Prifysgol Wrecsam
Wrexham University

Module specification

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Module Code	EDY505
Module Title	Additional Learning Needs and Neurodiversity
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Education Studies	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	30 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
Total active learning and teaching hours	**30** hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	21/8/23

For office use only	
With effect from date	1/9/25
Date and details of revision	
Version number	1

Module aims

This module aims to introduce students to the concepts of Additional Learning Needs and Neurodiversity, with a particular focus upon the models of disability. Students will explore a range of conditions including (but not limited to) autism, ADHD, dyslexia, and dyspraxia. The module will also cover the legal frameworks, policies and practices that have been put in place to support individuals with Additional Learning Needs. Through discussion, case studies, and group activities, students will develop their understanding of the challenges faced by individuals with Additional Learning Needs and explore strategies to support their inclusion in society.

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

1	Demonstrate knowledge of the key theoretical principles surrounding Additional Learning Needs and Neurodiversity.
2	Analyse the impact of social, ethical and cultural factors on individuals with Additional Learning Needs and disabilities.
3	Evaluate the effectiveness of contemporary legislation designed to support an identified Additional Learning Need.
4	Justify a range of intervention/ support strategies to promote inclusion and support for a child (and their family) with an Additional Learning Need.

Assessment

Indicative Assessment Tasks:

1. Written assignment (2000 words)

This assignment requires students to explore the key theoretical principles surrounding Additional Learning Needs (ALN) and Neurodiversity. Students will analyse the impact that social and cultural factors may have upon individuals with ALN.

2. Case study (2000 words)

Using a given case study, students will focus upon an ALN, considering the effectiveness of contemporary legislation in supporting the needs of the individual and their families. Students will be required to justify a range of intervention support strategies that can help support inclusive practices.

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 number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2	Written Assignment	50%
2	3,4	Written Assignment	50%

Derogations

Derogations for progression apply to part-time students only, please refer to the programme specification.

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 explore:

- Defining Additional Learning Needs and Neurodiversity
- The medical v's social model of disability
- Understanding and embracing neurodiversity
- The impact of social and cultural factors on individuals with Additional Learning Needs and disabilities.
- Barriers to inclusion, and strategies that can be used to help overcome these.
- Inclusion v's exclusion
- Characteristics of a variety of Additional Learning Needs (e.g. Autism, Dyslexia, Dyspraxia, ADHD, Global Development Delay, Social Emotional and Mental Health etc)
- Exploring comorbidities, diagnosis and prevalence.
- Evaluate legislative changes and the implications of these upon educational practices.
- Welsh Context – Policy and Legislation

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.. Abingdon: Routledge

Other indicative reading

Armstrong, T. (2012), *Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life*. Alexandria, VA: ASCD

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

Goepel, J., Childerhourse, H. and Sharpe, S. (2015), *Inclusive Primary Teaching: A critical approach to equality and special educational needs and disability*. 2nd ed. Northwich: Critical Publishing

Welsh Government (2018) Additional Learning Needs and Tribunal (Wales) Act

Welsh Government (2021), ALN Code of Practice

Employability– the University Skills Framework

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