

Module Narrative

1.	Module title:	Consulting on Maths-Related Difficulties
2.	Module code:	DAPP22-04
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	DAPP22-03
	Programme restrictions	None
	Level restrictions	None
	Other restrictions or requirements	None

9. Module 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. To enable maths assessors to develop comprehensive, bespoke assessment batteries with a focus on qualitative as well as quantitative methods through the further study of psychometric assessment - 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. Communicate to appropriate audiences the 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

- 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.
- 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. 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, could include but not be limited to):

- 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 Assessment Process Portfolio 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.

Summative:

Assessment Process Portfolio (for example, including):

- *Design and conduct a maths assessment, justifying choice of tools.*
- *Assessment Report based on findings including an intervention plan for learner from assessment findings.*
- *Observed Administration: submit a digital recording of an assessment administration to demonstrate competent practice.*
- *Analysis of own assessment practice using a 'Performance Analysis Checklist' and a digital recording of a lesson.*

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
60	4000 words	1, 2	No	End-module	Yes

Staff Development Assignment (for example): Reflect upon the consultation process and on general professional impact with reference to current models of mentor/coach/ consultant.

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
40	2000 words	3, 4, 5	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

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.

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.

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:

- Reynolds, C.R. & Bigler, E.D. (2007). *Test of Memory and Learning 2 (TOMAL 2)*. Pro-Ed.
- Feifer, S.G. & Kovach Clark, H. (2016). *The Feifer Assessment of Mathematics (FAM)*. Psychological Assessment Resources (PAR)

Recommended

- Newman, D. S., & Rosenfield, S. A. (2018). *Building competence in school consultation: A developmental approach*. Routledge.
- Whitmore, J. (2017). *Coaching for performance*. London: Nicholas Brealey Publishing

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

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

18. Validated collaborative partner (if applicable):

Real Group Ltd., trading as Dyslexia Action Training