

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	DAPP21-03
2.	Title:	Psychometric Assessment of Literacy-related Difficulties
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Gill Cochrane
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	DAPP21-01 plus DAPP21-02 are studied. or DAPP21-01 plus accredited specialist teaching qualification.
	(b) Programme restrictions	See entry criteria for programme.
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Aims:	To give practitioners a grounding in key statistical concepts, in-depth knowledge of a complex, standardised literacy assessment tool and to familiarise practitioners with a reporting protocol for literacy-related difficulties.
10	Learning outcomes:	<p>Knowledge and Skills</p> <p>On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse the principles of psychometric assessment. 2. Accurately process and interpret statistical information relevant to the context. 3. Employ a standardised assessment tool in a manner that demonstrates understanding of the psychometric assessment process. 4. Construct an assessment report that effectively appraises literacy-related difficulties. 5. Critically reflect on observations and experiences of assessment reporting in order to refine future professional practice.
11	Syllabus:	<ul style="list-style-type: none"> ● Introduction to psychometric assessment (basic statistics). ● Introduction to assessment administration and scoring. ● Familiarisation with a complex, co-normed assessment battery for appraising literacy skills ● Working within a set assessment report format to appraise literacy skills. ● Using reflective models and structured self-evaluation materials to improve professional performance. ● Evaluating professional skills and responsibilities.

12	<p>Learning and teaching strategy:</p> <p>Learning and teaching will be via a module on a virtual learning environment (VLE).</p> <p>Module activities include:</p> <ul style="list-style-type: none"> • Formative exercises such as multiple-choice quizzes with instant feedback, short-answer questions. • Problem-based learning scenarios. • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>The online learning environment supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums. • Interaction with tutors including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. 															
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme (for example, would include but not be limited to):</p> <ul style="list-style-type: none"> • Quizzes: comprehensive quizzes covering key statistical content for practice of score calculation, key concept retention etc. - automatic feedback via Moodle. • Informal administration of a relevant assessment battery with family member or colleague - reflection on what has been learnt via a forum. • Case study - sifting evidence to explain/interpret performance. • Observed Administration: digital recording of assessment administration, score sheets etc. and students' self-evaluation of performance submitted for in-depth tutor review. 															
	<p>b) Summative assessment scheme</p> <table border="1" data-bbox="261 1339 1469 1995"> <thead> <tr> <th data-bbox="261 1339 746 1406">Task</th> <th data-bbox="746 1339 911 1406">Weighting</th> <th data-bbox="911 1339 1043 1406">Word count</th> <th data-bbox="1043 1339 1222 1406">LO mapped to</th> <th data-bbox="1222 1339 1469 1406">Ethics approval required</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 1406 746 1895"> <p>Short Answer Paper (For example): Using Statistics to Understand Performance Portfolio):</p> <ul style="list-style-type: none"> • Numerical questions • Short answer conceptual questions • Short critical piece on the limits of statistical information • Questions on accurate test administration and scoring. </td> <td data-bbox="746 1406 911 1895">40%</td> <td data-bbox="911 1406 1043 1895">2000</td> <td data-bbox="1043 1406 1222 1895">1,2,3</td> <td data-bbox="1222 1406 1469 1895"><input type="checkbox"/> No</td> </tr> <tr> <td data-bbox="261 1895 746 1995"> <p>Report: (For example) - Construct a professional literacy-related assessment report and reflect</p> </td> <td data-bbox="746 1895 911 1995">60%</td> <td data-bbox="911 1895 1043 1995">3000</td> <td data-bbox="1043 1895 1222 1995">4,5</td> <td data-bbox="1222 1895 1469 1995"><input type="checkbox"/> No</td> </tr> </tbody> </table>	Task	Weighting	Word count	LO mapped to	Ethics approval required	<p>Short Answer Paper (For example): Using Statistics to Understand Performance Portfolio):</p> <ul style="list-style-type: none"> • Numerical questions • Short answer conceptual questions • Short critical piece on the limits of statistical information • Questions on accurate test administration and scoring. 	40%	2000	1,2,3	<input type="checkbox"/> No	<p>Report: (For example) - Construct a professional literacy-related assessment report and reflect</p>	60%	3000	4,5	<input type="checkbox"/> No
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	upon own practice in report-writing and areas for future development.				
	Do all assessments need to be passed in order to pass the module Yes				
	Seen examination	n/a			
	Unseen examination	n/a			
	Coursework (no examination)	100%			
14	Timetabled examination required	No			
15	Length of exam	n/a			
16	<p>Learning materials</p> <p>Many of the learning materials have been purpose-written for the module and are available on the learning platform.</p> <p>Most other reading materials that are part of the core materials can be accessed via links to the Dyslexia Action Electronic Library or via EBSCO Host.</p> <p>Essential Assessment Equipment: This is a professional practice module; students need access to the tools used by qualified assessors of mathematical performance. These are provided with restricted access/right of use whilst students are in training. For example, (a co-normed assessment battery to appraise key literacy skills) such as:</p> <ul style="list-style-type: none"> • <i>Wechsler Individual Achievement Test: Third UK edition for Teachers (2018)</i> (WIAT-III-UK-T) London: Pearson Assessment. <p>Essential Readings:</p> <ul style="list-style-type: none"> • Boyle, J. and Fisher, S. (2007) <i>Educational Testing: A Competence-Based Approach</i>. BPS Blackwell: Oxford • Coaley, K. (2014). <i>An introduction to psychological assessment and psychometrics</i>. Sage • Goldfinger, K., & Pomerantz, A. M. (2014). <i>Psychological assessment and report writing</i>. Sage. <p>Recommended: Johnson, B. & Hagger-Johnson, G. (2013) <i>Psychometric Assessment, Statistics and Report Writing</i>. Oxford: Pearson Assessment.</p>				

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):

Programme code(s)	Programme title(s)	Core/Optional
n/a		

Validated collaborative partner (if applicable):

n/a

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	Yes
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	Yes
External Examiner(s)	Yes