

Module Narrative

1.	Module title:	Maths Teaching and Intervention Planning
2.	Module code:	DAPP22-02
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:	Gill Cochrane
7.	Accredited by:	
8.	Module restrictions:	
	Pre-requisite requirements	DAPP22-01
	Programme restrictions	None
	Level restrictions	None
	Other restrictions or requirements	None

9. Module aims

To familiarise practitioners with an informal (non-standardised) method of appraising maths-related difficulties. To explore the complex and extensive skill-set needed to be an effective specialist maths teacher and to instil an understanding of the importance of facilitating mathematical understanding in learners.

10. Learning outcomes**Knowledge and Skills**

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

1. Critically analyse non-standardised assessment data in order to construct an assessment report and intervention plan addressing a learner's difficulties with mathematics.
2. Deliver and critically reflect upon a tailored teaching intervention that effectively addresses the individual study requirements of a learner with maths-related difficulties.
3. Critically reflect on observations and experiences of professional practice making links to theory and research.

11. Syllabus

- Selected readings on mathematical development (including dyscalculia) and teaching strategies.
- Placement process - individualising the maths learning process for learners with different requirements using the DAMASSK tool.
- Exploration of oracy initiatives in schools and how some of the methods and tools (e.g., oracy benchmark resources) can be applied to enhance maths teaching and learning.
- Interactive review and reflection on lesson plans and lesson evaluations including self-evaluation of own practice (using video recordings).
- Non-standardised assessment methods and their usefulness when appraising maths skills
- Working within a set assessment report format.
- Using reflective models and structured self-evaluation materials to improve professional performance.
- Development of professional skills and responsibilities.

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.	280
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.	20
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, could include but not be limited to):

- Quizzes: - automatic feedback via virtual learning environment
- Case study data - design an intervention for a learner from case study data (dynamic assessment findings, error analysis, interview excerpts etc.).
- Observed Administration: Self-reflection on assessment administration using a digital recording of practice submitted for tutor review.
- Observed Teaching Practicum: Self-reflection on teaching practice using a digital recording of practice submitted for tutor review
- Reflective teaching dialogue document - compiled during teaching practicum in association with the practicum tutor
- Lesson plans submitted for tutor review

Summative:

Assessment Report 1: Construct a professional intervention planning report from a dataset

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
40	2000 words	1	Yes	End-module	No

Teaching Skills Portfolio (Elements could include):

- *Teaching for Understanding (Observed Teaching Practice): submit a digital recording of a lesson to demonstrate competent practice.*
- *Lesson plan to demonstrate planning to fit profile ability.*
- *Analysis of own teaching practice using a 'Performance Analysis Checklist' and a digital recording of a lesson.*
- *Additional Teaching Diary: to demonstrate application of theory and skills developed during the module.*

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
50	1) Completion of the given lesson plan template; 2) submission of a 60 - 90 minute recording of a teaching session (as appropriate); 3) completion of a self-evaluation checklist. 4) Additional Teaching Diary	2	No	End-module	Yes

Future Practice Manifesto: setting out impact of course on practice and setting out key themes/constructs that will enlighten future practice.					
Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymousl y marked	Submission point	Ethics approval required
10	900 - 1100 words	3	Yes	End-module	No

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

14. Learning materials	
Essential - All 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. - Chinn, S., & Ashcroft, R. E. (2017). <i>Mathematics for dyslexics and dyscalculics: a teaching handbook</i>. John Wiley & Sons. - Mattock, P. (2019). <i>Visible Maths: Using representations and structure to enhance mathematics teaching in schools</i>. Crown House Publishing Ltd. - Finesilver, C. (2017) 'Low-attaining students' representational strategies: Tasks, time, efficiency, and economy'. <i>Oxford Review of Education</i>, 43(4), 482–501. https://doi.org/10.1080/03054985.2017.1329720	
Recommended Kersaint, G., Thompson, D.R. and Petkova, M. (2013) <i>Teaching Mathematics to English Language Learners</i>, 2nd edn. New York: Routledge.	

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.

- Sherrington, T., (2019). *Rosenshine's Principles in Action*. Woodbridge: John Catt Educational

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
600X178	MEd Professional Practice in Maths-Related Difficulties (DL)	Core
600X176	PGDip Specialist Assessment and Teaching for Maths-Related Difficulties(DL)	Core
600X174	PGCert Specialist Teaching for Maths-Related Difficulties (DL)	Core
600X194 / 600X195	MEd SEND and Inclusion / PgDip SEND and Inclusion	Elective
600X180 / 600X182	MEd SEND and Inclusion: Autism / PgDip SEND and Inclusion: Autism	Elective
600X183 / 600X185	MEd SEND and Inclusion: Pastoral / PgDip SEND and Inclusion: Pastoral	Elective
600X186 / 600X188	MEd SEND and Inclusion: Assessment / PgDip SEND and Inclusion: Assessment	Elective

600X189 / 600X191	MEd Inclusive Educational Leadership / PgDip Inclusive Educational Leadership	Elective
-------------------	---	----------

18. Validated collaborative partner (if applicable):

Real Group Ltd., trading as Dyslexia Action Training