

# Postgraduate Certificate Specialist Teaching for Maths-related Difficulties

## Programme Specification



<b>1. Programme title</b>	Postgraduate Certificate Specialist Teaching for Maths-Related Difficulties
<b>2. Awarding institution</b>	Middlesex University
<b>3a. Teaching institution</b> <b>3b. Language of study</b>	Dyslexia Action / Real Group Ltd English
<b>4a. Valid intake dates</b> <b>4b. Mode of study</b>	Sept/Jan/April Distance Learning (Part-time study)
<b>5. Professional/Statutory/Regulatory body</b>	British Dyslexia Association (BDA) Dyslexia Guild
<b>6. Apprenticeship Standard</b>	n/a
<b>7. Final qualification(s) available</b>	Postgraduate Certificate
<b>8. Year effective from</b>	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)
- GCSE Maths Grade C/ 4 or equivalent

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 students to develop critical thinking skills, reflective practice and disciplined enquiry to postgraduate level through study of the theory and practice associated with the teaching and non-standardised appraisal of learners with maths-related difficulties.

## 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.

### 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.

### 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

### 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.

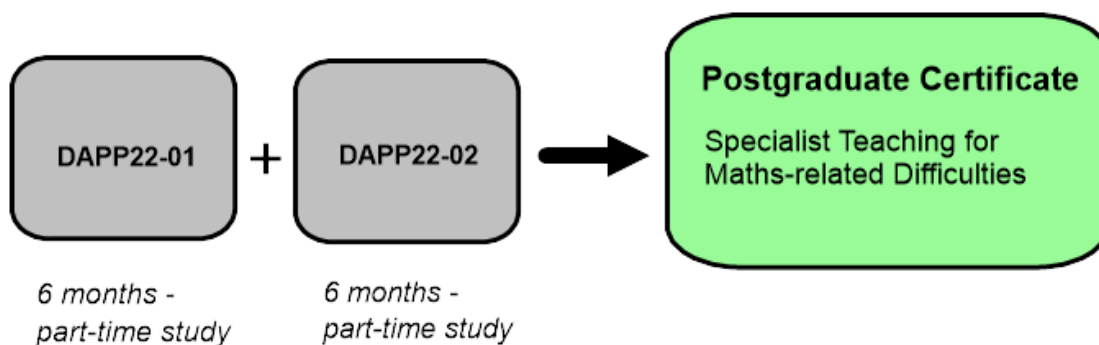
### Assessment methods

Students' skills are assessed by:

structured, cumulative multisensory methods.	<ul style="list-style-type: none"> <li>• coursework including applied practice analysis of the needs/problems of current work setting</li> <li>• critique of current theoretical perspectives and critical self-reflection to enhance future practice..</li> </ul>
3. Critically reflect on observations and experiences of professional practice and make links with theories and research relevant to 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)

Or meet 30 credits related to these modules through Recognition of Prior Learning (RPL).

n/a

### 12.3 Non-compensatable modules

Module level	Module code
7	DAPP22-01
7	DAPP22-02

### 13. Information about assessment regulations

*This programme will run in line with general University Regulations:  
For Validated partners, please insert the link to the regulations you follow*  
<https://www.mdx.ac.uk/about-us/policies/university-regulations>

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

n/a

### 15. Future careers / progression

**Future careers:** Completing the PGCert in Specialist Teaching for Maths-related Difficulties is likely to enhance students' suitability for working in whole class and one-to-one tutoring situations with learners with a wide variety of maths-related difficulties. It gives a firm foundation for future studies for those wishing to develop careers in the area of maths-related difficulties consultation or psychometric assessment. Completion of this postgraduate diploma can lead to specialist maths teacher membership with a relevant professional body (e.g., BDA, Dyslexia Guild, Patoss).

**Progression:** Successful completion enables students to progress onto the PGDip - *Specialist Assessment and Teaching for Maths-related Difficulties*

### 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 Training IT department. Pastoral support is also provided by the tutor team who ensure each student's needs are treated according to their individual situation.

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

<b>19. Reference points</b>
<ul style="list-style-type: none"> <li>● Middlesex University regulations. These can be found at: <a href="https://www.mdx.ac.uk/about-us/policies/university-regulations">https://www.mdx.ac.uk/about-us/policies/university-regulations</a></li> <li>● Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008) <a href="https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks">https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks</a></li> <li>● QAA Relevant Subject Benchmark Statement(s) <a href="http://www.qaa.ac.uk/quality-code">http://www.qaa.ac.uk/quality-code</a></li> <li>● Master's Degree Characteristics Statement - QAA <a href="https://www.qaa.ac.uk/en/quality-code/supporting-resources">https://www.qaa.ac.uk/en/quality-code/supporting-resources</a></li> </ul>

<b>20. Other information</b>
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 Postgraduate Certificate Specialist Teaching for 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.

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

Knowledge and understanding of:	
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.
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	Critically reflect on observations and experiences of professional practice and make links with theories and research relevant to maths-related difficulties.

Programme outcomes				
A1	A2	B1	B2	B3
Highest level achieved by all graduates				
7	7	7	7	7

Module Title	Module Code by Level	Level 7				
		A1	A2	B1	B2	B3
Mathematical Understanding and Teaching Methods - Underpinning Theory	DAPP22-01	*	*			
Maths Teaching and Dynamic Assessment	DAPP22-02		*	*	*	*