

Module Narrative

1.	Module title:	Psychometric Assessment of Literacy-related Difficulties
2.	Module code:	DAPP21-03
3	Credits:	30
4	FHEQ level:	7
5.	Start semester:	Real Group does not have a semester-based academic year. Modules have multiple start dates per year.
6.	Module leader:	Dr Anna Smith
7.	Accredited by:	
8.	Module restrictions:	
	Pre-requisite requirements	DAPP21-01
	Programme restrictions	None
	Level restrictions	None
	Other restrictions or requirements	• Be already studying on, or have previously completed, DAPP21-02. • Access to appropriate psychometric tests. A list of current tests required for the module can be found on the module's page on the Dyslexia Action website. • Access to appropriate learners to conduct psychometric tests on. • Access to an appropriate setting to conduct psychometric tests in.

9. Module aims

To give practitioners a grounding in key statistical concepts and in-depth knowledge of a complex, standardised literacy assessment tool. To explore the principles of psychometric assessment via the use of a standardised literacy assessment tool. To familiarise practitioners with a reporting protocol for literacy-related difficulties. To lay the key foundations for the role of specialist teacher-assessor.

10. Learning outcomes**Knowledge and Skills**

On successful completion of this module, the student will be able to:

1. Accurately process and interpret statistical and psychometric information relevant to the context.
2. Compile a critical evaluation of administration practice that demonstrates a grasp of psychometric assessment commensurate with this stage of training.

3. Construct an assessment report that effectively appraises literacy-related difficulties.
4. Critically reflect on experiences of report-writing in order to refine future professional practice.

11. Syllabus

- 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.
- Qualitative information - its contribution to interpretation in assessments
- Analysis of written output
- Using reflective models and structured self-evaluation materials to improve professional performance.
- Evaluating professional skills and responsibilities.
- AI literacy and ethics for specialist assessors.

12. Learning and teaching

12a. Learning and teaching strategy

Learning and teaching will be via distance education using Real Group's online Virtual Learning Environment, Campus Online.

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 guidance about the completion of 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.
- Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies.
- Enables students to submit their evidence and assignments, and receive feedback from their tutors.

These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. 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.
- Practical activities and reflection on own practice, structured through 'learning log' online entries.

Campus Online also supports a collaborative learning environment with:

- Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. - Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. - Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics.	
12b. Delivery method	
Distance Education	
12c. Learning and teaching hours¹	
The number of timetabled hours for learning and teaching activity, including on-campus and online. For Higher Degree and Apprenticeship programmes, this is University-led Off the Job hours.	0
The number of hours a student should complete independent study. For Higher Degree and Apprenticeship programmes, this is Apprentice-led Off the Job hours.	298
The number of hours on placement (including placement, work-based learning or year abroad). For Higher Degree and Apprenticeship programmes, this is Employer-led Off the Job hours.	2
13. Assessment	
13a. Assessment scheme	

¹ Completing this is a regulatory requirement, used as part of our submission to Discover Uni (previously UniStats).

Formative: (for example, would include but not be limited to):

- Quizzes: comprehensive quizzes covering key statistical content for practice of score calculation, key concept retention etc.
- Informal administration of a relevant assessment battery with a 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.

Summative:

Literacy-related Assessment Report: (For example) - Construct a professional literacy-related assessment report

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
80%	3500 words	3	No	End-module	Yes

Critical reflection on assessment practice: (For example):

- A recording of a test administration
- An administration self- evaluation checklist
- An evaluation of strengths and areas for development in test administration.
- Reflect upon own practice in report-writing and areas for future development.

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
20%	900-1100 words	2, 4	No	End-module	Yes

13b. Module pass mark/progression requirement:

In order to pass the module, the student will be required to achieve:

- an overall aggregate of 50% (grade 16) with a minimum of 50% (grade 16) in each assessment component.

13c. Overview of assessment²

COURSEWORK		100%
EXAM ³		0%
PRACTICAL		0%
If exam selected	What % of the exam is seen/unseen:	Seen.....%
		Unseen.....%
	Will this require separate timetabling arrangements?	Yes ☐ No ☐
	Length of exam	hours

² This information will be used as part of our submission to Discover Uni (previously Unistats). See LQEH Section 16b for definitions of assessment methods.

³ Where exams are required by a PSRB for in-house, franchise and joint programmes.

14. Learning materials**Essential**

- Most essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.
- Manuals of the assessment batteries used.

Essential Assessment Equipment: This is a professional practice module; students need access to the tools used by qualified assessors of literacy performance. These are available to buy 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:

- *Wechsler Individual Achievement Test: Third UK edition for Teachers* (2018) (WIAT-III-UK-T) London: Pearson Assessment.
- *Detailed Assessment of Speed of Handwriting*, 2nd Edition (DASH-2) London: Pearson Assessment.

Recommended

- Johnson, B. & Hagger-Johnson, G. (2013) *Psychometric Assessment, Statistics and Report Writing*. Oxford: Pearson Assessment.

15. Timetabling information (HENDON only)

	Required	Hours per week	Group size
Large class (two groups merged)	Yes/No		
Seminar (SEM)	Yes/No		
Laboratory (LAB)	Yes/No		
Workshop (WRK)	Yes/No		
Online session (OL)	Yes/No		
Other (please specify)	Yes/No		

16. Module run (in-house, franchised and joint only)

Academic year	Semester	Start date	End date	Max student numbers	Campus	Franchise partner

17. Programme(s) using this module (where a new module is being added to a programme outside of a validation and review event, please also submit a Programme Change Form and tracked change Programme specification):

Programme code(s)	Programme title(s)	Core/Elective
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600X177	PGCert Specialist Assessment for Literacy-Related Difficulties (DL)	Core
600X175	PGDip Specialist Assessment and Teaching for Literacy-Related Difficulties (DL)	Core
600X179	MEd Professional Practice in Dyslexia and Literacy (DL)	Core

18. Validated collaborative partner (if applicable):

Real Group Ltd., trading as Dyslexia Action Training