

Programme Specification

1.	Programme title	PgCert in Specialist Teaching for Maths-Related Difficulties
2.	Awarding institution	Middlesex University
3a	Teaching institution	Real Group Ltd, trading as Dyslexia Action
3b	Language of study	English

4a	Valid intake dates and mode of study
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Mode of Study	Cohort	Delivery Location	Duration
Part time	September	Online	1 year
Part time	January	Online	1 year
Part time	May	Online	1 year

4b	Delivery method	Distance Education
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5. Professional/Statutory/Regulatory body (if applicable)

6.	Apprenticeship Standard (if applicable)	
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7. Final qualification(s) available
PgCert in Specialist Teaching for Maths-Related Difficulties

8. Academic year effective from	2026/27
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9. Criteria for admission to the programme
Prospective students will have: An honours degree or equivalent.

- Candidates with English as an additional language will need a high level of competence in the use of English, equivalent to a GCSE result of C/4 or an IELTS result of at least 6.5 (with a minimum of 6.0 in all components).
- GCSE Maths grade C/4 or higher (or equivalent).
- Recent and relevant experience (minimum of two years in a teaching/teaching support role).

Applicants who do not fulfil all the requirements above may be considered for 'special entry' if they can demonstrate other relevant academic and professional experience. Such applicants are advised to apply in the first instance and fully explain their experience in their application statement.

Applications for recognition of prior learning are accepted on this programme for up to two-thirds of the total credit needed for an exit award.

10. Aims of the programme

The programme aims to:

- Enable students to develop critical thinking skills, reflective practice and disciplined enquiry to Master's level and to provide students with a thorough theoretical grounding in the complex field of maths-related difficulties including those characterised as dyscalculia.
- Challenge practitioners to reappraise their current practice in the light of their studies and to enhance the life opportunities of people with maths-related difficulties.
- Produce enlightened, reflective practitioners who have the specialist subject knowledge necessary to competently assess, plan intervention programmes and educate learners with maths-related difficulties.
- Develop participants' ability to deal systematically with complex educational issues and to communicate their specialist knowledge to specialist and non-specialist audiences in a range of settings.
- Develop practice using the findings of published research and via critical analysis of the evidence base for assessment paradigms and interventions for maths-related difficulties.
- Develop skills as practitioner researchers.

11. Programme learning outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of:

1. A range of research perspectives and factors that can affect numeracy acquisition and cognitive processing.
2. The way in which theory and research contribute to the development of professional practice in maths teaching.

3. The theoretical underpinnings of structured, sequential, cumulative, multisensory tuition for maths-related difficulties.

B. Skills

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

4. Adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with maths-related difficulties using structured, cumulative multisensory methods.
5. Critically reflect on observations and experiences of professional teaching practice and make links with theories and research relevant to maths-related difficulties.

12. Teaching/learning methods

Students gain knowledge and understanding through:

- Guided study utilising the online learning platform, webinars, online discussion forums, online tutor support.
- Critical analysis of current research.
- The application of new theoretical and professional knowledge to their practice.
- Tutor directed reading/ individually directed reading in a specialist area.

Students learn skills through:

- Self-direction and originality in tackling and solving problems.
- Acting autonomously in planning and implementing tasks at a professional level.
- Assigned tasks within their applied educational setting and coaching.
- Problem based and enquiry-based learning scenarios.

¹ Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT NA	PT 0
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT NA	PT 12
Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).	FT NA	PT 20

13. Employability

13a Development of graduate competencies

These awards are professional postgraduate qualifications that expect students to have already significantly developed the graduate competencies prior to registration through their previous qualifications and employment experience. However, all of these are developed by the programme through the focus on professional development and reflection that is embedded within the modules.

¹ This information will be used as part of our submission to Discover Uni (previously Unistats).

13b Employability development
This programme aligns to the professional standards expected within the field of SpLD teaching and assessment, and successful completion of any of the exit awards will allow registration with one of the SpLD professional membership bodies.
13c Placement and work experience opportunities (if applicable)
As part of this programme students must undertake at least 20 hours of specialist maths teaching.
13d Future careers / progression
The Postgraduate Certificate trains students to become a specialist maths-difficulties teacher, who is able to design and implement interventions for pupils with a relevant SpLD diagnosis.

14. Assessment methods
Students are assessed by: • Written coursework comprising critical analysis, applied practice analysis and reflective analysis. • Analysis of the needs/problems of current work setting. • Critique of current theoretical perspectives. • Critical literature reviews. • Engagement in problem-based learning scenarios. • Critique of local policy and practice. • Action research that includes rigorous design/procedure/ justification. • Multimedia presentation/seminar with accompanying notes.

15. Programme Structure (level of study, modules, credits and progression requirements)
The programme is only offered as part time and has three entry points per year in September, January and May. The programme consists of two compulsory modules that are studied consecutively; DAPP22-01, and DAPP22-02. Both modules are 6-months long. The modules on this programme all relate to PSRB accreditation requirements and are non-compensatable.

Year 1
Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part	Semester
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				time	
DAPP22-01	<i>Compulsory - Non-compensatable</i>	Mathematical Understanding and Teaching Initiatives - Underpinning Theory	30 at Level 7	Part time	NA
DAPP22-02	<i>Compulsory - Non-compensatable</i>	Maths Teaching and Intervention Planning	30 at Level 7	Part time	NA

16. Programme-specific support for learning

- Support for online learning will be given as this programme is delivered via distance learning.
- Students entering the programme may have a range of recent academic experience, with some continuing students, and some with a gap between their last studies at higher education and/or master's level.
- Advice is available on all the modules to support any student with the study skills they need to undertake the programme including: critical analysis, critical writing and academic referencing.
- Students are also encouraged to think critically about the area of special educational needs relevant to their particular educational setting.
- Technical support for the virtual learning platform and any general technology support issues is provided by the Real Group IT department.
- Pastoral support is also provided by the tutor team who ensure each student's needs are treated according to their individual situation.

17. HECos code(s)

Specialist Teaching: 101085

18. Relevant QAA subject benchmark(s)

None

19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

The programme is accredited by SASC and all course outcomes required by SASC must be met. These requirements have been designed to be met through the learning outcomes of these modules. However, due to the level of critical understanding required of these elements this requires these modules to have a minimum pass mark of 50%.

20. Reference points

- Middlesex University regulations. These can be found at: <https://www.mdx.ac.uk/about-us/policies/>
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, Second Edition (2024) <https://www.qaa.ac.uk/the-quality-code/qualifications-framework>

- Master's Degree Characteristics Statement - (2020)
<https://www.qaa.ac.uk/the-quality-code/characteristics-statements/characteristics-statement-masters-degrees>
- SpLD Assessment Standards Committee (SASC), APC Course Outcomes
<https://www.sasc.org.uk/approved-spld-qualifications/apc-course-approval/>
- SpLD Assessment Standards Committee (SASC), Guidance on Assessment of Mathematics Difficulties and Dyscalculia 2025

21. Methods for evaluating and improving the quality and standards of learning

In addition to the standard methods for reviewing and evaluating the quality of learning, this programme is reviewed annually as part of Real Group's Continuous Quality Improvement (CQi) Strategy.

The programme is also accredited by SASC and undergoes periodic reaccreditation.

22. Other information *(if applicable)*

- Access to a computer with word processing and suitable internet connection is a requirement for online study.
- The module DAPP22-02 requires students to have access to an appropriate setting to carry out teaching interventions and to at least one suitable learner to work with.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

23. Curriculum map for PgCert in Specialist Teaching for Maths-Related Difficulties

23a Programme learning outcomes

Knowledge and understanding

A1	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of a range of research perspectives and factors that can affect numeracy acquisition and cognitive processing.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the way in which theory and research contribute to the development of professional practice in maths teaching.
A3	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the theoretical underpinnings of structured, sequential, cumulative, multisensory tuition for maths-related difficulties.

Skills

B4	On completion of this programme the successful student will be able to adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with maths-related difficulties using structured, cumulative multisensory methods.
B5	On completion of this programme the successful student will be able to critically reflect on observations and experiences of professional teaching practice and make links with theories and research relevant to maths-related difficulties.

Programme learning outcomes

Highest level achieved by all graduates

A1	A2	A3	B4	B5
7	7	7	7	7

23b Mapping by level of study and module

Module Title	Module Code by Level of study	A1	A2	A3	B4	B5
Mathematical Understanding and Teaching Initiatives - Underpinning Theory	DAPP22-01	X	X			
Maths Teaching and Intervention Planning	DAPP22-02			X	X	X