



**Diploma in Dyslexia Assessment  
and Intervention  
Level 7**

**Programme Information  
and FAQs  
(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 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 7 Diploma in Dyslexia Assessment and Intervention provides training for individuals who already hold ATS/APS (or equivalent) and have a professional interest in assessment for dyslexia. The course is modular and flexible and can be undertaken part time, through online learning. The course is suitable for assessing all age groups. You will be qualified to diagnose dyslexia either in pre-16 or post-16 depending on the age of the learners you assess and teach on the course. It may be possible for you to qualify to teach and assess across all age ranges; you would need to contact us to discuss this further. This would require additional study time and cost.

**The course is accredited with OCN and AMBDA accreditation is pending.**

## What is the qualification?

The BDA Level 7 Diploma in Dyslexia Assessment and Intervention will enable you to formally diagnose dyslexia and will lead to you gaining an AMBDA and an APC. In addition, candidates who complete this course will have the knowledge to build on their specialist teaching skills and carry out exam access arrangements.

## Programme delivery

The programme will be delivered through eLearning modules, all candidates will have access to a personal tutor. The communication will primarily be via email with telephone 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.

The course consists of lectures, video/website links, texts to read and reflective activities to check learning as the individual progresses through the course. There will be ongoing formative and summative assessment.

This programme has been designed to provide candidates with:

- Flexibility in booking and planning your study time to fit around other activities;
- Regular support from a team of specialist tutors who all hold AMBDA/APC status;
- Utilisation of interactive online study;
- The ability to enrol on the programme at any time;
- The option to book and pay for the programme on a “pay as you go” basis, to spread the costs;
- Alternatively, the entire programme can be booked and paid for upfront.

## How is the programme put together?

There is a pre-course task to complete prior to beginning the first module which you will be required to pass before progressing to the remainder of the course.

The course is divided into two modules:

**Module 1** aims to examine the theory and practice of psychometric testing and develop the key competences in identification and assessment, whilst reflecting critically on the process.

### Aims and Objectives of Module 1

- Understand and critically appraise the theory and practice of psychometric assessment.
- Review the rationale behind testing and assessment.
- Develop critical understanding of the types and uses of tests.
- Provide experience of conducting assessments with correct administration, scoring and interpretation.

On successful completion of this module participants should be able to:

1. Demonstrate understanding of the principles, theory and application of psychometric assessments.
2. Administer and analyse both norm-referenced and informal assessments of learners of different ages with reading, writing and spelling difficulties.
3. Be equipped to write professional reports containing recommendations for intervention using the appropriate format and accessible language.

### Module 2

By the end of the module candidates will be able to:

- Critically reflect on the development of a personalised learning programme, which meets the needs of a learner with dyslexia.
- Apply the principles underlying structured, cumulative and multisensory teaching and learning and be able to critically review and adapt practice where necessary.
- Demonstrate the ability to communicate that understanding to a range of professionals.

### Course fees and timescales

The cost of the Level 7 Diploma is £1950.

There are two options for payment:

1. You can pay in two instalments:

- First payment of £250 which includes registration, the pre-course assignment and student membership of the BDA. You will be allocated a tutor to mark and provide feedback on the pre-course assignment.
- Second payment of £1700 which includes access to module one and two, the course forums, the candidate handbook, the workbook, tutor support throughout, £100 to OCN to register for your certificate, accreditation and verification of your portfolio. This will also cover the £70 fee to apply for AMBDA on receipt of your completed form.

**OR**

2. You can pay in four separate payments:

- First payment of £250 which includes registration, the pre-course assignment and student membership of the BDA. You will be allocated a tutor to mark and provide feedback on the pre-course assignment.
- Second payment of £600 which includes access to module one, the course forum, the candidate handbook, the workbook and tutor support throughout.
- Third payment of £600 which includes access to module two, continued access to the forum, tutor support throughout and your payment of £100 to OCN to register for your certificate.
- Final payment of £500 to cover accreditation and verification of your portfolio. This will also cover the £70 fee to apply for AMBDA on receipt of your completed form.

#### **Important Note:**

**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.**

## Entry requirements

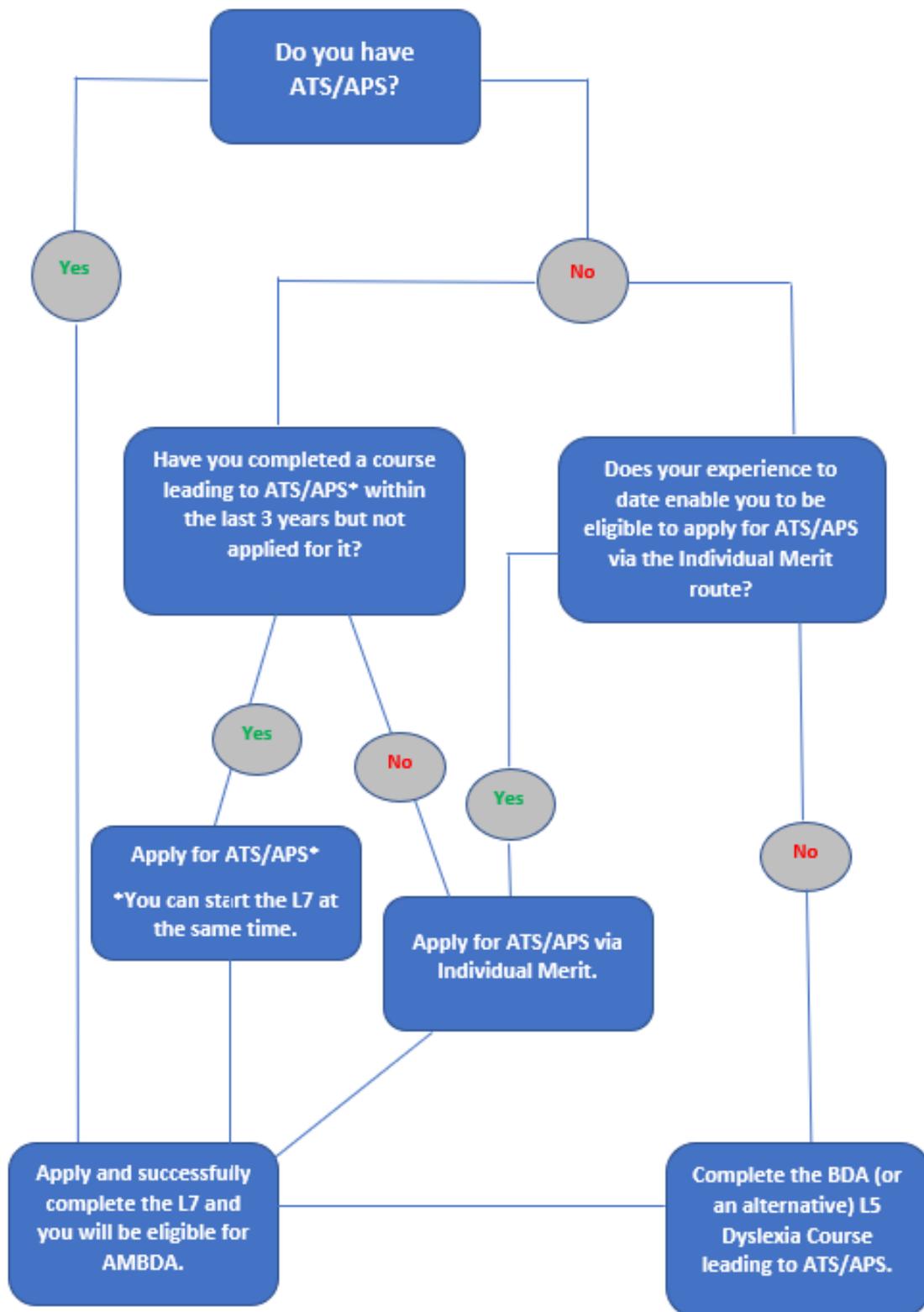
To undertake this Level 7 Diploma in Dyslexia Assessment and Intervention you must already hold ATS/APS or have completed a course leading to ATS/APS within the last three years. The course must include two years full-time (or equivalent hours part-time) teaching experience in order to fulfil AMBDA requirements.

Candidates will need to complete and submit an application form prior to booking any elements of the Level 7 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.

Please see the following page which explains the options if you have completed a course leading to ATS/APS more than three years ago. Information regarding Individual Merit can be found on our website:

<https://www.bdadyslexia.org.uk/services/professional-accreditation/ambda-im>

**Eligibility to apply for the L7 Diploma in Dyslexia Assessment and Intervention (leading to AMBDA)**



## Teaching practice

In part this is a competency assessed programme, therefore supervised teaching is an essential part of the programme.

Candidates will be required to deliver **10 hours of teaching practice** with a learner who has complex learning difficulties. This will be the third learner that you assessed in Module 1. Teaching practice must take place in a school, college, HE site or within a Tutoring Centre. Candidates must have contact with class teachers or tutors so that targeted support can be integrated with class support.

## Assessment of candidates' work

There is a pre-course assessment task which requires you to critically review a piece of academic literature in order to assess your ability to work at this level. If you do not pass this task after two submissions, you will not be able to proceed to module one immediately and will be asked to reapply again at a later date in order to enable you to work independently on gaining the skills required to complete a Level 7 course.

Assessment of candidates' work will include:

- Assessed tasks in which candidates will be required to demonstrate that they are able to work within the Level 7 learning outcomes. This includes essay writing with word counts ranging from 500-5000 words over approx. 20 tasks, this includes submission of three full diagnostics reports. In addition, you will need record yourself carrying out presentations, one full assessment and a taught lesson. You will also need to carry out an INSET training session in your school.
- You will be required to submit a portfolio of evidence which will include all assignments, tasks, score sheets as well as evidence of 10 hours of teaching practice. Templates and guidance for this portfolio will be available in the Candidate Handbook for the Level 7 programme.

The tutor team will consist of dyslexia specialists, who are qualified with AMBDA/APCs. They will be overseen by the Head of Professional Level Training. Internal and external 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 AMBDA/APC

Once your course has been completed you will be eligible to apply for both AMBDA and an APC. Your Tutor will sign off that you have passed the relevant sections and also completed the required 10 hours teaching with your learner.

**Note:** APC's are issued and renewed every three years by three awarding bodies – the BDA, Dyslexia Action and Patoss. You are able to apply to any of these after you complete your course.

Holding Annual Professional Membership is an **essential** requirement for any of the three bodies.

The cost of AMBDA is £70\* plus £165 for your APC, of which £15 goes to SASC for inclusion on their List of Assessors for three years.

\*This cost is included in your course fee.

## 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](http://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 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.

**Online Repository:** In order for our tutors to review your recorded videos, you will need to have access to an online storage repository (e.g.: Dropbox, SharePoint etc), which can facilitate the ability to securely share your videos over the internet.

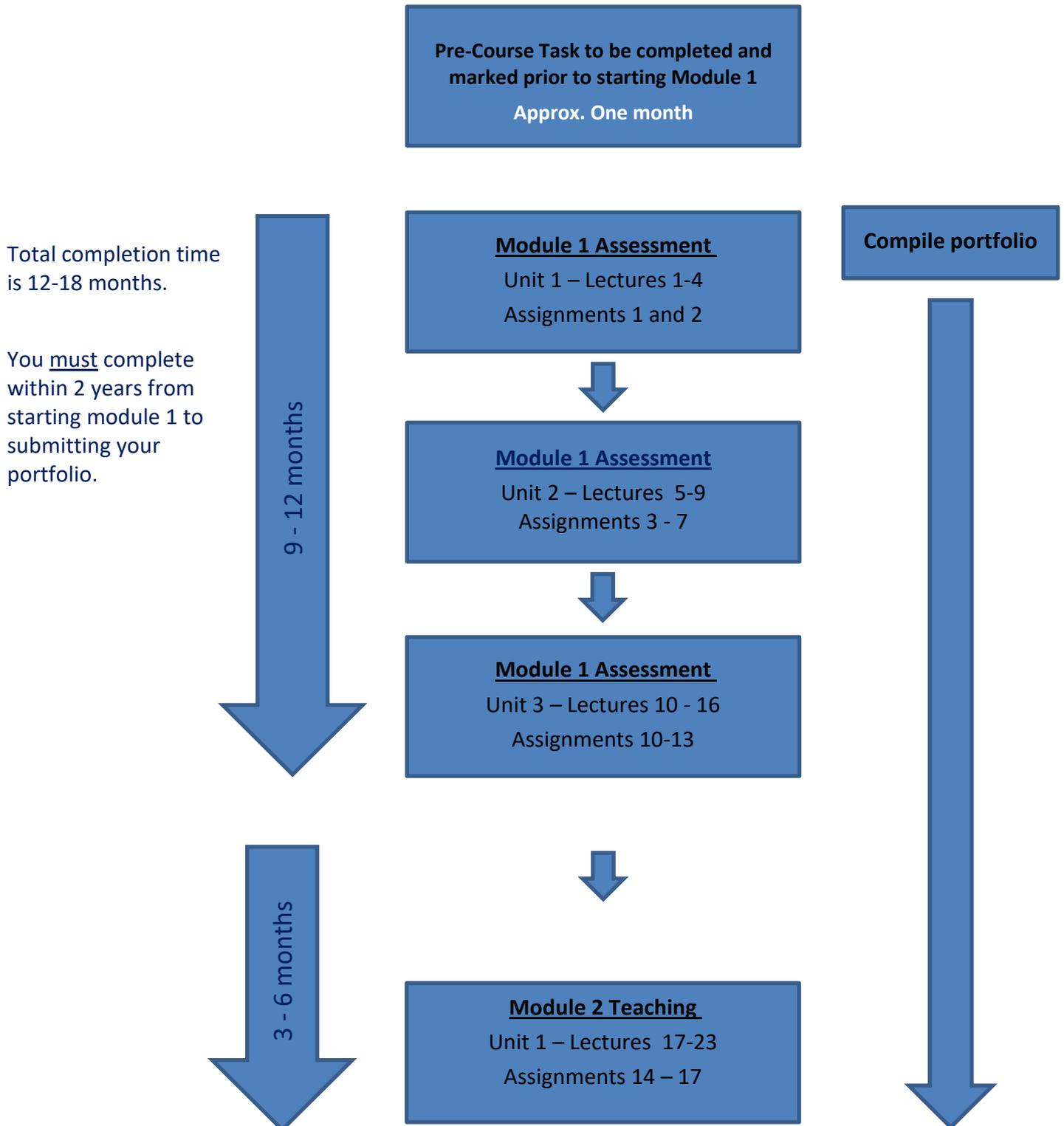
### Other equipment required:

**Stop watch:** Although digital phones have internal stopwatches a separate stopwatch is less obtrusive.

**Clipboard:** To ensure that original score sheets are kept out of way of learner. NB you need to keep a file of all your records, feedback sheets etc as evidence of work undertaken.

## Timeline for candidate work and submissions

The Level 7 course consists of two modules.



## Level 7 Certificate in Dyslexia Assessment 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 / 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 24 months 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 7 programme?

No you don't need to be a qualified teacher but you do need to have completed a Level 5 accredited course (or equivalent) and have ATS/APS. Approved **Teacher** Status/Approved **Practitioner** Status) and 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.

#### I have completed a Level 5 accredited dyslexia qualification with another provider, can I use this to apply for the BDA Level 7?

It may be possible for you to use an alternative Level 5 dyslexia qualification that is not a BDA course, please provide details on your Level 7 application form and include copies of any certificates and course outcomes. We will then let you know whether this is sufficient to meet our requirements for access on to the course.

## What documents will I need to refer to?

You will need to incorporate the learning you will have gained from your eLearning 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). All reports have to be to the Standards of Assessment in SpLD Committee's standards which can be found on [www.sasc.org.uk](http://www.sasc.org.uk).

You will also need to closely refer to the BDA Candidate Handbook and the workbook (which contains the academic tasks).

## Is the programme delivered via attended courses or online learning?

The programme is delivered through online (eLearning) modules, and completion of theory-based essay tasks contained within the workbook. You will also submit a portfolio of evidence which will be submitted for assessment at the end of the course.

## 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 student member, you get the option to buy a Wiley Journal subscription at a much-reduced rate, you can buy the Wiley subscription for 12 months for £55 (normally £100+).

## When can I enrol onto the Level 7?

You can enrol on the course 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 and paid either in full or registered and paid for the first element (the pre-course task).

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

There are some additional costs. You will need access to a range of assessment tests which you may need to purchase if you do not have access to them. The costs of these assessment tests range from £100 - £600. It is estimated that the costs associated with purchasing all the appropriate tests to assess independently are approx. £1500-£2000.

There are some essential reading texts for the course (as mentioned above), which you may wish purchase if you can't borrow them from a library. 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 teaching resources to use with your learner.

### **I have done my Level 5 course elsewhere – can I still do my Level 7 through the BDA?**

To undertake this Level 7 Diploma in Dyslexia Assessment and Intervention you must already hold ATS/APS (or have completed a L5 course leading to ATS/APS within the last three years). This must include two years full-time (or equivalent) teaching experience in order to fulfil AMBDA requirements.

### **How do I achieve AMBDA/APC?**

You will be guided in how to apply for AMBDA and an APC during the course.

For more information on applying for these, please contact:  
[accreditation@bdadyslexia.org.uk](mailto:accreditation@bdadyslexia.org.uk).

### **Is the BDA Level 7 Diploma in Dyslexia Assessment and Intervention a course which will qualify me as a SPLD assessor?**

Yes. Once you have completed and passed the Level 7 programme you will be able to formally diagnose dyslexia and carry out Exam Access Arrangements.

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.

### **What age groups would this course enable me to work with as an assessor?**

This would depend on the age group with whom you undertake your assessed teaching practice with and the age of those you carry out your assessments with. If you work with pre-16 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 tasks and additional teaching practice. Please contact us via the L7 email address for more information

**Once you have completed the BDA Level 7 Diploma in Dyslexia Assessment and Intervention, do you need to become a member of the BDA or another affiliated body so that you can practice as a SPLD assessor?**

No. On completion of the course you are a qualified assessor as long as you are not assessing for Disabled Students Allowance (DSA). We recommend, for best practice, that you do join as an Associate Member of the BDA and apply for an APC as it is suitable for those assessing at any age.

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

Yes. All of the required modules, workbook tasks and 10 hours of teaching practice need to be completed in order to complete the Level 7 programme

**How long will my tutor take to mark my work?**

Tutors will have a maximum of 15 working days to mark and return your work, however they appreciate that some tasks require a fast turnaround. They will always endeavour to mark and return work as soon as they can.

## Reading List

Please note you are **not expected to read everything** on this list, as 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 or have access to **at least two** of the following **Essential Reading Texts for Module 1**:

### Essential Reading Texts for Module 1

- Johnson, B & Hagger-Johnson, G (2013) *Psychometric Assessment, Statistics and Report Writing; An introduction for psychologists, teachers and health professionals*. London: Pearson.
- Jones, A. & Kindersley K (2013) *Dyslexia, Assessing and Reporting*. London. Hodder.
- Phillips, S, Kelly, K (2018) *Assessment of Learners with Dyslexic-type difficulties*. London: Sage.

### Wiley Journal subscription offer

As a BDA student member, you get the option to buy a Wiley Journal subscription at a much-reduced rate; 12 months for £55 (normally £100+).

### Highly Recommended for Module 2

- Broomfield, H. and Combley, M. (Eds.) (2003) *Overcoming Dyslexia: A Practical Handbook for the Classroom*, 2<sup>nd</sup> edition, London: Whurr.
- Ott, P (1997) *How to Detect and Manage Dyslexia: A reference and resource manual*, 1<sup>st</sup> Edition, Oxford: Heinmann
- Reid, G. (2016) *Dyslexia: A Practitioner's Handbook*, 5<sup>th</sup> edition, Chichester: Wiley.
- Stuart, M. and Stainthorp, R. (2015) *Reading Development and Teaching*. London: Sage Publications Ltd.
- 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*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> edition, Oxford: Wiley-Blackwell.
- Turner, M., Rack, J. (2004) *The Study of Dyslexia*, New York: Springer.
- Thomson, M. (1990) *Developmental Dyslexia*, 3<sup>rd</sup> edition, London: Whurr.
- Townend J and Turner M (1999) *Dyslexia in Practice: A Guide for Teachers*
- *Dyslexia Friendly Schools Good Practice Guide* published by the BDA
- *Dyslexia in Education: A Guide for Teachers and Teaching Assistants* published by the BDA

## 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*, 2<sup>nd</sup> edition, Abingdon: Routledge.
- Goodwin, V. and Thomson, B. (2011) *Making Dyslexia Work for You*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> edition, London: David Fulton Publishers.
- MacKay, N. (2012) *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*, 3<sup>rd</sup> 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.) (2006) *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2<sup>nd</sup> 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 Psychology of Dyslexia: A Handbook for Teachers*, 2<sup>nd</sup> 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 Schools*, 2<sup>nd</sup> 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].
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## OCN Units and Learning Outcomes

<b>Unit Title:</b>	<b>Assessing Individuals for Dyslexia/Specific Learning Difficulties</b>
<b>Level:</b>	<b>Seven (7)</b>
<b>Credit Value:</b>	<b>20</b>
<b>Unit Code:</b>	<b>TBC</b>

This unit has 6 learning outcomes

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner should be able to:	The learner can:
1. Be able to judge appropriate courses of action following referrals for individuals experiencing difficulties in learning	1.1 Analyse factors underpinning referrals 1.2 Identify courses of action 1.3 Justify courses of action
2. Be able to design assessment sessions based on background information for individuals experiencing difficulties in learning	2.1 Justify design of assessment sessions to suit the needs of individuals, including: <ul style="list-style-type: none"> <li>• assessment procedures</li> <li>• resources</li> </ul>
3. Be able to apply regulations and guidance regarding access arrangements for examinations for individuals with learning difficulties	3.1 Justify selection of assessment tests to provide information necessary for access arrangement applications 3.2 Justify recommendations for access arrangements for individuals with dyslexia/specific learning difficulties
4. Be able to conduct assessment sessions	4.1 Implement assessment for individuals with dyslexia/specific learning difficulties
5. Be able to interpret outcomes of assessment	5.1 Interpret individuals' performance in standardised tests using test manuals 5.2 Compare profiles of individuals' attainments against expected standards 5.3 Analyse outcomes of the assessment process to determine the nature and extent of individuals' learning difficulties
6. Be able to communicate outcomes of assessment for individuals with dyslexia/specific learning difficulties to others involved in individuals' education	6.1 Justify outcomes of assessment to others involved in individuals' education 6.2 Apply procedures for maintaining records of discussions and feedback 6.3 Review and revise recommendations based on feedback

## Unit Specification Part 2 – Assessment Arrangements

### Outline of Unit Content

#### Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. An online discussion forum will be made available to candidates in order that they can share ideas/thought with peers and seek generic guidance from the tutor team. A reading/website list will also be provided for candidates to undertake additional guided learning.

#### Outline of Resources/Bibliography (as appropriate)

Learners will receive comprehensive learning materials to support and reinforce the content of the workshop/eLearning delivery. These materials will be available as online materials.

Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
<p>Candidates will administer tests, taking into account the learner’s composure and other evidence of learner’s skills. Candidates should be aware that it is not always appropriate to carry out assessments, e.g. when a learner is already being supported by, or has recently been assessed by, another professional and so careful investigation of the background to the referral is necessary.</p> <p>Tests should be carefully chosen to maximise understanding of the learner’s strengths and weaknesses and aid planning of effective learning support. They may include both standardised and criterion- referenced tests and should be appropriate for the age/ability of the learner. For formal assessment reports, the use of recent editions of tests based on up-to-date theory and research are expected.</p> <p>It is expected that candidates will be observed for a minimum of 1 hour during which time correct administration of a range of standardised tests and assessment procedures should be seen. It is not necessary for assessors to observe each session ‘live’ – assessment may</p>	<p>Candidates must provide all of the evidence identified below.</p> <p>All evidence must be produced independently. Candidates must:</p> <p>Produce a case history of one individual learner which summarizes the reasons and background to the referral.</p> <p>Produce two questionnaires/interview schedules (e.g. one for the learner’s parents and another for class teacher/learning support tutor).</p> <p>Produce an assessment session plan, including brief notes explaining the reasons for choice of assessment procedures and resources, showing how these have been devised and prepared to meet the needs of the individual learner.</p> <p>Carry out full diagnostic assessment with one learner, at least one hour of which must be observed by an assessor.</p> <p>The candidate must:</p> <ul style="list-style-type: none"> <li>• Initiate and sustain a positive</li> </ul>

be carried out through the observation of a video/DVD recording. It is worth noting that candidates can learn a great deal from observing themselves via a video recording.

Double-checking of the scoring of any standardised tests is required both raw scores and any derived scores. All working papers must be attached to the DAR (Diagnostic Assessment Report) when it is submitted for assessment.

Differential diagnosis and neurodiversity:  
 Differential diagnosis is not always possible or indeed necessary in assessments. A discrepancy between ability and attainment is no longer the only requirement for a diagnosis.  
 Neurodiversity focusses on discrepancies within cognitive processing skills.

relationship with a learner in an assessment situation

- Administer tests correctly
- Make accurate records during assessment
- Manage the session so that the maximum useful information is gained during a limited time

For the observed session, the candidate's assessor must complete a Diagnostic Assessment Observation Report confirming that the assessment objectives have been met.

Produce a brief description of the purpose of all tests and assessment procedures used. Produce a short diagnostic report relating to the standardised and non-standardised assessment carried out, concerning the learner's specific learning difficulties.

Prepare and deliver a short presentation (minimum 5 minutes, maximum 10 minutes) about access arrangements for learners with literacy difficulties. This should be aimed at other professionals in the institution, or context in which the candidate intends to work, but will be delivered to peer group, work colleagues etc. This can be assessed live or produced as DVD evidence provided to assessors.

Produce a short rationale explaining educational setting or context of one learner with literacy difficulties and his/her examination requirements or choices. Show evidence that appropriate tests have been chosen and administered correctly by the candidate.

Produce a report to justify access arrangements relevant to educational

	<p>setting of learner and in compliance with national regulatory requirements. This should consider the wider context of learning history, provision, earlier testing and any required current testing.</p> <p>Carry out a supervised assessment to determine access arrangements for one learner to include cognitive processing and attainment.</p> <ul style="list-style-type: none"> <li>• Compile a report of the assessment data collected to include: interpretation of a variety of assessment result profiles</li> <li>• correct scoring of all standardised tests, with raw scores converted into standard scores, percentile ranks and/or age equivalents together with accurate verbal descriptions of these.</li> </ul> <p>Full diagnostic reports: NB: Candidates must complete three diagnostic reports during this unit: LO3: in the context of access arrangements LO4 and LO5: one full diagnostic report and one short diagnostic report</p> <p>A full diagnostic report should include:</p> <ul style="list-style-type: none"> <li>• cognitive processing</li> <li>• underlying ability</li> <li>• attainment</li> <li>• relevant personal history</li> </ul> <p>The purpose of the report is not only to offer a diagnostic label but should explore strengths and weaknesses and how these will impact on the learner’s environment. Furthermore, recommendations should include skills and strategies for support learning.</p>
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<b>Unit Title:</b>	<b>Relating Theoretical and Methodological Perspectives to Practice in the Context of Dyslexia/Specific Learning Difficulties</b>
<b>Level:</b>	<b>Seven (7)</b>
<b>Credit Value:</b>	<b>20</b>
<b>Unit Code:</b>	<b>TBC</b>

This unit has 5 learning outcomes

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner should be able to:	The learner can:
1. Be able to conceptualise complex issues arising from own professional practice as a focus for further investigation.	1.1 Analyse factors underpinning referrals
2. Understand different theoretical and methodological perspectives and how they affect the area of study or work.	2.1 Justify prioritisation of issues identified 2.2 Critically evaluate literature/information relating to issues identified in own practice
3. Be able to develop strategies to address complex issues.	3.1 Identify potential solutions 3.2 Assess feasibility of solutions 3.3 Justify proposed solutions
4. Be able to manage the implementation of planned strategies,	4.1 Manage discussions on planned strategies 4.2 Identify how to monitor progress of planned strategies 4.3 Implement monitoring processes for planned strategies 4.4 Review results/feedback from monitoring processes adopted
5. Be able to evaluate effectiveness of own practice in responding to complex issues.	5.1 Critically evaluate solutions adopted 5.2 Critically reflect upon own effectiveness as a practitioner responding to complex issues 5.3 Develop an action plan for continuing professional development to enhance your own practice.

## Unit Specification Part 2 – Assessment Arrangements

### Outline of Unit Content

#### Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. An online discussion forum will be made available to candidates in order that they can share ideas/thought with peers and seek generic guidance from the tutor team. A reading/website list will also be provided for candidates to undertake additional guided learning.

#### Outline of Resources/Bibliography (as appropriate)

Learners will receive comprehensive learning materials to support and reinforce the content of the workshop/eLearning delivery. These materials will be available as online materials.

Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
<p>In this unit candidates will carry out action research case study relating to complex issues arising out of their practice in working with learners displaying dyslexia/specific learning difficulties. They will plan, implement and critically evaluate appropriate actions.</p> <p>Candidates must produce evidence based on learners with distinctly different needs and/or patterns of difficulty to those assessed/taught previously. However, candidates need to be advised to choose an area of study which is relevant to their normal working context or planned career progression.</p> <p>Evidence within the learning outcomes and assessment criteria of the unit needs to be closely linked. Candidates should be advised to do work for this element concurrently with the study which is an assessment objective for Unit 1 so that research/investigation might inform teaching (and vice versa).</p> <p>Candidates will need to apply their existing knowledge, understanding and skills of assessment to the specific area</p>	<p>Learning Outcomes 1 &amp; 2: Carry out a supervised baseline assessment of a learner to establish starting point of teaching programme.</p> <p>Produce a profile of an individual learner with specific learning difficulties in one of the following contexts:</p> <p>Either A learner with literacy difficulties in a different phase of education (primary, secondary, post-16) from that of the learners taught in Level 5.</p> <p>Or A learner with different and particular underlying difficulties from the learners taught in Level 5 e.g. dyspraxia, ADHD, speech or language impairments, autistic spectrum disorders.</p> <p>Or A learner in a different context of learning to the learners in Unit 4, e.g. English as an additional language, pupil referral unit or penal institution.</p> <p>Or A learner within the context of learning maths, music or foreign languages.</p> <p>The profile must:</p>

of educational provision that they have chosen for their study; they also need to modify methods and resources to the needs of a different learner.

In carrying out an assessment of the learner identified for this unit, it should be made clear to candidates that they may draw on existing assessment reports prepared by other professionals, e.g. educational or occupational psychologists, speech and language therapists, occupational therapists, medical professionals, teachers, tutors or social workers.

They will not be expected to repeat assessments already carried out where this is clearly unnecessary, but will carry out sufficient assessment of their own to supplement or update existing information and to plan a programme of teaching which they themselves can follow.

The evidence provided by candidates should reflect their developing understanding of their area of study.

Candidates could expect to receive guidance from tutors in choosing the focus of their special study, but they need to be prepared to pursue independent reading and investigation.

Tutors would not necessarily have to support this element by a specific series of lectures though they will be expected to guide candidates as to appropriate research, resources and contacts.

- include details of the learner’s background (including any developmental factors) educational history, life experience, interests and attitude to learning
- show how this phase of learning has impacted on the learner and highlight any particular difficulties that are being experienced in the context of this learning or particular curriculum area
- include references to appropriate literature and a bibliography
- be approximately 1500-2000 words.

Learning Outcome 2: Produce records of an assessment session appropriate to the learner’s needs which includes:

- analysis and interpretation of assessment data and findings
- summary of individual strengths and weaknesses.

Learning Outcome 3: Produce an assessment plan which may take into account previous assessment reports, but includes own assessments appropriate to area of study.

Learning Outcome 4: Produce a plan for a teaching programme for 10 hours teaching over a minimum of ten weeks.

This plan must then be delivered by the candidate.

The plan should include the following:

- a detailed analysis of reading, writing and/or mathematics performance, and other skills and strategies, individually assessed by the candidate, taking into account learner’s affective needs
- an outline of strengths and weaknesses with regard to the literacy/numeracy skills of the learner

	<ul style="list-style-type: none"> <li>• a map of attainments against objectives at word, sentence and text level to a national strategy or curriculum, showing achievements in relation to age/year group; or against the Basic Skills Curriculum or Key Skills Curriculum</li> <li>• a summary of the outcomes, including the recognition of error patterns, strategies, learning styles and behaviour</li> <li>• an outline considering other needs for support, e.g. personal organisation; study skills, confidence</li> <li>• long-term aims for learning support for 6-12 months</li> <li>• short-term SMART targets for a 10 hour block of learning support.</li> </ul> <p>Learning Outcome 5 Produce an evaluation of the effectiveness of own practice in responding to the complex issues addressed in tasks 1, 2, 3, 4 and 5. Include the following:</p> <ul style="list-style-type: none"> <li>• a critical evaluation of the solutions adopted</li> <li>• a reflection upon own effectiveness as a practitioner responding to the complex issues identified.</li> </ul>
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<b>Unit Title:</b>	<b>Understand Theoretical Concepts for Teaching Individuals with Dyslexia/Specific Learning Difficulties</b>
<b>Level:</b>	<b>Seven (7)</b>
<b>Credit Value:</b>	<b>20</b>
<b>Unit Code:</b>	TBC

This unit has 3 learning outcomes

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner should be able to:	The learner can:
1. Understand theoretical concepts underlying dyslexia/specific learning difficulties	1.1 Explain how dyslexia/specific learning difficulties can be defined 1.2 Analyse theoretical models of dyslexia/specific learning difficulties
2. Understand theoretical concepts underpinning the teaching of individuals with dyslexia/specific learning difficulties	2.1 Analyse theoretical concepts underpinning the teaching of individuals with dyslexia/specific learning difficulties 2.2 Critically evaluate perspectives of sector experts on teaching methodologies relating to dyslexia/specific learning difficulties
3. Be able to present information on theoretical concepts to other professionals	3.1 Present own reflections on theoretical concepts underlying dyslexia/specific learning difficulties 3.2 Present own reflections on teaching individuals with dyslexia/specific learning difficulties to other professionals Justify proposed solutions

## Unit Specification Part 2 – Assessment Arrangements

### Outline of Unit Content

#### Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. An online discussion forum will be made available to candidates in order that they can share ideas/thought with peers and seek generic guidance from the tutor team. A reading/website list will also be provided for candidates to undertake additional guided learning.

#### Outline of Resources/Bibliography (as appropriate)

Learners will receive comprehensive learning materials to support and reinforce the content of the workshop/eLearning delivery. These materials will be available as online materials.

Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
<p>This unit will develop candidates' knowledge of theoretical concepts underlying the teaching of learners with dyslexia/specific learning difficulties.</p> <p>Candidates will review up-to-date literature to identify and evaluate current research and theory and relate these to practice. They will demonstrate their understanding of these concepts by communicating them to others.</p> <p>Learning Outcomes 1, 2 &amp; 3</p> <ul style="list-style-type: none"> <li>Write an extended essay on key theoretical concepts relating to literacy and numeracy development and teaching this will be linked to the case study in unit 4.</li> <li>Produce and deliver a presentation to others. Evidence for this may be produced within the group setting where the candidate presents to the rest of the group. Alternatively, evidence could be provided from an observed session from the candidate's own professional context where the candidate is presenting or teaching for example</li> </ul>	<p>Learning Outcomes 1 &amp; 2: Carry out a supervised baseline assessment of a learner to establish starting point of teaching programme.</p> <p>The essay must:</p> <ul style="list-style-type: none"> <li>identify key theoretical issues relating to the chosen concepts</li> <li>include an analysis, evaluation and critical reflection on the current theoretical perspectives</li> <li>show understanding of relevant theories from related academic disciplines</li> <li>show relationship of research to practice</li> <li>show how the candidate will apply findings to own practice</li> <li>Presentation should be a minimum of 10 minutes and maximum 15 minutes. (In the case of an observation of a talk or presentation in a real-life setting, a minimum of 10 minutes should be observed by the assessor).</li> <li>There should be evidence of the candidate answering questions in response to this presentation. This should be approximately 5 minutes in addition to the time taken for the presentation.</li> </ul>

<p>to a group of parents, teaching assistants, teachers, lecturers or employers.</p>	<ul style="list-style-type: none"> <li>• Presentations will usually be accompanied by visual material.</li> <li>• Presentations should be accompanied by handouts or other relevant materials as appropriate.</li> <li>• Examine an aspect of dyslexia or literacy difficulties for example relating to teaching and assessment, current theories or documentation.</li> <li>• If evidence of this presentation is provided on DVD/video material, relevant accompanying notes should be provided for the assessor.</li> <li>• Guidance on assessment and evidence requirements</li> </ul>
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<b>Unit Title:</b>	<b>Understanding Psychometric and Educational Assessment Methods in the Context of Dyslexia/Specific Learning Difficulties</b>
<b>Level:</b>	<b>Seven (7)</b>
<b>Credit Value:</b>	<b>20</b>
<b>Unit Code:</b>	<b>TBC</b>

This unit has 5 learning outcomes

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner should be able to:	The learner can:
1. Understand how patterns associated with dyslexia/specific learning difficulties are reflected in the results of intelligence tests	1.1 Explain concepts of intelligence 1.2 Explain how intelligence is measured 1.3 Describe expected patterns of scores associated with dyslexia/specific learning difficulties in IQ tests
2. Understand types of assessment procedures available to assess for the presence of dyslexia/specific learning difficulties	2.1 Analyse assessment procedures including: <ul style="list-style-type: none"> <li>• standardised tests</li> <li>• diagnostic tests</li> </ul> 2.2 Explain information given in test manuals, including: <ul style="list-style-type: none"> <li>• technical terminology</li> <li>• statistical data</li> </ul>
3. Understand the importance of selecting appropriate published tests and assessment procedures for dyslexia/specific learning difficulties	3.1 Critically compare tests and procedures for use in assessing: <ul style="list-style-type: none"> <li>• literacy attainments</li> <li>• numeracy attainments</li> <li>• attributes associated with dyslexia/specific learning difficulties</li> </ul> 3.2 Analyse impact of intrinsic and extrinsic factors on test performance 3.3 Justify selection of tests and assessment procedures to suit specific assessment situations

<p>4. Understand how to work within professional and ethical frameworks in relation to assessment</p>	<p>4.1 Analyse expected ethical standards and professional practice in assessment</p> <p>4.2 Explain how tests to determine the presence of dyslexia/specific learning difficulties are administered within a professional and ethical framework</p>
<p>5. Understand how to interpret quantitative and qualitative outcomes of assessments</p>	<p>5.1 Describe expected patterns of scores and outcomes from assessments associated with dyslexia/specific learning difficulties, including:</p> <ul style="list-style-type: none"> <li>• attainment tests</li> <li>• diagnostic assessments</li> </ul> <p>5.2 Explain relationships between quantitative data and qualitative information obtained from assessments</p> <p>5.3 Evaluate benefits of quantitative data and qualitative information obtained from assessments</p>

## Unit Specification Part 2 – Assessment Arrangements

### Outline of Unit Content

#### Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. An online discussion forum will be made available to candidates in order that they can share ideas/thought with peers and seek generic guidance from the tutor team. A reading/website list will also be provided for candidates to undertake additional guided learning.

#### Outline of Resources/Bibliography (as appropriate)

Learners will receive comprehensive learning materials to support and reinforce the content of the workshop/eLearning delivery. These materials will be available as online materials.

Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
<p>This unit will equip the candidate to understand the principles of psychological and educational assessment. Candidates will learn how to select appropriate assessment materials to determine the presence of dyslexia/specific learning difficulties, to justify their selection. Candidates will also learn how to administer tests and to interpret both quantitative and qualitative outcomes.</p> <p>This unit will ensure that candidates have knowledge of a range of appropriate assessment resources for the age range they work with, not that they are fully conversant with every test ever published. Candidates will compile a resource file or current publishers' details including web addresses. This file could include details of the range of assessment materials available for each age group, including both published and non- standardised tests.</p> <p>Candidates must produce an assignment to meet all the evidence requirements for this unit. This assignment will be approximately 3000 words, not including appendices.</p>	<p>Candidates must produce all of the evidence identified below.</p> <p>All evidence must be produced independently.</p> <p>Learning Outcomes 1, 2 and 3: Produce a review of diagnostic tests for individual learners with dyslexia/specific learning difficulties to include reading, spelling and numeracy. The review must:</p> <p>cover tests for two different key stages/levels of ability in one phase of education</p> <ul style="list-style-type: none"> <li>• include a brief summary (age range, purpose and description) of each test</li> <li>• include an indication of the average, below and above average range of standard scores for each test</li> <li>• provide a rationale for the range of tests chosen</li> </ul>

Candidates will not be penalised for exceeding this word count but should be encouraged to write succinctly and avoid repetition.

Candidates should be mindful of the level of this assignment. The assignment should be produced independently and show a good level of knowledge, understanding and reflection commensurate with Level 7 expectations. It should be clearly structured and spelling and grammar should be accurate. Candidates should avoid copying lengthy passages but all text from the other sources must be fully referenced using a recognised academic referencing system. All published tests discussed should be similarly referenced.

- summarise the advantages and disadvantages of published tests.
- Learning Outcomes 1, 2, 3, 4 and 5:
- Within the review candidates must explain how they would:
- prioritise selected tests to show which could be excluded in particular circumstances
- judge, from the information given in the manual, when and with whom it is appropriate to use a test
- select appropriate group tests for screening abilities and attainments for specific year/age groups
- interpret different patterns of scores on IQ and other tests of cognitive ability appropriately with regard to specific patterns of learning difficulties
- recognise the difference between standardised, criterion-referenced and curriculum based tests and know when it is appropriate to use which method of assessment
- evaluate the impact of intrinsic and extrinsic factors on attainments and test performance
- show they understand the rationale of standardised tests, and can interpret test results (given in standard scores or percentiles) in relation to the expected level for the learner's age

	<ul style="list-style-type: none"><li>• ensure confidentiality and discretion with regard to information they may obtain about learners and their families and the need to maintain securely stored records</li><li>• ensure that they are properly insured, so that their clients, as well as they themselves, are protected in the event of legal proceedings.</li></ul>
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### Further Information

For additional information or any queries please contact:

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