

# British Dyslexia Association

## British Dyslexia Association Accreditation Board

### Criteria for courses leading to the award of AMBDA/ATS FE/HE accreditation for teachers in post 16 and other Further and Higher Education.

#### Introduction

At its meetings during 2007 the Accreditation Board noted that applications for AMBDA/ATS (FE/HE) were being received from members of courses not recognised for that designation. It became clear that when the FE/HE designation and its concomitant criteria were agreed by the Board course leaders had not been advised that specialist recognition could from then on only be obtained following successful completion of a specialist FE/HE course. It was also clear that certain course providers wished to prepare participants for both 'awards'. The Board recognised that whilst there were elements of knowledge, skills and understanding that were necessary for any person working with children young people or adults with dyslexia equally clearly there were other elements that were different or to which it was important to give greater depth of study. If the latter contention was not so there would have been no need to develop the specialist criteria.

A group of Accreditation Board members (Frances Bloom, Judy Capener, Lynn Greenwold & Mike Johnson) were asked to bring forward proposals for the criteria that would relate to the common elements (described later as the '**Core Elements**') and those which would be specific to the particular age / stage (described later as the '**Specialist Elements**'). The Core Elements could be taught to all course participants as a group, thereby offering opportunities for economies on the part of course providers but the Specialist Elements should be taught to age / stage specific groups. Subject to the exigencies of timetabling (and personal stamina!) there is nothing to prevent course members attending both Specialist Elements groups. Should they also complete the teaching and assessment requirements for both designations they could apply for both AMBDAs/ATSs.

It cannot be assumed that those attaining full AMBDAs/ATSs prior to these discussions are **not** FE/HE qualified. However, in future, AMBDA/ATS status shall be subject to regular three yearly renewal (details available from Katherine Dumas Education and Conferences Executive at [katherined@bdadyslexia.org.uk](mailto:katherined@bdadyslexia.org.uk)) Those applying for such renewal will be asked to state whether they wish to have 'school' AMBDA/ATS, AMBDA (FE/HE)/ATS (FE/HE) or both and to submit appropriate evidence to support the application.

## Criteria

### Approved Teacher Status (ATS)

It is expected that ATS accredited courses will enable candidates to achieve the following Core outcomes:

#### Core Elements

Demonstrate an understanding of the:

- nature of dyslexia
- models and theory of normal development of language, literacy and numeracy skills and how dyslexic learners differ
- principles underlying structured, sequential, multi-sensory teaching
- design and delivery of individual teaching programmes
- learning environment organisation facilitating individual learning
- contribution of ICT in the screening and teaching of specific learning difficulties / dyslexia and a knowledge of relevant technical aids.
- Methods and principles of staff development for an inclusive curriculum.

In addition ATS courses will enable candidates to achieve the following age-specific Specialist outcomes:

#### ATS Specialist Elements

'School'	FE / HE
<ol style="list-style-type: none"><li>1. Identify learners with specific learning difficulties in the classroom</li><li>2. Make a diagnostic appraisal based on observation, and assessment of attainments and the reports of other professionals.</li><li>3. Demonstrate an understanding of the social, emotional and behavioural difficulties pupils with specific learning difficulties may encounter.</li><li>4. Construct and evaluate a structured, sequential, multi-sensory teaching programme to meet specific individual needs at a basic level in learning literacy and numeracy within the National Curriculum.</li></ol>	<ol style="list-style-type: none"><li>1. Identify learners with specific learning difficulties in continuing education.</li><li>2. Make a diagnostic appraisal based on observation, interview, and assessment of attainments and the reports of other professionals.</li><li>3. Understand the affective issues observed in post 16/ adult learners with specific learning difficulties</li><li>4. Demonstrate an understanding of the range of needs of learners at FE / HE level and design a teaching programme/ support to meet specific individual needs using a multisensory structured approach.</li><li>5. Communicate effectively with students and other professionals and / or employers by verbal and</li></ol>

<p>5. Communicate effectively with teachers, parents and other professionals by verbal and written reports on the needs and achievements of learners with dyslexia.</p> <p>6. Understand how to develop effective study methods, organisation skills and improved motivation and self esteem for learners.</p>	<p>written reports on the needs and achievements of learners with dyslexia.</p> <p>6. Understand how to develop effective study methods, organisation skills and improved motivation and self-esteem for learners in the 14 to 19 curriculum, continuing and higher education.</p>
<p>The course must provide a minimum of:</p> <p><b>40 hours</b> of lectures <b>plus</b> seminars, tutorials and study time. Of the 40 hours <b>18 hours</b> should be devoted to the <b>Core Elements</b>.</p> <p><b>20 hours</b> of evaluated specialist teaching and / or support of which <b>10 hours</b> must be with the same pupil. The remaining 10 hours may be with two different pupils, one of which could be taught / supported in a group.</p> <p><b>1 hour</b> of teaching / learning support to be observed and assessed <b>by a tutor who holds AMBDA</b>.</p>	<p>The course must provide a minimum of:</p> <p><b>40 hours</b> of lectures <b>plus</b> seminars, tutorials and study time. Of the 40 hours <b>18 hours</b> should be devoted to the <b>Core Elements</b>.</p> <p><b>20 hours</b> of evaluated specialist teaching and / or support of which <b>10 hours</b> must be with <b>one</b> learner over 16 years of age (post-compulsory at present). The remaining <b>10 hours</b> may be with <b>two</b> different learners in the 14-19 curriculum or continuing or higher education, <b>one</b> of which could be taught / supported in a group.</p> <p><b>1 hour</b> of teaching / learning support to be observed and assessed <b>by a tutor who holds AMBDA</b>. (In future who holds AMBDA FE / HE or equivalent.)</p>
<p>A <b>minimum of 18 hours</b> should be devoted to the <b>Core Elements</b> and <b>22 hours</b> to the detailed <b>Specialist Elements</b>. The remaining hours should be designated according to the interests and requirements of the particular cohort recruited.</p>	

## **ASSOCIATE MEMBERSHIP OF THE BDA (AMBDA)**

**An AMBDA accredited course must enable candidates to achieve those competencies listed under Approved Teacher Status and the following outcomes at postgraduate level:**

### **Core Elements**

1. Understand and critically appraise:
  - current research in specific learning difficulties / dyslexia and its relevance for teaching learning
  - theory and practice of psychometrics
  - relationship of that theory to the assessment of cognitive abilities and difficulties of pupils and students
2. Competently prepare and disseminate technical reports to specialist teachers and other professionals and non-professionals concerned with the support of students including the provision of advice and recommendations to meet specific purposes.
3. Critically appraise and reflect on a range of learning strategies and structured, sequential, multi-sensory language and numeracy teaching programmes.
4. Demonstrate an understanding of the implications of social, emotional, behavioural and community issues for dyslexic learners and their families. It is important that these issues are considered across the full age range so that current difficulties can be understood in relation either to their possible derivation or future implications.
5. Understand and critically appraise the role of ICT in:
  - the screening for and teaching of specific learning difficulties / dyslexia
  - the range of technical aids for teaching, writing and numeracy.
  - support and access to learning
6. Awareness of the implications of and issues arising from the 14 to 19 curriculum.

## AMBDA Specialist Elements

'School'	FE / HE
<ol style="list-style-type: none"> <li>1. Develop and demonstrate the necessary knowledge and skills competently to observe diagnostically and assess the cognitive abilities and difficulties of pupils who fail to become competent in literacy and / or numeracy and report appropriately on their needs and provision required.</li> <li>2. Design, produce, deliver and critically evaluate appropriate programmes in relation to the assessed needs of a range of dyslexic pupils making reference to current theory and research.</li> <li>3. Demonstrate an understanding of the legal and professional issues that affect dyslexic pupils.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and demonstrate the necessary knowledge and skills competently to choose and use appropriate diagnostic tests suitable for learners in the 14-19 curriculum, continuing and higher education in relation to: <ul style="list-style-type: none"> <li>• screening, attainment and ability</li> <li>• accurately assessing the cognitive abilities and difficulties of students, particularly those who have failed to become competent in literacy and / or numeracy and</li> <li>• reporting appropriately on their needs and provision</li> </ul> </li> <li>2. Demonstrate awareness of the implications of and issues arising from the 14 to 19 curriculum, continuing and higher education.</li> <li>3. Design, produce, deliver and critically evaluate appropriate programmes in relation to the assessed needs of a range of students either in the 14-19 curriculum or continuing or higher education making reference to current theory and research and encompassing literacy skills development at etymological, phonological &amp; morphological levels, and higher level reading, writing and study skills.</li> <li>4. Understand the counselling-based techniques appropriate to the role of tutor as skilled helper to dyslexic students in continuing education and their application in the areas of learning and personal support.</li> <li>5. Understand the legal and</li> </ol>

	<p>professional issues which affect dyslexic students and adults paying particular consideration to the requirements of DDA &amp; SENDA, and including the DSA</p>
<p>The course must provide a minimum of :</p> <ul style="list-style-type: none"> <li>• <b>90 hours</b> of lectures, seminars and guided learning plus private study time. These 90 hours must include a minimum of <b>12 hours</b> of lectures, workshops and tutor-led seminars devoted to the development of knowledge and skills in psychometric testing.</li> <li>• <b>30 hours</b> of evaluated, specialist teaching, a minimum of <b>12 hours</b> of which must be with the same pupil. The remaining 18 hours may be with two different pupils one of whom could be taught in a group.</li> <li>• <b>3 hours</b> of teaching to be observed and assessed <b>by a course tutor who holds AMBDA.</b></li> <li>• <b>3 diagnostic assessment reports</b> stemming from 3 different assessments carried out under supervision and demonstrating a range of assessment experience. These must include: <ul style="list-style-type: none"> <li>○ supporting assessment plans</li> <li>○ working papers and</li> <li>○ related tutors' reports</li> </ul> </li> <li>• <b>2 hours</b> of the above diagnostic assessments must be observed and assessed <b>by a course tutor who holds AMBDA.</b></li> </ul>	<p>The course must provide a minimum of :</p> <ul style="list-style-type: none"> <li>• <b>90 hours</b> of lectures, seminars and guided learning plus private study time. These 90 hours must include a minimum of <b>12 hours</b> of lectures, workshops and tutor-led seminars devoted to the development of knowledge and skills in psychometric testing.</li> <li>• <b>30 hours</b> of evaluated specialist teaching / support at least <b>12 hours</b> of which shall be with one learner in the 14-19 curriculum or continuing or higher education.</li> <li>• <b>3 hours</b> of teaching to be observed and assessed <b>by a course tutor who holds AMBDA.</b> (In future AMBDA FE / HE or equivalent.)</li> <li>• <b>3 diagnostic assessment reports</b> stemming from 3 different assessments of learners in the 14-19 curriculum or continuing or higher education carried out under supervision and demonstrating a range of assessment experience. <p>These must include:</p> <ul style="list-style-type: none"> <li>○ supporting assessment plans</li> <li>○ working papers and</li> <li>○ related tutors' reports</li> </ul> </li> <li>• <b>2 hours</b> of the above diagnostic assessments must be observed and assessed <b>by a course tutor who holds AMBDA.</b> (In future AMBDA FE / HE or equivalent.)</li> </ul>

<p>A <b>minimum of 21 hours</b> should be devoted to the <b>Core Elements</b> and <b>42 hours</b> to the detailed <b>Specialist Elements</b>. The remaining hours should be designated according to the interests and requirements of the particular cohort recruited.</p>	

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