kinds of methods that are used and why: • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs. To understand how to construct an argument based on evidence and warrant in educational research: • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning: • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.	
Being part of an inquiring profession	To contribute to a community of inquiring practitioners: • Knowing whether, when and how to share outcomes of classroom inquiry; • Pro-actively contributing to a range of audiences; • Actively engaging with the inquiry and findings of others.	

¹ Orchard J. & Winch C. (2015) *Philosophical Perspectives on Education Policy. What training do teachers need? Why theory is necessary to good teaching*. IMPACT no.22

5. Assessment information

STUDY TIME ALLOCATION

There are 30 scheduled learning hours for this module.

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Journal	1375 words 23 / 2 / 2026	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual Presentation (recorded)	10 minutes 23 / 2 / 2026	50%

ASSESSMENT SUMMARY

Activity type	Percentage
Written exam	
Coursework	100% (50 + 50)
Practical	
TOTAL	100%

6. Assessment Tasks and Guidance

Please see the Assessment Specification for this module that can be found in Moodle under "Assessment Information".

INDICATIVE READING LIST

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Module Code	ECAD6018	
Module Title	Deepening Practice: Role of the ALNCo	
Classification	Reading List entry	Electronic*
Essential	Welsh Government (2021) <i>The Additional Learning Needs Code for Wales</i> Cardiff: WG. Available at: 220622-the-additional-learning-needs-code-for-wales-2021.pdf (gov.wales)	☒
Essential	ESTYN (2018) <i>Tracking progress to support pupils additional learning needs</i> . Cardiff, Crown Copyright. Available at: https://www.estyn.gov.wales/effective-practice/tracking-progress-support-pupils-additional-learning-needs	☒
Further	Peer, L. and Reid, G. (2021) <i>Special educational needs : a guide for inclusive practice</i> . Third edition. Edited by L. Peer and G. Reid. London: SAGE Publications.	☐
Essential	Welsh Government (2021) <i>An introduction to the new additional learning needs system in Wales</i> . Cardiff: Welsh Government. Available at: https://resources.hwb.gov.wales/VTC/ALN+L1/story.html	☒
Further	Bianchi-Muir, N. (2020) 'Martin-Denham, S. & Watts, S. (2019) The SENCo Handbook: leading provision and practice. London: Corwin', <i>British Journal of Special Education</i> , pp. 125–126. Available at: https://doi.org/10.1111/1467-8578.12303 .	☒
Further	British journal of special education. (1997) Stratford upon Avon: National Council for Special Education.	☒
Further	Jones, F., Jones, K. and Szwed, C. (2001) <i>The SENCO as teacher and manager : a guide for practitioners and trainers</i> . London: David Fulton.	☐
Further	Thompson, J. (2010) <i>The essential guide to understanding special educational needs</i> . 1st ed. Harlow, England ;: Longman Pearson.	☒
Further	Nye, E. <i>et al.</i> (2016) 'Classroom behaviour management strategies in response to problematic behaviours of primary school children with special educational needs: views of special educational needs coordinators', <i>Emotional and behavioural difficulties</i> , 21(1), pp. 43–60. Available at: https://doi.org/10.1080/13632752.2015.1120048 .	☒
Further	Smith, A. (2022) 'The experiences of new primary school special educational needs coordinators: presenting the SENCO voice through concept-drawing and personal narratives', <i>Support for learning</i> , 37(1), pp. 91–107. Available at: https://doi.org/10.1111/1467-9604.12397 .	☒
Further	Swansea Council (2022) ALN – Professionals who can help. Available at	☒

Commented [LE1]: Available in library as hard copies.

	https://www.swansea.gov.uk/article/3295/ALN---Professionals-who-can-help	
Further	Pearson, S. (2016), <i>Rethinking Children and Inclusive Education. Opportunities and Complexities</i> . London: Bloomsbury.	☒
Further	Choudry, S. (2021) <i>Equitable Education: what everyone working in education should know about closing the attainment gap for all pupils</i> . St Albans: Critical Publishing.	☒
Further	Richards, G. and Armstrong, F. (eds) (2016), <i>Teaching and Learning in Diverse and Inclusive Classrooms: Key Issues for New Teachers</i> . Second Edition. London: Routledge.	☒
Further	Rix, J., Walsh, C., Parry, J. and Kumrai, R. (2010), <i>Equality, Participation and Inclusion</i> . Second Edition: London Routledge.	☒