



Level 5

**Certificate in Dyscalculia and Maths
Learning Difficulties; Support and
Intervention**

**Programme Information
(pre-application)**

Welcome to the Course

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 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.

The BDA have responded to the growing demand for knowledge in dyscalculia and are now able to offer both training and assessment in this area.

The BDA has agreed this operating definition of Dyscalculia:

Developmental Dyscalculia

- Developmental dyscalculia is a specific and persistent difficulty in understanding arithmetic and basic number sense. It may also affect retrieval of number facts and key procedures, fluent calculation and interpreting numerical information. It is diverse in character and occurs across all ages and abilities. Dyscalculia is an unexpected difficulty in Maths that cannot be explained by external factors.
- Mathematics difficulties are often thought of as a continuum, not a distinct category, with dyscalculia at the extreme end of this continuum. It should be expected that developmental dyscalculia will be distinguishable from general maths difficulties due to the severity of difficulties with symbolic and non-symbolic magnitude, number sense and subitising.
- Developmental dyscalculia can often co-occur with other specific learning difficulties, such as dyslexia, dyspraxia and attention deficit hyperactive disorder.

BDA 2018

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 and dyscalculia specialists.

Who is the course for?

The BDA Level 5 Certificate in Dyscalculia and Maths Learning Difficulties; Support and Intervention provides training for individuals who have a professional interest in dyscalculia in order for them to become informed practitioners and teachers. The course is delivered in the form of eLearning and can be undertaken full time or part time.

It is of particular benefit to:

- Teachers and Teaching Assistants supporting maths in primary, secondary and tertiary settings;
- Tutors and support staff in Further Education and other adult learning settings;
- Support staff in Higher Education;
- It is also accessible to those who have a desire to improve their skills and knowledge in the area of dyscalculia and maths learning difficulties and display the ability to study at Level 5.

Please note this course is currently accredited by OCN and BDA accreditation is pending.

What is the qualification?

The BDA Level 5 Certificate in Dyscalculia and Maths Learning Difficulties; Support and Intervention is the first step towards becoming a specialist in maths related difficulties. Candidates who have completed the Level 5 certificate will have the knowledge to deliver specialist support to individuals requiring support with maths related difficulties.

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.

It is important to note that at this level you will **not** be able to formally "diagnose" dyscalculia. However, those wishing to progress and complete a level 7 AMBDA course, the Level 5 certificate may be used as evidence of prior learning. Level 7 courses in Dyscalculia are not widely available at present but the BDA are intending to offer this training in the future.

Programme Delivery

The programme will be delivered through eLearning modules which will be available on the eLearning platform. Candidates will have access to a personal tutor and communication will primarily be via email with telephone/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 a variety of texts, video/website links and webinars as well as reflective quizzes to check learning as the individual progresses through the module.

At the end of the modules you will be required to complete academic tasks equivalent in academic demand to foundation degree level (essay questions can be found in the FAQs).

This programme has been designed to provide candidates with:

- Flexibility in 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.

How is the Programme Put Together?

This Level 5 programme is an online learning package. Once a candidate has been accepted onto the Level 5 programme, they will be able to access the relevant eLearning platform. Following payment for accreditation they will be able to submit work to their tutor to be marked prior to starting the assessed teaching practice.

Course fees and timescales

The cost of the Level 5 Certificate is £1590.

There are two options for payment:

- You can pay for the whole course upfront which gives you access to all four modules and the course forum, the Candidate Handbook, the workbook, tutor support and marking, £100 payment to OCN (to register for your certificate), accreditation and verification of your portfolio.

Or you can pay in two separate payments to split the cost:

- First payment of £840 which gives you access to modules A, B, C and D the course forum, the Candidate Handbook, the workbook and tutor support.
- Second payment of £750 to cover tutor support and marking, continued access to the forum, £100 OCN fee, accreditation and verification of your portfolio.

You must complete the whole course within two years via either payment route. This is to ensure you are up to date and compliant with current practice, you will have access to all four the Modules for two years from the date the first module is released to you.

If you have completed our L2 Accredited Dyscalculia Course, we can offer you a discount of 5% off the cost of the modules (a saving of £42)

If you have completed our L5 Certificate in Dyslexia; Literacy, Support and Intervention we can offer you a discount of 10% off each of the modules (a saving of £84).

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 maths (teaching or support) 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 or list it on your application form, please provide evidence of certificates and course outcomes.

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 two learners. Your main learner should have significant difficulties with the acquisition of numeracy. Your second learner should have difficulties with numeracy and may also have difficulties with other areas of the maths curriculum. 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. Both learners must be taken from either pre-16 or post-16 age group.

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:

- Assessed tasks contained within the workbook, where candidates will be required to demonstrate that they are able to effectively apply their learning in practical terms. This includes academic essays at foundation degree level with word counts ranging from 500-3000 words over several 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.

The tutor team will consist of experienced dyscalculia and dyslexia specialists, who will be overseen by the Head of Professional Level Training. All tutors are qualified with AMBDA/APCs. 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 (ATS 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. The 20 hours from this course can count towards the total. You can apply for ATS/APS for pre-16 or ATS/APS for FE/HE. It is possible to apply for both, but you would need to complete an additional 20 hours teaching practice in the second age group, please contact us to discuss this further and note there would be an additional charge.

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, Mac, 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 two of the teaching 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.

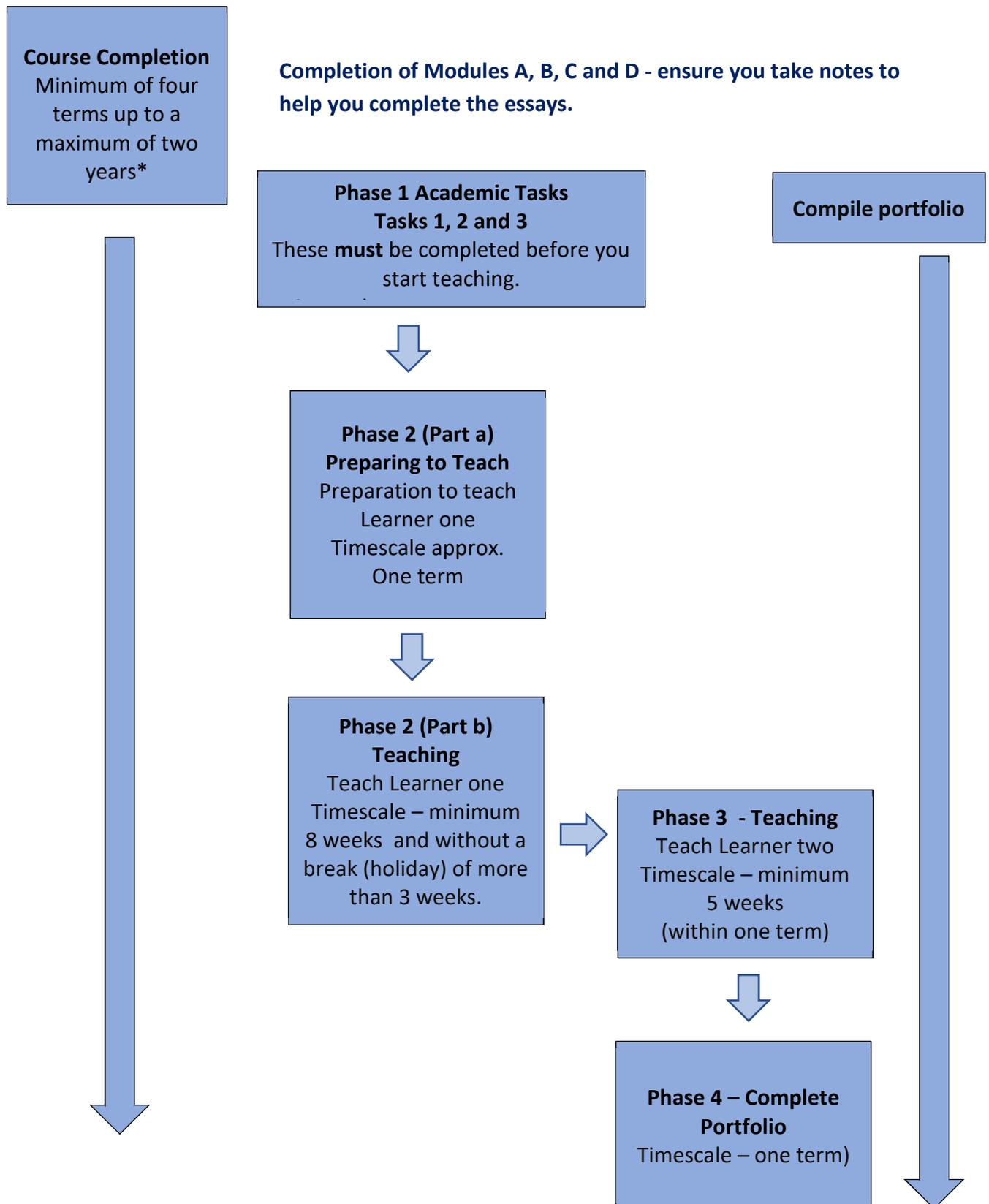
Online Repository: In order for our tutors to review your recorded videos, you will be provided with access (when required) to the BDA's SharePoint system.

Please note: In the event that you prefer to share your videos (along with any associated documents) from within your own personal online repository (e.g.: Dropbox, SharePoint etc), then please be aware that **the BDA will require access to any online folder that you choose to share with the BDA for the duration of this course.**

Additionally, as the BDA might also be asked to demonstrate / present a candidate's work for either internal and or external moderation, **the BDA will require guaranteed access to any course related video and or associated files on request.**

Timeline for candidate work and submissions

The Level 5 course consists of four 'phases'.



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

Reading List

Once you have the Candidate Handbook you will have access to a full reading list which will include essential and recommended texts for the course.

These are some of the books that will be used in the course, a comprehensive reading list will be available in the course handbook:

- Bird, R. (2017) *The Dyscalculia Resource Book: Games and Puzzles for ages 7 to 14*, 2nd edition, London: Sage Publications Ltd.
- Ronit Bird's e-books
- Bird, R. (2017) *Dyscalculia Toolkit (7-14yrs or 8-16yrs)*
- Chinn, S.J. and Ashcroft, R. (2017) *Mathematics for Dyslexics and dyscalculics – A Teaching Handbook* 4th edition, Chichester, John Wiley and Sons.
- Chinn, S.J. (2017) *More Trouble with Maths*
- Chinn, S. (2018) *Maths Learning Difficulties, Dyslexia and Dyscalculia* 2nd Edition
- Chinn, S.J. (2016) *The Trouble with Maths: A Practical Guide to Helping Learners with Numeracy Difficulties*, 3rd edition, London: Routledge.
- Emerson, J. (2015). *Understanding Dyscalculia and Numeracy Difficulties*. London, United Kingdom: Jessica Kingsley Publishers.
- Emerson, J. and Babbie, P. (2013) *The Dyscalculia Assessment*, 2nd edition, London: Bloomsbury Education.
- Henderson, A. and Miles, E. (2001) *Basic Topics in Mathematics for Dyslexics*, London: Whurr.
- Henderson, A. (2012) *Dyslexia, Dyscalculia and Mathematics: A Practical Guide*, 2nd edition, Abingdon: Routledge.
- Hornigold, J. (2014) *Dyscalculia Lesson Plans (Books 1 and 2)*. Nottingham: TTS.
- Hornigold, J. (2017) *Understanding Maths Learning Difficulties*, London : OUP.
- Kay, J. and Yeo, D. (2003) *Dyslexia and Maths*, Abingdon: David Fulton Publishers.
- Moorcroft, P. (2014) *Just Doesn't Add up* Padstow: Tarquin
- Yeo, D. (2003) *Dyslexia, Dyspraxia and Mathematics*, London: Whurr

Academic Tasks

These are the titles of the academic tasks that you will complete prior to starting your teaching. We have included them in here so that you are aware of the type of essay you will be asked to write and you can take notes whilst you are studying the modules.

1. Understand the teaching and learning implications of contemporary theoretical explanations of the nature of dyscalculia

- 1.1. Undertake a literature review of current research into the nature of dyscalculia and difficulties with Maths
- 1.2. Look at two views arising from your research to propose integrated practical methodology of support

This assignment is a single theoretical essay written in academic style with Harvard referencing.

In the first part of this assignment (1.1) you will demonstrate that you have read a number of articles that explain different views about children's learning and how they develop the skills that are required to learn mathematics. This will also include theoretical views of the causes and characteristics of dyscalculia. (2000 words)

In the second part of the essay (1.2) you will briefly look at two views that discuss dyscalculia and say what impact these may have on learning maths. You will also suggest holistic methodology of support. (You are not required to go into too much detail about support for learners with dyscalculia as this will be addressed in more detail in later assignments). (1000 words). **Single essay 3000 words +/- 10%**

2. Consider contemporary models and theories of the typical development of numeracy skills and how dyscalculia learners and learners with co-occurring difficulties may differ from those who are not experiencing difficulties in acquiring these skills.

This task is divided into three assignments.

- 2.1. Compare and critically evaluate contemporary models or theories that have been used to explain the overlapping nature of Specific Learning Difficulties in development of Mathematical skills. **2000 words +/- 10%**
- 2.2. Analyse the difficulties that a learner with dyscalculia or maths learning difficulties may experience with numeracy and how these difficulties should be accounted for within an individual programme of support for numeracy development. **2000 words +/- 10%**
- 2.3. Analyse and assess the difficulties that an individual with dyscalculia may experience with numeracy and how these difficulties should be accounted for within a programme of support within the wider curriculum that the individual is undertaking. **1000 words +/- 10%**

3. Understand the principles underlying the creation of an appropriate learning environment for a learner with dyscalculia.

3.1. Analyse and evaluate the role of cognitive style and metacognition within the programme of support.

3.2. Investigate the impact of the affective domain factors needed to create a learning environment that is pragmatically empathetic to the cognitive and affective needs of the learner.

Essay examining the learning environments for the dyscalculic learner or learner with difficulties in maths.

Word Count 3,000 words +/- 10%

Level 5 Certificate in Dyscalculia and Maths Learning Difficulties: Support and Intervention - Frequently Asked Questions (FAQs)

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 / e-Learning 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 of 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 as long as 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 maths difficulties and the age of those you have experience working with does not matter.

I have already completed a Level 2 Dyscalculia qualification with the BDA, can I count this toward a Level 5 and how much will I pay?

We can offer you a 5% discount on the cost of the modules (a saving of £42) if you have completed the above course with the BDA. You will still need to access all the course materials and complete all the essays for the course.

I have completed a dyscalculia 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 towards 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 and course outcomes. We will then let you know whether this is sufficient to count as accredited prior learning (APL) for aspects of the programme and to reduce your costs.

What documents will I need to refer to?

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 and the National Curriculum).

Once you have booked and paid for the accredited part of the course 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?

No, this Level 5 course is currently available as online learning only.

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?

You can enrol onto this programme at any time during the year.

When will I be allocated a tutor?

You will be allocated a tutor as soon as you have booked the modules or paid the cost of the course in full.

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 certificate 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 Dyscalculia and Maths Learning Difficulties: 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 which will incur an additional cost.

Once you have completed the BDA Level 5 Certificate in Dyscalculia and Maths Learning Difficulties; 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 Dyscalculia and Maths Difficulties; 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). A Level 7 course in Dyscalculia is not currently available but this is likely to be developed in the future.

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

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.

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

Units and Learning Outcomes

Unit Title: Theories and Approaches to Dyscalculia and Maths Learning Difficulties

Level: Five (5)

Credit Value: 20

Unit Code:

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner should be able to:	The learner can:
<p>1. Understand the teaching and learning implications of contemporary theoretical explanations of the nature of Dyscalculia.</p>	<p>1.1. Undertake a review of research into the nature of dyscalculia</p> <p>1.2. Synthesise at least 2 theories arising from the research to propose integrated practical methodology of support</p>
<p>2. Consider contemporary models and theories of the typical development of numeracy skills and how dyscalculic learners may differ from those who are not experiencing difficulties in acquiring these skills.</p>	<p>2.1. Compare and critically evaluate contemporary models or theories that have been used to explain the overlapping nature of Specific Learning Difficulties</p> <p>2.2. Explain how dyscalculic learners may differ from those who are not experiencing significant difficulties in numeracy acquisition</p> <p>2.3. Analyse the difficulties that a dyscalculic individual may experience with numeracy and how these difficulties should be accounted for within a programme to support numeracy development</p> <p>2.4. Analyse and assesses the difficulties that a dyscalculic individual may experience with numeracy and how these difficulties should be accounted for within a programme of support within the wider curriculum that the individual is undertaking</p>

<p>3. Understand the principles underlying the creation of an appropriate learning environment for a dyscalculic learner.</p>	<p>3.1. Analyse and evaluate the role of cognitive style and metacognition within the programme of support</p> <p>3.2. Investigate the impact of the affective domain factors needed to create a learning environment that is pragmatically empathetic to the cognitive and affective needs of learners</p>
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Unit Title: Theories and Approaches to Dyscalculia and Maths Learning Difficulties

Level: Five (5)

Credit Value: 20

Unit Code:

Unit Specification Part 2 – Assessment Arrangements

Outline of Unit Content	
Outline of Proposed Learning Activities/Approach to Delivery	
<p>The programme will be delivered through eLearning modules.</p> <p>In addition, candidates will have access to a personal tutor via email or phone and will be actively encouraged to use this resource. 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 ideas/thought with peers and seek generic guidance from the tutor team.</p>	
Outline of Resources/Bibliography (as appropriate)	
<p>Learners will receive comprehensive learning materials to support and reinforce the content of the workshop/eLearning delivery. These materials will be available as hard and soft copies.</p>	
Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
<p>Learners will be expected to complete an assessment booklet upon completion of the workshop/eLearning sessions/modules.</p>	<p>Evidence of assessment will include responses questions contained within the assessment workbook. For this unit these will be essay based that demonstrates the learner has undertaken independent research. It is also expected that this learning will be applied to practical elements within the other units of this programme</p>

Unit Title: Intervention and Support for Dyscalculia and Maths Learning Difficulties**Level: Five (5)****Credit Value: 20****Unit Code:****Unit Specification Part 2 – Assessment Arrangements**

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner should be able to:	The learner can:
1. Understand the social, emotional and behavioural difficulties individuals with specific learning difficulties may encounter.	1.1. Critically evaluate how dyscalculia and maths learning difficulties can impact upon motivation, behaviour, self-efficacy and self-esteem 1.2. Reflect and comment on your role in supporting dyscalculic learners and those with maths learning difficulties with motivation, behaviour, self-efficacy and self-esteem
2. Understand the principles behind and implementation of a dyscalculia friendly learning environment to meet the needs of individuals	2.1. Critically evaluate how the learning environment can impact both positively and negatively on the performance and achievement of a dyscalculic individual. 2.2. Undertake a self-audit of dyscalculia friendly practise. 2.3. Develop an action plan to improve dyscalculia friendly practise 2.4. Critically evaluate 2 existing mathematical teaching resources 2.5. Discuss the potential positive and negative implications of the use of ICT and Assistive Technology within the context of dyscalculia and maths learning difficulties support

Unit Title: Intervention and Support for Dyslexia and Maths Learning Difficulties**Level: Five (5)****Credit Value: 20****Unit Code:****Unit Specification Part 2 – Assessment Arrangements**

Outline of Unit Content	
Outline of Proposed Learning Activities/Approach to Delivery	
<p>The programme will be delivered through eLearning modules.</p> <p>In addition, candidates will have access to a personal tutor via email or phone and will be actively encouraged to use this resource. 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 ideas/thought with peers and seek generic guidance from the tutor team.</p>	
Outline of Resources/Bibliography (as appropriate)	
<p>Learners will receive comprehensive learning materials to support and reinforce the content of the workshop/eLearning delivery. These materials will be available as hard and soft copies.</p>	
Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
<p>Learners will be expected to complete an assessment booklet upon completion of the workshop/eLearning sessions/modules.</p>	<p>Submission of a workbook that contains tasks mapped to the learning outcomes and assessment criteria for learning outcome 1 and 2</p> <p>Achievement of learning outcome 3 will be a copy of the “Dyscalculia Friendly Self Audit” that includes ICT with accompanying evaluation and action plan. It is also expected that there will be evidence of learning through application of skills evidenced in unit 3 of this programme</p>

Unit Title: Identifying Needs and Numeracy Teaching to Support Dyscalculia and Maths Learning Difficulties

Level: Five (5)

Credit Value: 20

Unit Code:

Unit Specification Part 2 – Assessment Arrangements

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner should be able to:	The learner can:
<p>1. Understand the importance of an appropriate identification of needs and identify key factors contributing to the maths learning difficulties</p>	<p>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 is dyscalculic or has maths learning difficulties</p> <p>1.2. Identify the priority of needs for an individual</p> <p>1.3. Consider the impact of these needs within the individual’s current environment</p>
<p>2. Produce a scheme of work to support an individual who is dyscalculic or has maths learning difficulties</p>	<p>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 numeracy</p> <p>2.2. Detail the manipulatives and visuals utilised within the scheme of work</p> <p>2.3. Evaluate how the principles of dyscalculia friendly practice have been applied to the individual</p> <p>2.4. Evaluate how this scheme will meet/has met the needs of an individual (including emotional, social and behavioural needs)</p>

<p>3. Produce lesson plans that demonstrate how the support will be delivered to an individual</p>	<p>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)</p> <p>3.2. Evaluate how the principles of dyscalculia friendly practice have been applied</p> <p>3.3. Evaluate how these lessons/ support sessions are meeting and have met the needs of an individual including behavioural and emotional needs.</p> <p>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.</p> <p>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.</p>
<p>4. Critically Evaluate the effectiveness of the support provided</p>	<p>4.1. Evaluate the effectiveness of your own practice for each of the support sessions that have been delivered</p> <p>4.2. Evaluate the impact of the support provided from the individual's perspective</p> <p>4.3. Develop an action plan for continuing professional development to enhance your own practise.</p>

Unit Title: Identifying Needs and Numeracy Teaching to Support Dyscalculia and Maths Learning Difficulties

Level: Five (5)

Credit Value: 20

Unit Code:

Unit Specification Part 2 – Assessment Arrangements

Outline of Unit Content	
Outline of Proposed Learning Activities/Approach to Delivery	
<p>The programme will be delivered through eLearning modules.</p> <p>In addition, candidates will have access to a personal tutor via email or phone and will be actively encouraged to use this resource. 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 ideas/thought with peers and seek generic guidance from the tutor team.</p>	
Outline of Resources/Bibliography (as appropriate)	
<p>Learners will receive comprehensive learning materials to support and reinforce the content of the workshop/eLearning delivery. These materials will be available as hard and soft copies.</p>	
Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
<p>Learners will be expected to complete an assessment booklet upon completion of the workshop/eLearning sessions/modules and compile a portfolio of evidence.</p>	<p>Learning outcome 1, 2, & 3 will be assessed through the evaluation of a portfolio of evidence supplied by the candidate, it is also expected that their evidence will also show practical application of the learning achieved in learning outcomes from units 1 & 2 of the programme</p> <p>In addition, candidates will be required to submit 1 hour duration of video evidence of their teaching practise, submissions will be assessed and tutor feedback provided.</p> <p>Candidates will also provide 2 progress reports about the individual who they are supporting, one at 50% completion of the support programme and one at 100% completion of the programme.</p> <p>Candidates will submit a Personal Learning Journal containing evidence of critical self-evaluation as evidence of achievement of learning outcome 4 along with an Action Plan outlining future CPD.</p>

Further information

For additional information or any queries please contact:

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