

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

New Module Form/Module Narrative

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|----|---|---|
| 1. | Module code: | DAPP22-04 |
| 2. | Title: | Consulting on Maths-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 | DAPP22-03 studied. |
| | (b) Programme restrictions | None |
| | (c) Level restrictions | None |
| | (d) Other restrictions or requirements | None |
| 9. | Aims: | To give maths assessors the opportunity to develop their consultative skills in a range of areas of practice: resource use/design, intervention design and support and CPD delivery. Psychometric assessment is studied further in order to enable maths assessors to develop comprehensive, bespoke assessment batteries with a focus on qualitative as well as quantitative methods - a knowledge base required for those consulting on the use of assessment in maths support. |
| 10 | Learning outcomes: | |
| | Knowledge and Skills | |
| | On successful completion of this module, the student will be able to: | |
| | 1. Compile bespoke batteries of standardised and non-standardised assessment tools to examine the maths performance of learners, justifying choices made. | |
| | 2. Conduct an assessment of maths-related difficulties in order to construct an intervention-oriented report that effectively pinpoints key strengths and weaknesses in a range of memory and reasoning processes . | |
| | 3. Advise teachers and support staff on the selection of maths teaching resources to enable specific areas of misconception or challenge for learners to be effectively addressed. | |
| | 4. Devise and deliver presentations based on current research and practice perspectives on maths-related difficulties to strategically support staff development requirements. | |
| | 5. Critically examine own professional impact with reference to specific areas of maths-related difficulties support. | |
| 11 | Syllabus: | |
| | <ul style="list-style-type: none"> ● Current models of mentor/coach/consultant ● Elements of a professional maths assessor's toolkit (custom-built, non-standardised and standardised assessment resources). ● Comprehensive assessment analyses of maths performance. ● Designing maths interventions for learners from assessment findings for other professionals to carry out. ● Developing advisory skills in the tailoring of maths equipment and strategies to address particular areas of weakness or misconception in learners. | |

| | <ul style="list-style-type: none"> Developing consultative skills: justification of recommendations with reference to theory, research and own professional experience. Developing consultative skills: CPD content delivery to fellow professionals to enhance staff understanding and effectiveness in maths support. | | | | | | | | | | |
|--|--|------------|--------------|-----------------------------|--------------|--------------------------|--|----|------|-----|-----------------------------|
| 12 | <p>Learning and teaching strategy:</p> <p>Learning and teaching will be via a module on a virtual learning environment (VLE). 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"> Compulsory case study forum: Join peers in analysing a set of consultant case studies - identifying key areas of strength in the consultant and areas where development is required. With reference to theory/models associated with advisory roles. Critically analyse a range of assessment tools/methods using a checklist and short explanatory notes (to be included in <i>Assessment Process Portfolio</i> appendix). Compile a personalised portfolio of resource 'solutions' for a range of areas of difficulty/misconception in learners for use in future advisory situations. Work within a group to generate a draft presentation/CPD event attendee questionnaire. Construct a presentation on support for maths-related difficulties as a CPD tool for staff. Deliver a CPD presentation on maths-related difficulties garnering feedback using an attendee (virtual or face-to-face) questionnaire. Compulsory forum - Peer-review and rating of CPD presentations | | | | | | | | | | |
| | <p>b) Summative assessment scheme</p> <table border="1"> <thead> <tr> <th>Task</th> <th>Weighting</th> <th>Word count</th> <th>LO mapped to</th> <th>Ethics approval required</th> </tr> </thead> <tbody> <tr> <td> Assessment Process Portfolio (for example, including): <ul style="list-style-type: none"> <i>Design and conduct a maths assessment, justifying choice of tools.</i> <i>Assessment Report: Build</i> </td> <td>60</td> <td>3000</td> <td>1,2</td> <td><input type="checkbox"/> No</td> </tr> </tbody> </table> | Task | Weighting | Word count | LO mapped to | Ethics approval required | Assessment Process Portfolio (for example, including): <ul style="list-style-type: none"> <i>Design and conduct a maths assessment, justifying choice of tools.</i> <i>Assessment Report: Build</i> | 60 | 3000 | 1,2 | <input type="checkbox"/> No |
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| | | | | | |
|---|--|------|------|---------|-----------------------------|
| | <p><i>an intervention plan for learner from assessment findings</i></p> <ul style="list-style-type: none"> • <i>Observed Administration: submit a digital recording of an assessment administration to demonstrate competent practice.</i> • <i>Analysis of own assessment practice using a 'Performance Analysis Checklist' and a digital recording of a lesson.</i> | | | | |
| | <p>Staff Development Assignment (for example): <i>Reflect upon the consultation process and on general professional impact with reference to current models of mentor/coach/ consultant.</i></p> | 40 | 2000 | 3, 4, 5 | <input type="checkbox"/> 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 | <p>Learning materials</p> <p>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.</p> <p>Essential Assessment Equipment:</p> <p>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 of such materials include:</p> <ul style="list-style-type: none"> • Reynolds, C.R. & Bigler, E.D. (2007). <i>Test of Memory and Learning 2 (TOMAL 2)</i>. Pro-Ed. • Feifer, S.G. & Kovach Clark, H. (2016). <i>The Feifer Assessment of Mathematics (FAM)</i>. Psychological Assessment Resources (PAR) <p>Essential Readings:</p> <ul style="list-style-type: none"> • Newman, D. S., & Rosenfield, S. A. (2018). <i>Building competence in school consultation: A developmental approach</i>. Routledge. • Whitmore, J. (2017). <i>Coaching for performance</i>. London: Nicholas Brealey Publishing | | | | |

| 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:

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