British Dyslexia Association

Certificate in Dyslexia;
Literacy, Support and Intervention
Level 5

Programme Information
(pre-application)

Who Are the BDA?

The British Dyslexia Association (BDA) aims to bring about a Dyslexia Friendly Society. Since its creation over 40 years ago the BDA has worked tirelessly to develop a network of national and international support for individuals who are dyslexic including the development of local dyslexia groups that work with the BDA to provide parents, educators and individuals with dyslexia access to services, training, information and support.

Through its activities the BDA strives to achieve its key goals:

1. To build awareness of dyslexia in all sectors of society.
2. Early identification of dyslexic difficulties for all in society.
3. Availability of effective and appropriate teaching provision for all children and adults with dyslexia.
4. Availability of appropriate assessments for all children and adults with dyslexia.
5. Reasonable adjustments for individuals with dyslexia within all sectors of society (including education, employment, training and the criminal justice services).
6. Information is available for individuals with dyslexia across the age ranges and sectors, and for those who support them including effective strategies to help overcome dyslexia related difficulties, and how to maximise the strengths of those with dyslexia.

The training activities of the BDA are a crucial part of our work in all the above areas. For those within an education setting there is a wide range of training from dyslexia awareness and identification through to teaching literacy and classroom support strategies. For employers training is available to assist them in implementing reasonable adjustments for their dyslexic employees with dyslexia and strategies to empower those individuals. Training is delivered through open courses for individuals, onsite bespoke training for groups and summer schools.

BDA training events help to raise awareness of dyslexia in all age ranges and sectors of society. The BDA organises around 400 face to face training events per year, with excellent feedback; each one bringing us closer to a Dyslexia Friendly Society.

In 2015 the BDA launched its eLearning platform the purpose of which was to enable a wider audience to be able to access high quality training in dyslexia support.

ELearning enables the BDA to bring quality training and expertise to individuals who would otherwise be unable to access this due to factors such as time and cost constraints or geographical location. Individuals can work through the modules at their own pace and also when and where it is convenient for them to do so. They can be confident in the knowledge that support with their learning and development is available from highly skilled and experienced dyslexia specialists.

Who is the course for?

The BDA Level 5 Certificate in Dyslexia; Literacy, Support and Intervention provides training for individuals who have a professional interest in dyslexia for them to become informed practitioners and teachers. The courses are modular and flexible and can be undertaken part time, through online or blended learning. They are of particular benefit to:

- Teachers of any educational level;
- Tutors and support staff in Further Education and other adult learning settings;
- Support staff in Higher Education (this course meets the requirements for DSA support workers though you will need to be a member of a Professional Body such as BDA);
- Teaching Assistants;
- Speech and Language therapists;
- Occupational Therapists with relevant experience;

What is the qualification?

The BDA Level 5 Certificate in Dyslexia; Literacy, Support is the first step toward becoming a dyslexia specialist and is often regarded as the first step towards a Level 7 AMBDA approved programme. Candidates who have completed the Level 5 certificate will have sufficient knowledge to deliver specialist tuition to individuals requiring support with dyslexia.

It is important to note that at this level you will **not** be able to formally "diagnose" dyslexia. To carry out diagnostic assessments individuals must hold an Assessment Practising Certificate (APC) and will normally have completed a Level 7 qualification that leads to AMBDA status.

This Level 5 certificate holds BDA Approved Teacher/Approved Practitioner (BDA ATS/APS) accreditation. This means that candidates who have successfully passed the Level 5 certificate can apply to the BDA for ATS or APS status and professional membership.

For those wishing to progress and complete a level 7 AMBDA course, the Level 5 certificate may be used as evidence of prior learning.

The BDA are currently working towards delivering an online level 7 programme which will be available for September 2018.

Programme Delivery

The programme will be delivered through eLearning modules, which can be combined with face-to-face training courses if desired, to create a blended learning experience.

In addition, all candidates will have access to a personal tutor. The communication will primarily be via email with telephone and Skype calls used when needed. A reading/website list will be provided for candidates to undertake additional guided learning. An online discussion forum will also be made available to candidates in order that they can share thoughts and ideas with peers and seek guidance from the tutor team.

Each eLearning module consists of text, video/website links and reflective activities to check learning as the individual progresses through the module, with a final summative assessment at the end. Learners receive a BDA "Certificate of Completion" at the end of each module.

This programme has been designed to provide candidates with:

- Flexibility in booking and planning study time to fit around other activities;
- Regular support from a team of specialist tutors;
- Utilisation of interactive online study;
- The ability to enrol on the programme at any time or to "upgrade" from BDA existing courses;
- The option to book and pay for the programme on a "pay as you go" basis; buying each module or a few at a time. Alternatively, the entire programme can be booked and paid for upfront.

How is the Programme Put Together?

Flexible options for completion

This Level 5 programme has been designed in a modular format in order to allow candidates the greatest possible amount of control over how and when they complete the programme. This also provides the opportunity to spread the cost of the programme as candidates can book and pay for as few or as many parts of the programme at a time as they wish.

In essence, the programme can be booked in one of the following ways:

- **Modular:** Book and complete the required Open courses / eLearning modules one or a few at a time, at a pace that suits the candidate, and then apply to "upgrade" to the Accredited Level 5 programme afterwards. Once a candidate has been accepted onto the Level 5 programme, they will be able to access the relevant documentation that will enable them to begin work on their theory-based workbook and assessed teaching practice.
- **Full:** Book all required open courses / eLearning modules together, along with the Accredited Level 5, and pay for all elements together. Once a candidate has been accepted onto the Level 5 programme, they will be able to access the relevant documentation that will enable them to begin work on their theory-based workbook and assessed teaching practice.

Course routes and fees

The Level 5 programme can be undertaken via **either** an eLearning **or** a Blended Learning route. Each route comprises a number of elements, including:

- **(E) eLearning modules**: candidates will receive 6 months unlimited access to each module booked (or 12 months if all modules booked together). Candidates must download a certificate of completion once they have completed each module.
- **(O) Open (face-to-face) Training courses**: for each Open training course booked, candidates will attend a full day's training selected from the BDA's Open Training schedule. Candidates will receive a certificate of attendance.
- **(P) Practical elements:** these are assessed elements, and candidates are expected to organise and carry out the work for these independently.

This structure enables individuals who have already undertaken relevant training or eLearning with the BDA to map these against the required elements as illustrated on the following page:

eLearning Route (online learning)				Blended Learning Route (online and face-to-face training)		
	Element	**Cost**			**Element**	**Cost**
E	Fundamentals of Dyslexia Awareness (must be completed first)	£120		O	Practical Solutions for Primary / Secondary / FE / HE (must be completed first)	£140
E	Fundamentals of Dyslexia Support	£120		O	Screening for Dyslexia	£140
E	Practical Strategies for Reading	£120		O	Practical Solutions Plus - Reading	£140
E	Practical Strategies for Spelling	£120		O	Practical Solutions Plus - Spelling	£140
E	Practical Strategies for Writing	£120		O	Practical Solutions Plus - Writing	£140
E	Learner Motivation and Self-esteem	£60		E	Learner Motivation and Self-esteem	£60
E	Practical Strategies for Organisational Skills	£60		E	Practical Strategies for Organisational Skills	£60
E	Practical Strategies for Study Skills	£60		E	Practical Strategies for Study Skills	£60
E	The Dyslexia Friendly Learning Environment and BDA Quality Mark	£60		E	The Dyslexia Friendly Learning Environment and BDA Quality Mark	£60
--	Registration and Accreditation fee *	£750		--	Registration and Accreditation fee *	£750
E	Assistive Technology	Inc. in reg. fee		E	Assistive Technology	Inc. in reg. fee
E	Identification of Dyslexia	Inc. in reg. fee		E	Identification of Dyslexia	Inc. in reg. fee
P	Completion and assessment of theory-based workbook	Inc. in reg. fee		P	Completion and assessment of theory-based workbook	Inc. in reg. fee
E	Access to Candidate Handbook (inc. templates for portfolio)	Inc. in reg. fee		E	Access to Candidate Handbook (inc. templates for portfolio)	Inc. in reg. fee
P	Portfolio of evidence of practice and support (inc. observation and assessment)	Inc. in reg. fee		P	Portfolio of evidence of practice and support (inc. observation and assessment)	Inc. in reg. fee
--	Accreditation and certificate	Inc. in reg. fee		--	Accreditation and certificate	Inc. in reg. fee

*Can be paid either upfront along with all course / module fees, or as an "upgrade" following completion and payment of all required courses / modules. **Note:** all required modules must be either booked or completed before the Level 5 accreditation can be booked.

TOTAL Programme Cost to candidate	**£1,590**			**TOTAL Programme Cost to candidate**	**£1,690**

Entry Requirements

The BDA is committed to widening participation and, as such, has an open policy to its courses. However, candidates will be expected to have a high level of proficiency in written and spoken English and at least two years' recent and relevant experience in an educational setting.

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

Candidates will need to complete and submit an Application Form prior to booking any elements of the Level 5 certificate. This provides us with information about your background and experience, and will help us determine whether you are eligible for the course. Once your application has been approved and you have been accepted onto the programme, you will then be able to submit your booking form.

Accreditation of Prior Learning (APL)

Where applicants feel that they have relevant prior experience or learning they are invited to contact the BDA Training Team directly to discuss this.

Candidates who have already completed some or all of the required open training / eLearning modules for either the eLearning or Blended Learning routes will be able to count these toward the Level 5 programme and so will not be required to re-take these.

Teaching Practice

In part this is a competency assessed programme. Supervised teaching is an essential part of the programme.

Candidates will be required to deliver **20 hours of teaching practice** with one or two learners whose main difficulties are with literacy. Teaching practice must take place in a school, college or HE site, and candidates must have contact with class teachers or tutors so that targeted support can be integrated with class support.

Candidates are expected to produce a portfolio of evidence, which will contain documentation and evidence of your teaching practice. This will also include two filmed sessions of you working with your main learner.

Assessment of Candidates' Work

Assessment of candidates' work will include:

- An assessed workbook, in which candidates will be required to demonstrate that they are able to effectively apply their learning in practical terms. This includes essay-style, writing tasks with word counts ranging from 500-3000 words over 10 separate tasks.
- A portfolio of evidence of teaching practice, which will include documentation and evidence of 20 hours of teaching practice (including 2 filmed sessions), learner profiles, evaluations and a personal learning journal. Templates and guidance for this portfolio are available to candidates in the Candidate Handbook for the Level 5 programme once accreditation has been booked.

The tutor team will consist of experienced dyslexia specialists, who will be overseen by the programme manager/leader. Internal moderation will take place on a sample basis in line with existing practice and records of this will be kept within the course file in the training office.

Candidates are encouraged to provide regular feedback, which will be recorded by the Training Team and shared with tutors at programme review meetings. Where a particular issue arises, this will be dealt with by the Head of Professional Level Training. Candidates will be encouraged to provide summative feedback at the end of the programme.

Both positive and negative candidate feedback will be shared with tutors and internal moderators. The BDA Training Team constantly strive to review, update and improve its provision. All tutors attend regular CPD opportunities as it is a requirement of their professional memberships

Applying for Accredited Teacher Status (APTS or Accredited Practitioner Status (APS)

To apply for ATS or APS at the end of the course you must have **two years** professional, educational experience working with pupils, this can be two years full time or a combination of part time appointments. The total number of hours must add up to 1900 hours.

To apply post-course for ATS/APS Pre-16 years:
Teaching practice completed in this course will include a minimum of 10 hours (1:1) with one learner 16 years or under at the end of the current school year who is still within the education system. This learner must be in the KS that you normally teach. The other may be in a different key stage. These hours of teaching can count towards your 1900 hours.

To apply post-course for ATS/APS FE/HE:
The teaching/support practice must include a minimum of 10 hours (1:1) with one learner 16 years or over of age at the end of the current academic year who has some literacy difficulties. The other learner may have different needs. These hours of teaching can count towards your 1900 hours.

Will I need to have a DBS Check (or equivalent)?

As a Disclosure and Barring Service Enhanced Disclosure is a requirement for working with children and young people, the learner you choose to work with for any practical teaching should be someone within your school or workplace, where you will already have a DBS Enhanced Disclosure. If you choose to work with someone from outside that environment then you should apply for a DBS check, please arrange this with the setting in which you are working.

You should allow **at least 6 weeks** to process any DBS application, and this must be in place before any face-to-face work with a learner. For further information please visit:
www.gov.uk/government/organisations/disclosure-and-barring-service

We reserve the right to request this information from you or to terminate a programme where we feel it is not in the interests of the learner to continue. The BDA will not assume responsibility nor will accept liability incurred as a result of any participant or learner being engaged in this programme.
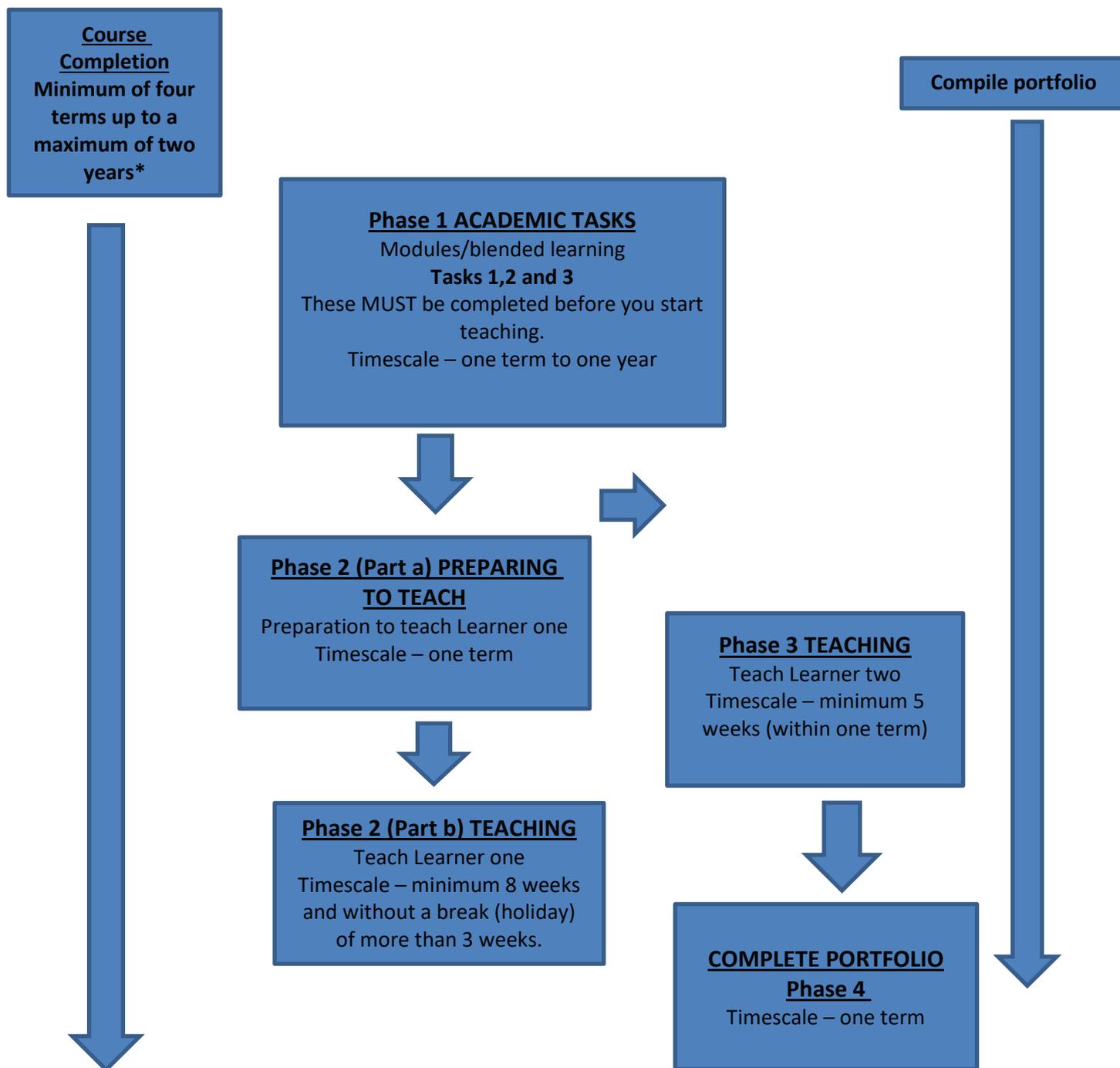
Technical Equipment Required for the Course

Computer and Internet access: You will need a computer (PC, laptop or other similar device) connected to the Internet and email in order to access the teaching materials and participate in this programme.

Film Recording Equipment: You will need access to a digital video camera in order to record some of the teaching and assessment sessions. We recommend using a camera which records in MP4 or AVI formats. High quality webcams, smartphones and tablets properly positioned on a tripod will accomplish the task

Timeline for candidate work and submissions

The Level 5 course consists of four 'phases'.

Course Completion
Minimum of four terms up to a maximum of two years*

Compile portfolio

Phase 1 ACADEMIC TASKS
Modules/blended learning
Tasks 1,2 and 3
These MUST be completed before you start teaching.
Timescale – one term to one year

Phase 2 (Part a) PREPARING TO TEACH
Preparation to teach Learner one
Timescale – one term

Phase 3 TEACHING
Teach Learner two
Timescale – minimum 5 weeks (within one term)

Phase 2 (Part b) TEACHING
Teach Learner one
Timescale – minimum 8 weeks and without a break (holiday) of more than 3 weeks.

COMPLETE PORTFOLIO
Phase 4
Timescale – one term

*If need arises for you to take longer than two years please discuss with your tutor.

Reading List

Please note you are **not expected to read everything** on this list, it is provided as a guide only and is certainly not a definitive list. There are also many excellent sources of information available online. In addition, there are references given to further information at the end of each eLearning module.

This is a guide to help you find texts that are both relevant, interesting and support you in developing the skills and knowledge that you need to complete the qualification.

We recommend that you purchase of have access to at least one or two of the following **Essential Reading Texts**:

Either
- Broomfield, H. and Combley, M. (Eds.) (2003) *Overcoming Dyslexia: A Practical Handbook for the Classroom*, 2nd edition, London: Whurr.
- Reid, G. (2016) *Dyslexia: A Practitioner's Handbook*, 5th edition, Chichester: Wiley.
- Stuart, M. and Stainthorp, R. (2015) *Reading Development and Teaching*. London: Sage Publications Ltd.

AND
- Dyslexia Friendly Schools Good Practice Guide published by the BDA
- Dyslexia in Education: A Guide for Teachers and Teaching Assistants published by the BDA

Highly Recommended
- Gathercole, S. and Packiam Alloway, T. (2008) *Working Memory and Learning: A Practical Guide for Teachers*. London: Sage Publications Ltd
- Milne, D. (2005) *Teaching the Brain to Read*, Hungerford: SK Publishing.
- Mortimore, T. (8) *Dyslexia and Learning Style: A Practitioner's Handbook*, 2nd edition, Chichester: John Wiley and Sons.
- Muter, V. and Snowling, M.J. (2003) *Early Reading Development and Dyslexia*, London: Whurr.
- Ott, P. (2006) *Teaching Children with Dyslexia: A Practical Guide*, London: Routledge.
- Snowling, M.J. (1991) *Dyslexia,* 2nd edition, Oxford: Wiley-Blackwell.
- Turner, M., Rack, J. (2004) *The Study of Dyslexia*, New York: Springer.
- Thomson, M. (1990) *Developmental Dyslexia*, 3rd edition, London: Whurr.
- Townend J and Turner M (1999) Dyslexia in Practice: A Guide for Teachers

General information about dyslexia:
Publications
- Blakemore, S. and Frith, U. (2005) *The Learning Brain: Lessons for Education.* Oxford: Wiley-Blackwell.
- Davis, R.D., Braun, E.M. (2010) *The Gift of Dyslexia: Why Some of the Brightest People Can't Read and How They can Learn*, Expanded ed. Edition, New York: Penguin Putnam Inc.
- Evans, B. (2001) *Dyslexia and vision*, London: Whurr.

- Farrell, M.J. (2011) *The Effective Teacher's Guide to Dyslexia and Other Learning Difficulties*, 2nd edition, Abingdon: Routledge.
- Goodwin, V. and Thomson, B. (2011) *Making Dyslexia Work for You*, 2nd edition, London: Routledge.
- Green, S., Reig, G. (2011) *100 Ideas for Supporting Pupils with Dyslexia*, London: Continuum.
- Hall, W. (2009) *Dyslexia in the Primary Classroom (Achieving QTS Cross-Curricular Strand Series),* London: Sage Publications Ltd.
- Hunter-Carsch, M. and Herrington, M. (Eds.) (2001) *Dyslexia and Effective Learning in Secondary and Tertiary Education*. London: Whurr.
- Keates, A. (2002) *Dyslexia and Information and Communications Technology: A Guide for Teachers and Parents*, 2nd edition, London: David Fulton Publishers.
- MacKay, N. (2012) *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*, 3rd rev. ed. edition. SEN Marketing.
- McKeown, S., British Educational Communications and Technology Agency (2000) *Dyslexia and ICT: Building on Success,* Coventry: Becta.
- Peer, L. and Reid, G. (Eds.) (2000) *Multilingualism, Literacy and Dyslexia: A Challenge for Educators*, Abingdon: David Fulton Publishers.
- Peer, L. and Reid, G. (Eds.) (2001) *Dyslexia: Successful Inclusion in the Secondary School*, Abingdon: David Fulton Publishers.
- Ramus, F. (2013) *Dyslexia Phonological Processing*. In: Pashier, H. (Ed.) (2013) Encyclopaedia of the Mind. Sage Publications Ltd.
- Riddick, B., Wolfe, J. and Lumsdon, D. (2004) *Dyslexia: A Practical Guide for Teachers and Parents*, Abingdon: David Fulton Publishers.
- Snowling, M.J. and Stackhouse, J. (Eds.) (006) *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2nd edition, Chichester: Whurr.
- Thomson, M. (2008) *Supporting Students with Dyslexia in Secondary Schools: Every Class Teacher's Guide to Removing Barriers and Raising Attainment*, Abingdon: Routledge.
- Thomson, M. (2009) *The Pyschology of Dyslexia: A Handbook for Teachers*, 2nd edition, Chichester: John Wiley and Sons.

Online Publications and Resources

- Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties. *Module 4: Specific learning difficulties,* [ONLINE] Available at: http://www.advanced-training.org.uk/module4/M04U07.html [Accessed 19 March 2017].
- Phillips, M. (2010) *The Misdiagnosis of Dyslexia – Fact or Fantasy,* [ONLINE] Available at: http://www.annarbor.co.uk/images/PDF/MisdiagnosisofDyslexia.pdf [Accessed 19 March 2017].
- Rose, J. (2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*, [ONLINE] Available at: http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00659-2009DOM-EN.pdf [Accessed 17 March 2017].
- Training and Development Agency for Schools (TDA) For PGCE trainees: Cognition and learning - Dyslexia and specific learning difficulties. Self-study task 7, [ONLINE] Available at: http://dera.ioe.ac.uk/13770/1/task7.pdf [Accessed 19 March 2017].

Journals and Articles – you find many of these on the website. They are being constantly updated

- Lyon, G.R., Shaywitz and S.E., Shaywitz, B.A. (2003) *A Definition of Dyslexia*. In: Annals of Dyslexia. Aug;53(1):1-14.
- Ramus, F. (2003) *Developmental dyslexia: Specific phonological deficit or general sensorimotor dysfunction?* In: Current Opinion in Neurobiology. Apr;13(2):212-218. Also [ONLINE] Available at: http://cogprints.org/4522/1/CONB02.pdf [Accessed 01 March 2017].
- Ramus, F. (2004) *Neurobiology of Dyslexia*. In: Trends in Neurosciences. Dec;27(12) 720-726.
- Ramus, F. (2008) *What Phonological Deficit?* In: Quarterly Journal of Experimental Psychology. Jan;61(1):129-141.
- Shaywitz, S.E. (1996) *Dyslexia*. In: Scientific American, 01 November 1996, pp.78-84. Also [ONLINE] Available at: https://www.scientificamerican.com/article/dyslexia/ (subscription required to access full article).

Literacy

Publications

- Bielby, N. (1994) *Making Sense of Reading: The new phonics and its practical implications*. Oxford: Scholastic.
- Dean, G. (2005) *Teaching Reading in Secondary School*s, 2nd edition, London: David Fulton Publishers.
- Frith, U. (1997) *Brain, Mind and Behaviour in Dyslexia*. In: Hulme, C. and Snowling, M.J. (Eds.) (2007) *Dyslexia: Biology, Cognition and Intervention*, London: Whurr.
- Hodson, P. and Jones, D. (2001) *Teaching Children to Write: The Process Approach to Writing for Literacy*. Abingdon: Routledge.
- Jamieson, C. and Jamieson, J. (2006) *Manual for Testing and Teaching English Spelling*, Chichester: Wiley.
- Montgomery, D. (2006*) Spelling, Handwriting and Dyslexia: Overcoming Barriers to Learning*, London: Routledge.
- Nation, K. and Snowling, M.J. (1997) *Language Phonology and Learning to Read*. In: Hulme, C. and Snowling, M.J. (Eds.) (2007*) Dyslexia: Biology, Cognition and Intervention,* London: Whurr.
- Oakhill, J., Cain, K. and Elbro, C. (2014) *Understanding and Teaching Reading Comprehension: A Handbook.* London: Routledge.
- Ott, P. (2007) *How to Manage Spelling Successfully,* Abingdon: Routledge.
- Ott, P. (2007) *Activities for Successful Spelling: The Essential Guide*, Abingdon: Routledge.
- Snowling, M.J. and Hulme, C. (2007) *The Science of Reading: A Handbook*, New ed. edition, Oxford: Blackwell.
- Stackhouse, J. and Wells, B. (1997) *How do Speech and Language Problems Affect Literacy Development?* In: Hulme, C. and Snowling, M.J. (Eds.) (2007) *Dyslexia: Biology, Cognition and Intervention*, London: Whurr.
- Stuart, M. (2006) *Learning to Read the Words on the Page: The Crucial Role of Early Phonics Teaching*. In: Lewis, M. and Ellis, S. (Eds.) (2006) *Phonics: Practice, Research and Policy*. London: Sage Publications. Ltd.
- Taylor, J. (2001) *Handwriting: A Teacher's Guide - Multisensory Approaches to Assessing and Improving Handwriting Skills*, London: David Fulton Publishers.

- Walton, M. (1998) *Teaching Reading and Spelling to Dyslexic Children: Getting to Grips with Words*, Abingdon: David Fulton Publishers.

Online Publications and Resources

- Brooks, G. (2016) What Works for Children and Young People with Literacy Difficulties? [ONLINE] Available at: http://www.interventionsforliteracy.org.uk/assets/What-Works-5th-edition-Rev-Oct-2016.pdf [Accessed 18 March 2017].
- Clarke, P. et al. (date unknown) Using speaking and listening activities to support the development of reading comprehension skills, [ONLINE] Available at: http://www.literacytrust.org.uk/assets/0002/8195/Using_speaking_and_listening_activities_to_support_the_development_of_reading_comprehension_skills.pdf [19 March 2017].
- Ehri, L.C. (2003) *Systematic Phonics Instruction: Findings of the National Reading Panel* [ONLINE] Available at: http://files.eric.ed.gov/fulltext/ED479646.pdf [19 March 2017]
- John, R.S., Watson, J.E. (2005) Insight 17: A Seven Year Study of the Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment. [ONLINE] Available at: http://www.gov.scot/Publications/2005/02/20682/52383 [19 March 2017]
- SEDL. Cognitive Elements of Reading, [ONLINE] Available at: http://www.sedl.org/reading/framework/elements.html [19 March 2017].
- The National Archives (date unknown) *Excellence Gateway – Read-Write-Plus*, [ONLINE] Available at: http://webarchive.nationalarchives.gov.uk/20100210151716/http://rwp.excellencegateway.org.uk/readwriteplus/ [19 March 2017].
- The National Archives [date unknown] The National Strategies: Primary Framework – Literacy, [ONLINE] Available at: http://webarchive.nationalarchives.gov.uk/20100512134444/http:/nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework [19 March 2017].

Journals and Articles

- Beech, J. (2005) *Ehri's Model of Phases of Learning to Read: A brief critique*. In: Journal of Research in Reading, Feb;28(1):50-58.
- Bryant, P., et al. (1989) *Nursery Rhymes, Phonological Skills and Reading*. In: Journal of Child Language, Jun;16(2):407-428.
- Ehri, L.C. (1987) *Learning to Read and Spell Words*. In: Journal of Reading Behaviour, Mar;19(1):5-31
- Ehri, L.C. et al. (2001) *Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis*. In: Review of Educational Research, Sep;71(3):393-447.
- Hudson, R.F., High, L., and Al Otaiba, S. (2007) *Dyslexia and the Brain: What Does Current Research Tell Us?* In: The Reading Teacher, Mar;60(6):506-515.
- Nicolson, R.I., Fawcett, A.J., and Dean, P. (2001). *Developmental Dyslexia: TheCcerebellar Deficit Hypothesis*. In: Trends in Neurosciences 2001 Sep;24(9):508-11

- Pressley, M. (2002) E*ffective Beginning Reading Instruction*. In: Journal of Literacy Research, Jun;34(2):165-188.
- Snowling, M.J. (1995). *Phonological Processing and Developmental Dyslexia*. In: Journal of Research in Reading**,** Sep;18(2):132-138
- Stuart, M., Stainthorp, R. and Snowling M.J. (2008) *Literacy as a Complex Activity: Deconstructing the Simple View of Reading*. In: Literacy, Jul;42(2):59-66.
- Wolf, M. and Bowers, P.G. (1999) *The Double-deficit Hypothesis for Developmental Dyslexia*. In: Journal of Educational Psychology, Sep;91(3),415-438.

Useful Documentation from the DfES (England and Wales)

- Department for Education and Skills (2004) A Framework for Understanding Dyslexia, [ONLINE] Available at: http://www.achieveability.org.uk/files/1270740075/dfes-framework-for-understanding-dyslexia.pdf [Accessed 19 March 2017].
- Department for Education and Skills (2004) *Excellence and Enjoyment: Learning and teaching in the Primary Years (Ref: DfES 0524-2004 G)* [ONLINE] Available at: http://cms.walsall.gov.uk/excellence_and_enjoyment-2.pdf [Accessed 19 March 2017].
- Department for Education and Skill (2007) *Letters and Sounds (Ref: DFES-00281-2007),* [ONLINE] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf [Accessed 19 March 2017].
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Units and Learning Outcomes

UNIT TITLE: Theories of and Approaches to Dyslexia
LEVEL: Five
CREDIT VALUE: 20
UNIT CODE:
This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will be able to:	The candidate can:
1. Understand the teaching and learning implications of contemporary theoretical explanations of the nature of dyslexia.	1.1 Undertake a literature review of current research into the nature of dyslexia. 1.2 Synthesise at least 2 theories arising from the research to propose integrated practical methodology of support.
2. Consider contemporary models and theories of the typical development of language, literacy and numeracy skills and how learners who have dyslexia may differ from those who are not experiencing difficulties in acquiring these skills.	2.1 Compare and critically evaluate contemporary models or theories that have been used to explain literacy acquisition. 2.2 Explain how learners who have dyslexia may differ from those who are not experiencing difficulties in literacy acquisition. 2.3 Analyse the difficulties that an individual who has dyslexia individual may experience with basic literacy and how these difficulties should be accounted for and dealt with within a programme to support literacy development. 2.4 Analyse and assesses the difficulties that an individual who has dyslexia may experience with literacy and how these difficulties should be accounted for and dealt with within a programme of support within the wider curriculum that the individual is undertaking. 2.5 Analyse and consider the difficulties that an individual who has dyslexia may experience with numeracy and how these difficulties should be accounted for and dealt with within

	a programme to support numeracy development.
3. Understand the principles underlying cumulative, structured, sequential, multisensory teaching.	3.1 Analyse and evaluate the principles of multisensory, structured, cumulative and sequential approaches to teaching and learning. 3.2 Investigate through the research the importance of a multisensory, structured, cumulative and sequential approach to teaching and support in relation to working with individuals who have dyslexia.

UNIT TITLE: Intervention and Support for Dyslexia

LEVEL: Five

CREDIT VALUE: 20

UNIT CODE:

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will be able to:	The learner can:
4. Understand the social, emotional and behavioural difficulties individuals with dyslexia may encounter.	4.1 Critically evaluate how dyslexia can impact upon motivation, behaviour and self-esteem. 4.2 Reflect and comment on your role in supporting learners with dyslexia with motivation, behaviour and self-esteem.
5. Understand the difficulties individuals with dyslexia may encounter with the development of study and organisation skills.	5.1 Critically evaluate how dyslexia can impact upon study and organisation skills. 5.2 Consider how study and organisation skills can be integrated into the support programme for an individual. 5.3 Reflect and comment on your role in supporting learners who have dyslexia with study and organisational skills.
6. Understand the principles behind and implementation of a dyslexia friendly learning environment to meet the needs of individuals.	6.1 Critically evaluate how the learning environment can impact both positively and negatively on the performance and achievement of an individual who has dyslexia. 6.2 Undertake a self-audit of dyslexia friendly practice. 6.3 Develop an action plan to improve dyslexia friendly practice. 6.4 Discuss the potential positive and negative implications of the use of ICT and Assistive Technology within the context of dyslexia support.

UNIT TITLE: Identifying Needs and Literacy Teaching to Support Dyslexia
LEVEL: Five
CREDIT VALUE: 20
UNIT CODE:
This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will be able to:	The learner can:
1. Understand the importance of an appropriate assessment of needs.	1.1 Analyse data and/or information and/or observations and/or interviews from a variety of sources to identify and justify recommendations for support for an individual who has dyslexia. 1.2 Identify the priority of needs for an individual. 1.3 Consider the impact of these needs within the individual's current environment.
2. Produce a scheme of work to support an individual who has dyslexia.	2.1 Develop a scheme of work (20 hours duration, minimum 10 hours with 1 individual) that is appropriate to meet the identified needs of the individual at a basic level of literacy and numeracy. 2.2 Evaluate how the principles of dyslexia friendly practice have been applied. 2.3 Evaluate how this scheme will meet/has met the needs of an individual (including social and behavioural needs).
3. Produce lesson plans that demonstrate how the support will be delivered.	3.1 Develop and produce 20 hours' worth of lesson/support session plans, include examples of resources / activities used / developed (a minimum of 10 hours must be undertaken with the same individual). 3.2 Evaluate how the principles of dyslexia friendly practice have been applied. 3.3 Evaluate how these lessons/ support sessions are meeting and have met the needs of an individual including behavioural and emotional needs.

	3.4 Compile a progress review report after 50% of the support programme has been delivered to the individual in an appropriate format that can be shared with others.
	3.5 Compile a summative report at the end of the support programme that identifies progress made and outlines a plan to meet future support needs in an appropriate format that can be shared with others.
4. Critically Evaluate the effectiveness of the support provided.	4.1 Evaluate the effectiveness of your own practice for each of the support sessions that have been delivered.
	4.2 Evaluate the impact of the support provided on the individual.
	4.3 Develop an action plan for continuing professional development to enhance your own practice.

Further Information

For additional information or any queries please contact:

The British Dyslexia Association

BDA Training

Unit 6a Bracknell Beeches

Old Bracknell Lane

Bracknell

RG12 7BW

Office: 0333 405 4565

Email: L5cert@bdadyslexia.org.uk

Level 5 Certificate in Dyslexia; Literacy, Support and Intervention Frequently Asked Questions (FAQs)

How many credits is the Level 5 programme?

The BDA Level 5 Certificate in Dyslexia; Literacy, Support and Intervention is equivalent to 60 credits at Level 5. You will be awarded these upon successful completion of the programme.

How many hours studying will I need to undertake?

The programme as a whole is estimated to take around 120 hours. This includes:

- Completion of the required training courses / eLearning modules;
- Time spent on research;
- Completion of the theory-based workbook;
- Time spent on your portfolio of evidence (planning, delivery of support, evaluations, etc.).

The exact number of hours will vary according to how much time you wish to put into certain elements your study, and whether you have already completed any training or eLearning courses that are relevant to the programme.

How long do I have to complete the qualification?

You will have up to two years to complete the course. It is possible to complete the programme in a shorter timeframe provided that you adhere to the requirements for submission of work and the minimum / maximum timings between lessons for your portfolio of evidence of teaching practice.

Do I need QTS or be a qualified teacher to enrol on the Level 5 programme?

No you don't. The BDA is committed to widening participation, and so the Level 5 programme has been designed so that those who do not have a teaching qualification can also participate, so long as they have relevant prior experience.

Once you have completed the Level 5 qualification you can apply for ATS / APS status, having qualified teacher status (QTS) means that you would be awarded ATS (Approved **Teacher** Status) whereas if you do not have QTS you would be awarded APS (Approved **Practitioner** Status). To apply for this, you will need to evidence that you have 1900 hours, equivalent of two years' experience working within an educational setting. This does not have to be full time and could be a combination of part-time roles. The hours of teaching you do as part of this course will count towards this.

Do I need to have current teaching experience before enrolling onto the course?

No you do not, however you will not be able to apply for ATS/APS until you have completed the required number of hours working with learners within an educational setting. This does not necessarily need to be learners who have SpLD and the age of those you have experience working with does not matter.

I have already completed a Level 2 or Level 3 Dyslexia qualification with the BDA Can I count this toward a Level 5 and how much will I pay?

Yes, you can. Many of the modules you will have studied for your Level 2 or Level 3 qualification will also count toward the Level 5 programme. When you complete your application form, make sure you let us know which of our training courses or accredited programmes you have already completed as you will not need to take these a second time, and the cost of these will be deducted from the full cost of the Level 5 programme.

I have completed a dyslexia qualification with another provider, can I use this towards the BDA Level 5?

It may be possible for you to use relevant learning that you have undertaken with another provider toward this qualification, however this is generally reviewed on a case by case basis. Please provide details on your Level 5 application form and include copies of any certificates or relevant paperwork (such as course outcomes). We will then let you know whether this is sufficient to count as accredited prior learning (APL) for aspects of the programme.

What documents will I need to refer to?

You will need to incorporate the learning you will have gained from your training / eLearning modules into your work. In addition, you will need to refer to the relevant legislation or curriculum for your country (e.g.: UK candidates are expected to refer to the SEND Code of Practice 0-25).

Once you have booked and paid for the Level 5 accreditation fee you will gain access to the Candidate Handbook and the workbook which contains the academic tasks, along with templates and example documents to use when completing your portfolio of evidence of teaching practice.

Is the programme delivered via attended courses or online learning?

The programme is delivered principally via self-directed study though online (eLearning) modules, and completion of a theory-based workbook and portfolio of evidence which will then be submitted for assessment.

However, five of the training modules can be attended as face-to-face training days instead of eLearning if you so wish. For further information on this please contact L5cert@bdadyslexia.org.uk for a booking form and available training dates.

How can I access books and journals for my research?

We will provide you with a reading list which highlights core texts. We recommend you join a library (A University library would be best if you have access to one). There are a number of journal articles uploaded onto the course site, the course development team add to this on an ongoing basis and you can find additional articles through an online search.

Wiley Journal subscription offer

As a BDA member, you get the option to buy a Wiley Journal subscription at a much-reduced rate, so if you become a member of the BDA at student rate of £25 you can then also buy the Wiley subscription for 12 months for £55 (normally £100+).

When can I enrol onto the Level 5?

There are regular start dates for the Level 5 accreditation and for each of the required training courses / modules.

The programme is designed to be flexible in how you can enrol. You can do this in one of two ways:

1. Book and pay for the full accredited programme (i.e.: all required courses / modules, along with the Level 5 accreditation) in one go. This will provide you with:
   - 24 months access to all eLearning modules;
   - Immediate access to all Level 5 documentation, including the theory-based assessed workbook, and templates for practical and portfolio work.
   - Immediate access to a tutor.
2. Book and pay for the required courses / eLearning modules one or two at a time. This will provide you with:
   - 24 months access to each eLearning module that you book;
   - The ability to spread the cost and pace of your learning to help make it more manageable;
   - Please note that candidates undertaking the programme in this way will **not** have access to a tutor or the Level 5 documentation until they book and pay for the Level 5 accreditation. This can only be done once all relevant courses / modules have been booked and paid for.

When will I be allocated a tutor?

You will be allocated a tutor as soon as you have booked and paid the accreditation fee for the Level 5 programme.

Are there any additional costs once I have paid for the course?

There are some additional costs. There are some essential reading texts for the course, which you may wish to purchase. If you are not attached to an educational setting you will need to pay for your own photocopying and possibly purchase a small selection of resources to use with your learner. We estimate total additional costs to be no more than £200. If you are attached to an educational institution the costs will likely be lower than this.

How do I achieve ATS/APS?

The Level 5 certificated is a BDA ATS/APS Accredited course. Once you have successfully passed the Level 5, you can apply for ATS/APS status and professional membership with the BDA. As detailed above you must have completed 1900 hours working with learners in an educational setting and be able to evidence this.

For more information on applying for these, please contact: accreditation@bdadyslexia.org.uk.

Is the BDA Level 5 Certificate in Dyslexia; Literacy, Support and Intervention a course which will qualify me as a SPLD tutor?

Yes. Once you have completed and passed the Level 5 programme you will be able to apply for Approved Teacher Status (ATS) or Approved Practitioner Status (APS) and Professional Membership of the BDA.

What age groups would this course enable me to work with as a SPLD tutor?

This would depend on the age group with whom you undertake your assessed teaching practice for the Level 5 certificate; if you work with school age learners then this is the age range you would be qualified to work with, if you work with post-16 / adult learners then it would be this age range.

You could do both, but this may entail you having to undertake additional assessed teaching practice.

Once you have completed the BDA Level 5 Certificate in Dyslexia; Literacy, Support and Intervention, do you need to become a member of the BDA or another affiliated body so that you can practice as a SPLD tutor and assessor?

Yes. Upon completion of the qualification you would need to apply to the BDA for ATS/APS status and would also need to become a professional member. You would then be listed on our list of qualified tutors if you so desired.

If tutoring students at HE level, you now need to have membership of a professional body in order for the student to be able to claim funding to pay for their support.

Will the BDA Level 5 Certificate in Dyslexia; Literacy, Support and Intervention enable me to be a qualified assessor as well?

No. In order to become a qualified assessor you would need to complete an AMBDA accredited course and, following successful completion of this, apply for an APC (Assessment Practising Certificate). The BDA are developing a Level 7 course which will be available in September 2018.

The level 5 can, however, be viewed as the first stage of the process towards becoming a qualified specialist and assessor.

To assess for exam access arrangements, you should refer to the Joint Council of Qualifications (JCQ, http://www.jcq.org.uk/) for guidance on the qualifications that assessors are required to hold.

Do I need to complete and pass all of the modules to become fully qualified?

Yes. All of the required modules need to be completed in order to complete the Level 5 programme (unless we have accepted your evidence of Accredited Prior Learning as providing you with exemption from part of the programme).

In addition, you will need to complete an assessed workbook of essay-type questions, and a portfolio of evidence including of 20 hours' worth of teaching practice.

Do you have any other useful information or links on the training process and other pathways in becoming a qualified SPLD tutor and assessor?

There are other providers of ATS / APS accredited courses. Such providers are listed on the BDA's website in the accreditation section. You can find this at:

http://www.bdadyslexia.org.uk/services/professional-accreditation