MEd in Professional Practice in Maths-Related Difficulties

Programme Specification

1. Programme title	MEd in Professional Practice in Maths-Related Difficulties
2. Awarding institution	Middlesex University
3a. Teaching institution **3b. Language of study**	Dyslexia Action/Real Group Ltd English
4a. Valid intake dates **4b. Mode of study**	Autumn and Spring Part time Distance Learning
5. Professional/Statutory/Regulatory body	British Dyslexia Association (BDA) Dyslexia Guild, SpLD Assessment Standards Committee (SASC)
6. Apprenticeship Standard	n/a
7. Final qualification(s) available	Master of Education Postgraduate Diploma Postgraduate Certificate
8. Year effective from	2021-2022

9. Criteria for admission to the programme

Prospective students will have:

- An honours degree or equivalent.
- Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 (with a minimum of 6 in all components). See University Regulations for Postgraduate (masters) programmes. https://www.mdx.ac.uk/about-us/policies/university-regulations
- Recent and relevant experience (minimum of two years in a teaching/teaching support role)

Applicants who do not fulfil all the requirements above may be considered for 'special entry' if they can demonstrate other relevant academic and professional experience. Such applicants are advised to apply in the first instance and fully explain their experience in their application statement.
http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/

10. Aims of the programme

The programme aims to:

- Enable participants to develop critical thinking skills, reflective practice and disciplined enquiry at master's level
- Provide participants with a thorough theoretical grounding in the complex field of maths-related difficulties including those characterised as dyscalculia
- Challenge practitioners to reappraise their current practice in the light of their studies and to enhance the life opportunities of people with maths-related difficulties
- Produce enlightened, reflective practitioners who have the specialist subject knowledge necessary to competently assess, plan intervention programmes and educate learners with maths-related difficulties
- Develop participants' ability to deal systematically with complex educational issues and to communicate their specialist knowledge to specialist and non-specialist audiences in a range of settings
- Develop practice using the findings of published research and via critical analysis of the evidence base for assessment paradigms and interventions for maths-related difficulties
- Develop skills as practitioner researchers

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. A range of research perspectives and factors that can affect numeracy acquisition and cognitive processing.
2. The theoretical underpinnings of structured, sequential, cumulative, multisensory tuition for maths-related difficulties.
3. A range of teaching methods and resources for supporting mathematical development with reference to theories and research.
4. The principles and practice of the psychometric assessment process relating to maths performance.

Teaching/learning methods

Students gain knowledge and understanding through:

- guided study utilising the online learning platform, webinars, online discussion forums, online tutor support
- critical analysis of current research
- the application of new theoretical and professional knowledge to their practice.

Assessment methods

Students' knowledge and understanding is assessed by:

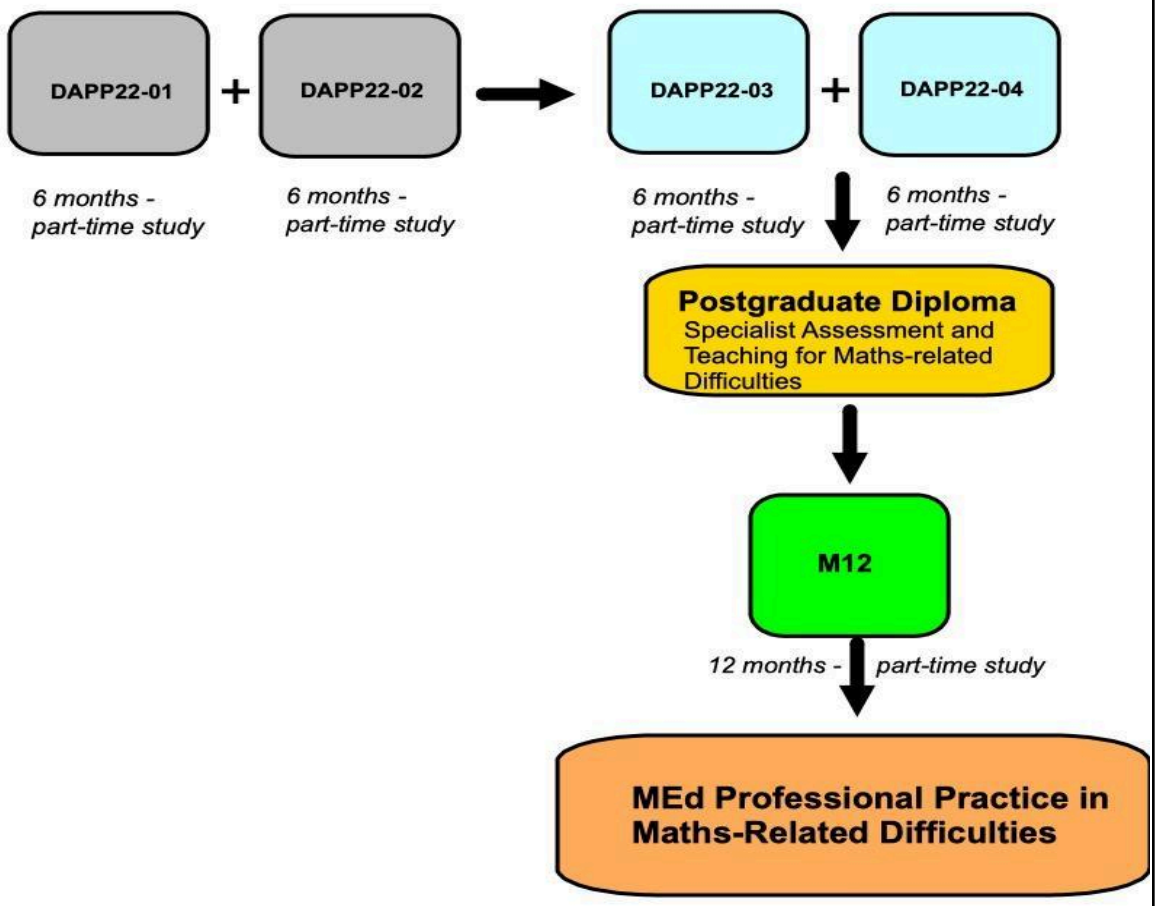
- written coursework comprising critical analysis, applied practice analysis and reflective analysis.

5. The research, literature, policy and guidance surrounding the area of maths-related difficulties. 6. The way in which theory and research contribute to the development of professional practice in maths teaching and assessment. 7. How knowledge explored in the module has impacted on wider educational policy and professional practices. 8. The range of research paradigms.	
B. Skills On completion of this programme the successful student will be able to: 1. Competently conduct an assessment process to analyse mathematical skills using a bespoke set of non-standardised methods. 2. Adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with maths-related difficulties using structured, cumulative multisensory methods. 3. Perform a consultative role to support practitioners working in the field of maths teaching. 4. Critically reflect on observations and experiences of professional practice and make links with theories and research relevant to maths-related difficulties. 5. Identify and critically analyse factors that have shaped educational policy and practice for students with maths-related difficulties.	**Teaching/learning methods** Students learn skills through: ● assigned tasks within their applied educational setting and coaching. ● self-direction and originality in tackling and solving problems. ● acting autonomously in planning and implementing tasks at a professional level. **Assessment methods** Students' skills are assessed by: ● coursework including applied practice analysis of the needs/ problems of current work setting. ● critique of current theoretical perspectives and critical self-reflection to enhance future practice.

6. Synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of maths-related difficulties.	

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme



12.2 Levels and modules		
Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: ● DAPP22-01 Mathematical Understanding and Teaching Methods - Underpinning Theory (30 credits) ● DAPP22-02 Maths Teaching and Dynamic Assessment (30 credits) ● DAPP22-03 Psychometric Assessment of Maths-related Difficulties (30 credits) ● DAPP22-04 Consulting on Maths-related Difficulties (30 credits) **and** ● M12 Enquiry-based SEND Practice (60 credits) - taken in the final year of the programme Or meet 30 credits related to these modules through Recognition of Prior Learning (RPL).	n/a	Students must have successfully completed 120 credits for progression to Enquiry Module M12 (60 credits) to then gain the MEd in Professional Practice in Dyslexia and Literacy.

12.3 Non-compensatable modules	
Module level	**Module code**
7	DAPP22-01
7	DAPP22-02
7	DAPP22-03
7	DAPP22-04
7	M12

13. Information about assessment regulations

This programme will run in line with general University Regulations:
www.mdx.ac.uk/about-us/policies/university-regulations

Middlesex University London has a 1-20 grading scale, with grade 1 being the highest grade. Grades 1-4 are a distinction. Grades 5-8 are a Merit. Grades 9-16 are given a Pass.
https://unihub.mdx.ac.uk/study/assessment/assessment-regulations-guide

14. Placement opportunities, requirements and support (if applicable)

n/a

15. Future careers / progression

Graduates of this programme will continue to work in their school or other educational setting, they will be able to apply for professional positions as specialist teachers and assessors. Graduates will be able to take on further responsibility within the field of mathematical development and mathematical cognition. Also, graduates achieving this Master qualification will be equipped to begin study at PhD or Professional Doctorate level.

Completion of this master's programme can lead to specialist maths teacher/assessor membership with a relevant professional body (e.g., BDA, Dyslexia Guild, Patoss).

16. Particular support for learning (if applicable)

- Support for online learning will be given as this programme is delivered via distance learning.
- Students entering the programme may have a range of recent academic experience, with some continuing students, and some with a gap between their last studies at higher education and/or master's level.
- Advice is available on all the modules to support any student with the study skills they need to undertake the programme including: critical analysis, critical writing and academic referencing.
- Students are also encouraged to think critically about the area of special educational needs relevant to their particular educational setting.
- Technical support for the virtual learning platform and any general technology support issues is provided by the Dyslexia Action/ Real Group IT department. Pastoral support is also provided by the tutor team who ensure each student's needs are treated according to their individual situation.

Tutorials are required for the final Enquiry-based SEND practice modules. These are facilitated by online video conferencing (such as Zoom or Skype).

17. JACS code (or other relevant coding system)	X161
18. Relevant QAA subject benchmark(s)	https://www.qaa.ac.uk/quality-code/subject-benchmark-statements

19. Reference points

- Middlesex University regulations. These can be found at: https://www.mdx.ac.uk/about-us/policies/university-regulations
- Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008) https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks
- QAA Relevant Subject Benchmark Statement(s) http://www.qaa.ac.uk/quality-code
- Master's Degree Characteristics Statement - QAA https://www.qaa.ac.uk//en/quality-code/supporting-resources

20. Other information

Access to a computer with word processing and suitable internet connection is a requirement for online study.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for MEd in Professional Practice in Maths-related Difficulties

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes
NB: All programme learning outcomes are developed to Level 7.

Knowledge and understanding	
A1	A range of research perspectives and factors that can affect numeracy acquisition and cognitive processing.
A2	The theoretical underpinnings of structured, sequential, cumulative, multisensory tuition for maths-related difficulties.
A3	A range of teaching methods and resources for supporting mathematical development with reference to theories and research.
A4	The principles and practice of the psychometric assessment process relating to maths performance.
A5	The research, literature, policy and guidance surrounding the area of maths-related difficulties.
A6	The way in which theory and research contribute to the development of professional practice in maths teaching and assessment.
A7	How knowledge explored in the module has impacted on wider educational policy and professional practices.
A8	The range of research paradigms.
Skills	
B1	Competently conduct an assessment process to analyse mathematical skills using a bespoke set of non-standardised methods.
B2	Adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with maths-related difficulties using structured, cumulative multisensory methods.
B3	Perform a consultative role to support practitioners working in the field of maths teaching.
B4	Critically reflect on observations and experiences of professional practice and make links with theories and research relevant to maths-related difficulties.
B5	Identify and critically analyse factors that have shaped educational policy and practice for students with maths-related difficulties.
B6	Synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of maths-related difficulties.

Programme outcomes													
A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6
Highest level achieved by all graduates													
7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6
Mathematical Understanding and Teaching Methods - Underpinning Theory	DAPP22-01	*	*												
Maths Teaching and Dynamic Assessment	DAPP22-02		*	*						*	*				
Psychometric Assessment of Maths-related Difficulties	DAPP22-03	*		*	*							*			
Consulting on Maths-related Difficulties	DAPP22-04			*								*	*		
Enquiry-based SEND Practice	M12					*	*	*	*				*	*	*