

M11B

Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – Application & Reflection

1.	Short Code	M11B
2.	Title	Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – Application & Reflection
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special educational needs and disability: the role of cognition
7.	Module Leader	Dr Jane Yeomans, Ruth Deutsch
8.	Accredited by	
9.	Module Requisitions	
	Pre-requisite	M11A, or you are concurrently enrolled on M11A (i.e. you are enrolled on both modules of the same topic)
	Programme Restriction	None
	Level restrictions	None
	Other restrictions or requirements	None
10.	Automatic deferral	No
11.	Aims <ul style="list-style-type: none"> • To apply skills and knowledge from M11A to a real life case • To use models of consultation to work with a peer in order to complete a cognitive profile of a learner 	
12.	Learning Outcomes Knowledge On successful completion of this module, students will have: <ol style="list-style-type: none"> 1. In depth knowledge of the Cognitive Abilities Profile 2. In depth knowledge of models of consultation 3. Understand the contribution of cognitive abilities to a learner's profile of attainment 4. Understand the importance of linking assessment and intervention Skills On successful completion of this module, students will be able to: <ol style="list-style-type: none"> 5. Observe a learner and use the CAP section A to rate the cognitive abilities 6. Observe a learner and use the CAP section B to rate his/her response to teaching and mediation 7. Carry out a task analysis of a task that the learner has been asked to complete, using Section C of the CAP; 8. Draw up a CAP intervention plan for the learner, using information gathered in Sections A, B and C of the CAP 9. Carry out a consultation with a colleague using selected sections of the CAP 	
13.	Syllabus Using interactive assessment data to plan interventions for cognitive functioning. Models of teaching and promoting cognitive functioning in the classroom (separate, embedded, infused). Models of consultation.	
14.	Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. This module is often taught to also	

include two days of required face to face training.

Students access the study topics, including the learning activity instructions and supporting content through Campus Online.

Campus Online is an integrated environment that:

- Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
- Allows students to manage and track their progress through the activities and assessments.
- Enables students to submit their evidence and assignments, and receive feedback from their tutors.

As this module is focused on Application & Reflection, the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.

These activities include:

- Reflection on practice, structured through 'learning log' online entries.
- Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.
- Problem-based learning scenarios.

There is access to supporting content including:

- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
- Interaction with tutors and learning coaches 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.

Assessment is through coursework assignments covering the 9 learning outcomes and will consist of (numbers in brackets refer to learning outcomes assessed):

Practice analysis (2000 words equivalent): A cognitive profile of a learner (1,4,5,6,7) which includes:

- Reasons for selection
- A completed CAP Sections A, B and C
- A completed intervention plan

This to be the equivalent of 2,000 words

Reflective analysis (4000 words or equivalent): A reflective commentary on the use of the CAP, including:

- A reflection/critique of use of the CAP in a consultation context. (1,2,9)
- A reflection about the overall strengths and limitations of the CAP, with reference to published sources. (1,2,3)

Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based

	submissions.	
15.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p>Learning materials</p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/</p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>Students may also draw on the reference list in the Cognitive Abilities Profile.</p> <p>The resource bank area of the module website.</p> <p>Deutsch, R., Mohammed, M. (2010) <i>The Cognitive Abilities Profile</i>. Canterbury: Real Press.</p> <p><u>Recommended</u></p> <p>Egan, G. (1997) <i>The Skilled Helper: A Problem Management Approach</i>. 6th edn. Brooks/Cole.</p> <p>Hanko, G. (1989b) 'Sharing expertise: developing the consultative role', in Evans, R. (ed) <i>Special Educational Needs: Policy and Practice</i>. Oxford: Blackwell.</p> <p>Ajmal, Y. and Rees, I. (2001) <i>Solutions in schools</i>. London: BT Press.</p> <p><u>Indicative Reading</u></p> <p>Evan, S. (2005). 'The development of a group consultation approach to service delivery', <i>Educational Psychology in Practice</i>, 21, 2, pp.131–146.</p> <p>Gillies E. (2000) 'Developing consultation partnerships', <i>Educational Psychology in Practice</i>, 16, 1, pp.31–39.</p> <p>Wagner, P. (2000) 'Consultation: developing a comprehensive approach to service delivery', <i>Educational Psychology in Practice</i>, 16, 1, pp.9–19.</p>	