Appendix 3l

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

New Module Form/Module Narrative

1.	**Module code:**	DAPP21-04
2.	**Title:**	Psychometric Assessment of Cognitive Processing
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	DAPP21-03 studied.
	(b) Programme restrictions	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	**Aims:** To extend practitioners' knowledge of key statistical concepts associated with educational assessment. To familiarise practitioners with a reporting protocol for the cognitive processing difficulties associated with dyslexia and to give practitioners the opportunity to hone consultative skills.	

10.	**Learning outcomes:**
	(Knowledge and Skills sections can be merged if appropriate)
	
	Knowledge and Skills
	On successful completion of this module, the student will be able to:
	    1. Competently employ a battery of assessment tools that appraises a range of cognitive processing skills associated with academic and work-based performance.
	    2. Construct assessment reports that effectively appraise the cognitive processing processes associated with dyslexia.
	    3. Critically reflect on observations and experiences of practice in cognitive processing reporting in order to refine future professional practice.
	    4. Critically examine own professional impact in a staff development role.	

11.	**Syllabus:** ● Extension of statistical knowledge associated with educational assessment. ● Refining assessment administration and scoring skills. ● Familiarisation with the assessment batteries that appraise memory, phonological skills and learning process performance. ● Linking examinees' performance to recommendations/strategies to support understanding and skill development in learners. ● Working within different assessment report formats. ● Using reflective models and structured self-evaluation materials to enhance professional performance. ● Introduction to current models of mentor/coach/consultant ● Developing consultative skills, professional skills and responsibilities.	

Appendix 3I

12.	**Learning and teaching strategy:**
	Learning and teaching will be via a module on a virtual learning environment (VLE).
	Module activities include:
	- 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.
	The online learning environment supports a collaborative learning environment with:
	- 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.	**Assessment scheme:**
	(a) Formative assessment scheme (for example, would include but not be limited to):
	- Quizzes: comprehensive quizzes covering key module content (formulae, score conversion and transformations; short answer conceptual questions) - automatic feedback via virtual learning environment - Case Study Analysis – using different pools of evidence to draw conclusions about performance profiles - Disabled Student Allowance Reporting – familiarisation with the process and the reporting conventions. - Formative observation - Self-reflection on assessment administration using a digital recording of practice submitted for tutor review. Including tutor review of selected subtests from a cognitive processing battery. - Assessment Report: Write up the findings of an assessment process that includes measures of cognitive processing and literacy in a given format. Includes a critical self-reflection on own report-writing skills. - Work within a group to generate a draft presentation attendee questionnaire. - Self-constructed presentation to staff on literacy-related difficulties/dyslexia garnering feedback using an attendee (virtual or face-to-face) questionnaire.
	b)Summative assessment scheme

Task	Weighting	Word count	LO mapped to	Ethics approval required
Assessment Process Portfolio - (including, for example): *Assessment Report: Conduct an assessment administration and construct a professional assessment report for an examinee that displays knowledge of the cognitive processing differences associated with dyslexia. Reflect upon own*	*80*	*4000*	*1,2,3*	☐ *No*

	report-writing practice to enhance future professional development. ● *Observed Administration: submit a digital recording of an assessment administration to demonstrate competent practice.* ● *Analysis of own assessment administration practice using a 'Performance Analysis Checklist' and a digital recording of a lesson.*				
	Staff Development Activity Reflection: (For example) *- Reflection upon a presentation process including:* ● *Graph summarising feedback given on the effectiveness of the presentation.* ● *Analysis of own effectiveness in a staff development role with reference to current models of mentor/coach/ consultant.* ● *List of key areas for future professional development in an advisory role.*	*20*	*1000*	*4*	☐ *No*

	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.	**Learning materials**
	Many of the learning materials have been purpose-written for the module and are available on the learning platform.
	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.
	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. Examples include:
	● *Wechsler Individual Achievement Test: Third UK edition for Teachers* (2018) (WIAT-III-UK-T) London: Pearson Assessment. ● Reynolds, C.R. & Bigler, E.D. (2007). *Test of Memory and Learning 2 (TOMAL 2).* Pro-Ed. ● Comprehensive Test of Phonological Processing 2 (CTOPP2). Pro-Ed.
	Essential Readings:

	● Newman, D. S., & Rosenfield, S. A. (2018). *Building competence in school consultation: A developmental approach*. Routledge.
	Recommended: Hulme, C., Snowling, M. and Nation, K., 2020. Defining and understanding dyslexia: past, present and future. Oxford Review of Education.

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