



**Level 5 Certificate in Dyslexia;
Literacy, Support and Intervention**

**Programme Information
(pre-application)**

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

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

BDA training events help to raise awareness of dyslexia in all age ranges and sectors of society. The BDA organises around 400 face to face training events per

year, with excellent feedback; each one bringing us closer to a Dyslexia Friendly Society.

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

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

Who is the course for?

The BDA Level 5 Certificate in Dyslexia: Literacy, Support and Intervention provides training for individuals who have a professional interest in dyslexia in order to become informed practitioners and teachers. The course is flexible and can be undertaken part time, through online learning.

It is of particular benefit to:

Teachers of any educational level

Tutors and support staff in Further Education and other adult learning settings

Support staff in Higher Education (this course meets the requirements for DSA support workers though you will need to be a member of a Professional Body such as BDA)

Teaching Assistants

Speech and Language therapists

Occupational Therapists with relevant experience

Level 5 is equivalent to completing a foundation level degree and therefore there is an academic requirement to be able to complete extended essays at this level and study independently.

What is the qualification?

The BDA Level 5 Certificate in Dyslexia: Literacy, Support enables you to be a specialist teacher with learners with literacy difficulties/dyslexia. It is the first step toward becoming a dyslexia specialist and many people then progress to complete a Level 7 AMBDA approved programme. Candidates who have completed the Level 5 Certificate will have the required knowledge to deliver specialist tuition to individuals requiring support with dyslexia.

It is important to note that at this level you will **not** be able to formally "diagnose" dyslexia. To carry out diagnostic assessments, individuals must have completed a Level 7 qualification that leads to AMBDA status or a course leading to AMBDA.

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

For those wishing to progress and complete a Level 7 AMBDA course, the Level 5 Certificate may be used as evidence of prior learning. The BDA offer a L7 course in Dyslexia Assessment and Intervention as an online learning course leading to AMBDA. Upon successful completion of the Level 5 course you would be able to undertake the L7 course.

BDA Relationship with the University of Chester

This course has been approved by the University of Chester as meeting their academic requirements for study at this level and the credit gained from both this L5 course and our L7 course can be transferred to the University of Chester as part of an MA in Dyslexia Research and Practice. For more information click here: [Chester AC](#).

Programme Delivery

All of the course content is delivered via online learning which explores the underlying theories of dyslexia and develop your knowledge of approaches to best practice when supporting learners. You will have access to these lectures throughout the 12 months and will be expected to work autonomously through the academic tasks, with support of your tutor.

There are three intakes per year – January, September and April - you will need to indicate on the application form your preferred start date which we will hope to be able to offer. If this intake is full, we will offer you the next available date.

You will be allocated a tutor when you start the course who will support you throughout.

The L5 course has four phases:

Phase One	Six written academic tasks
Phase Two	Preparing to teach
Phase Three	20 hours of assessed teaching practice.
Phase Four	Completion of Portfolio

Phase One

Phase One prepares you for the teaching elements through a series of academic written tasks where you will explore the underlying theories and develop your knowledge of dyslexia and best practice approaches. You will be required to complete six academic tasks of varying length to give you a solid foundation for your teaching practice. This stage is primarily independent learning as this is a requirement at Level 5.

There is an online forum as additional support and the option to be part of a study group, your tutor will explain all this to you.

Overview of Phase One Assessed Tasks

Tasks 1 – 4 are academic tasks that require you write an essay or complete a table from the workbook.

Task 1: Explore the relevant research into the causal theory of dyslexia and explain the difficulties that learners with dyslexia may experience and the impact on learning.

This task is an essay that requires you to undertake a literature review of current research into the nature of dyslexia. You will explore the three main causal theories and some of the contributing factors to demonstrate an understanding of the difficulties learners with dyslexia will experience and the impact of those difficulties on learning (2000 words +/- 10%).

Task 2: Consider contemporary models and theories of the typical development of language, literacy and numeracy skills and how learners who have dyslexia may differ from those who are not experiencing difficulties in acquiring these skills.

Task 2 contains three assessed tasks 2.1, 2.2 & 2.3 which are to be completed separately and in order.

Task 2.1: Examine contemporary models that have been used to explain literacy acquisition (reading and spelling skills) and discuss the areas of difficulty dyslexic learners will have in the light of these models.

This task is an essay that requires you to explore the development of reading and spelling skills through an examination of a range of models. This will enable you to demonstrate an understanding of how typically developing learners develop literacy skills and identify the areas of difficulty for dyslexic learners to inform your practice (1800 words +/- 10%).

Task 2.2: Explain how learners with dyslexia may differ from those who are not experiencing difficulties in literacy acquisition and outline the impact for quality first teaching and 1:1 support.

This task is presented in a table and requires you to further explore your knowledge and understanding from the previous task to consider how learners with dyslexia can be supported through Quality First Teaching and 1:1 specialist support (1700 words +/- 10%).

Task 2.3: What difficulties do learners with Dyslexia have with reading, writing, numeracy and organisation? What is the impact on study skills and how can these difficulties be supported?

This task is presented in a table and requires you to consider the difficulties a learner with dyslexia will have in the wider curriculum and identify methods of support in the learning setting to ensure a dyslexia friendly environment. A dyslexia friendly audit of your teaching environment will be undertaken (1500 words +/- 10%).

Task 3: Understand the principles underlying cumulative, structured, sequential, multisensory teaching.

This task is presented in a table and covers two criteria:

3.1: Analyse and evaluate the principles of multisensory, structured, cumulative and sequential approaches to teaching and learning.

3.2: Investigate through the research the importance of a multisensory, structured, cumulative and sequential approach to teaching and support in relation to working with individuals who have dyslexia.

The purpose of this task is to determine that you fully understand the principles behind the planning and delivery of a multi-sensory lesson that has been specifically developed for learners with dyslexia. You will be required to evaluate a core phonics programme, that has been developed for learners with dyslexia and demonstrate how you will teach the key elements of a lesson (2500 words +/- 10%). This will include tasks presented and a sample lesson plan as appendices.

Task 4: 4: Understand the social, emotional and behavioural difficulties individuals with specific learning difficulties may encounter.

This is a short essay requiring you to consider how a learner with dyslexia's behaviour, self-esteem and motivation can be affected as a result of their difficulties with learning (500 words).

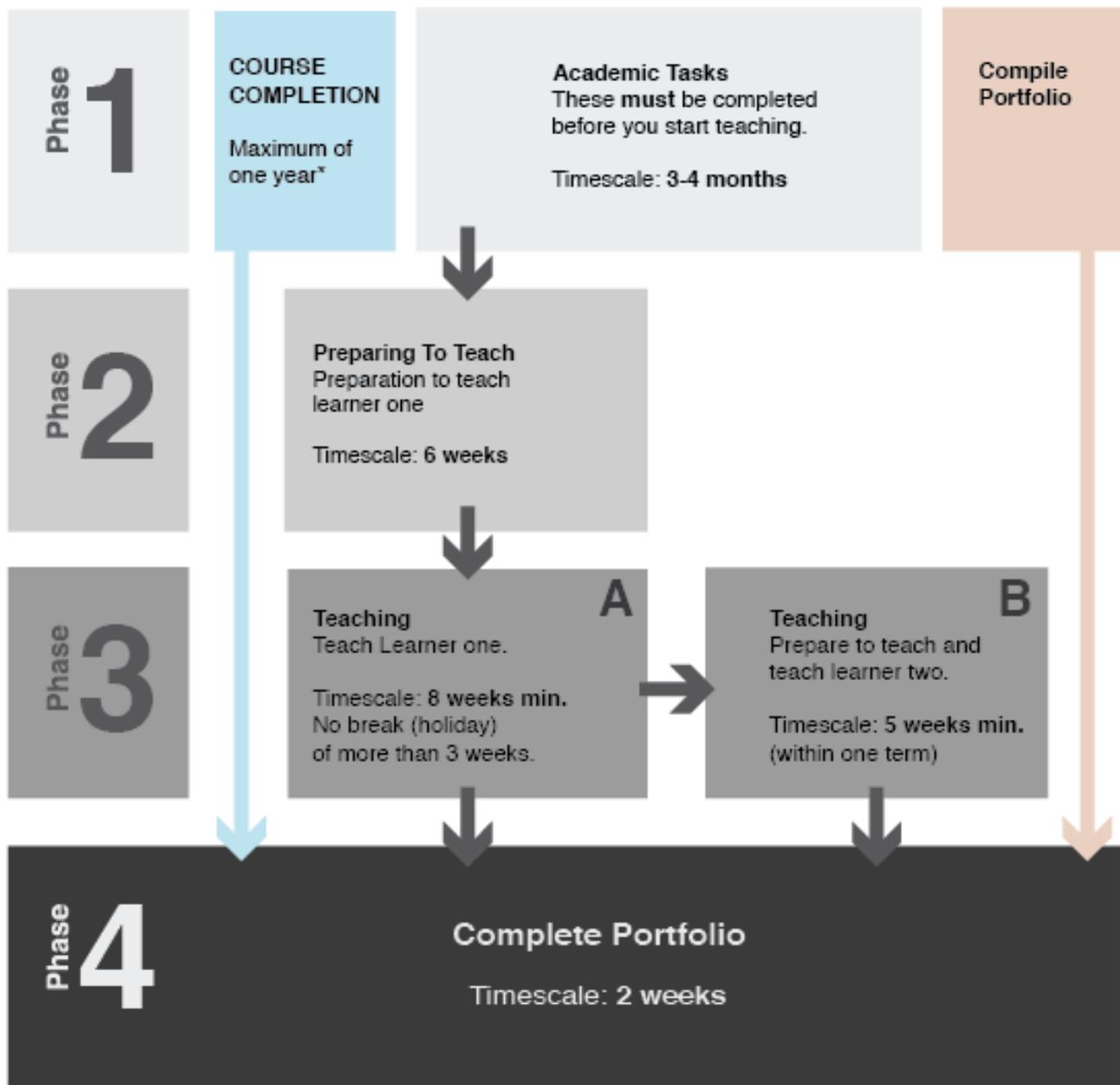
Phases Two, Three and Four

In this part you will be required to complete your 20 hours of teaching practice with two different learners. You will continue to have a tutor to support you, as well as access to the forum and the option to join a study group. You will need to produce a portfolio of evidence of teaching practice, which will include documentation and evidence of 20 hours of teaching practice (including two filmed sessions), learner profiles, evaluations and a personal learning journal.

The purpose of this stage is to ensure you can assess, plan and deliver 20 hours of specialist teaching.

Timeline for candidate work and submissions

You will have one year to complete the course*



*If need arises for you to take longer than one year there is an additional fee. In exceptional circumstances, you can apply for a suspension or deferral of your course.

How is the Programme Put Together?

This programme has been designed to provide candidates with:

Flexibility in booking and planning study time to fit around other activities

Ongoing support from a tutor throughout

The Level 5 programme is undertaken via eLearning using interactive online study tools.

Course routes and fees

The cost of the course is £1950.

Options for Payment:

1. **Pay the full cost of the course - £1950.** You will have access to the course site for 12 months. Payment must be made 8 weeks before your start date.

2. **Pay in two instalments:**

First instalment of **£840** which will give you access for 6 months Payment must be made 8 weeks before your start date.

Second instalment of **£1110** (to be paid within the first 5 months) will give you access for a further 6 months

Extension fees will apply for candidates who go over the 12 months course deadline.

Application Process

Application can be found on our website at

<https://www.bdadyslexia.org.uk/services/training/accredited-level-5-certificate-in-dyslexia-literacy-support-and-intervention>.

Please note that it may take up to 15 working days for your application to be approved.

Booking Process

Course bookings are made via our website at:

<https://www.bdadyslexia.org.uk/services/training/accredited-level-5-certificate-in-dyslexia-literacy-support-and-intervention>

If you have not already done so, please register to book on our main website www.bdadyslexia.org.uk. Once you are registered, please allow 1 working day before going ahead and booking any element of the course. If you have already registered on our main website, please go to Our Services/Training section to find the Level 5 course.

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 to manage the demands of this level 5 course which is equivalent to degree level study. You will also need at least two years recent and relevant experience in an educational setting and access to learners whose primary difficulties are with literacy.

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 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.

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 first learner will primarily have literacy difficulties. Your second learner will also have literacy difficulties and either maths or study skills needs. The focus of this course is on Dyslexia and literacy difficulties and thus the candidates that you work with should not have complex needs. Teaching practice must take place in a school, college or HE site, and candidates must have contact with class teachers or tutors so that targeted support can be integrated with class support.

Candidates are expected to produce an ePortfolio of evidence, which will contain documentation and evidence of the teaching practice. This will also include 2 x one hour filmed sessions of candidates teaching the main learner.

Assessment of Candidates' Work

Assessment of candidates' work will include:

An assessed workbook, in which candidates will be required to demonstrate that they are able to effectively apply their learning in practical terms. This includes essays and writing tasks with word counts ranging from 500-2500 words over 6 separate tasks.

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

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

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

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

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

To apply post-course for ATS/APS Pre-16 years:

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

To apply post-course for ATS/APS FE/HE:

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

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

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

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

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

Technical Equipment Required for the Course

Candidates are expected to manage the ICT demands of the course independently.

Computer and Internet access: You will need a computer (PC, laptop or other similar device with access to the latest version of Word and up to date web browsers) 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. 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 and work, you will be provided with access (when required) to the BDA's SharePoint system and asked to upload assignments and evidence of teaching to your individual e-portfolio.

Reading List

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

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.

You will need to purchase the following key texts:

- Kelly, K. & Phillips, S. (2016). *Teaching Literacy to Learners with Dyslexia: A multisensory approach*. 2nd edn. London: Sage.
- Reid, G. (2016) *Dyslexia: A Practitioner's Handbook*. 5th edn. Chichester: Wiley.

And at least one or two of the following:

- Broomfield, H. and Combley, M. (Eds.) (2003) *Overcoming Dyslexia: A Practical Handbook for the Classroom*. 2nd edn. London: Whurr.
- Stuart, M. and Stainthorp, R. (2015) *Reading Development and Teaching*. London: Sage Publications Ltd.
- Snowling, M. J. (2019) *Dyslexia. A Very Short Introduction*. Oxford: Oxford University Press.

AND

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

Other Highly Recommended Reading

- Gathercole, S. and Packiam Alloway, T. (2008) *Working Memory and Learning: A Practical Guide for Teachers*. London: Sage Publications Ltd

- Gowswani, U. and Bryant, P. (2016) *Phonological Skills and Learning to Read*. London: Routledge.
- Milne, D. (2005) *Teaching the Brain to Read*. Hungerford: SK Publishing.
- Mortimore, T. (8) *Dyslexia and Learning Style: A Practitioner's Handbook*. 2nd edn. Chichester: John Wiley and Sons.
- Muter, V. and Snowling, M.J. (2003) *Early Reading Development and Dyslexia*. London: Whurr.
- Ott, P. (2006) *Teaching Children with Dyslexia: A Practical Guide*. London: Routledge.
- Snowling, M.J. (1991) *Dyslexia*. 2nd edn. Oxford: Wiley-Blackwell.
- Snowling, M.J. (2019) *Dyslexia: A Very Short Introduction*. Oxford: Oxford University Press.
- Turner, M., Rack, J. (2004) *The Study of Dyslexia*. New York: Springer.
- Thomson, M. (1990) *Developmental Dyslexia*. 3rd edn. London: Whurr.
- Townend, J. and Turner, M. (1999) *Dyslexia in Practice: A Guide for Teachers*. New York: Kluwer.

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. New York: Penguin Putnam Inc.
- Evans, B. (2001) *Dyslexia and vision*, London: Whurr.
- Farrell, M.J. (2011) *The Effective Teacher's Guide to Dyslexia and Other Learning Difficulties*. 2nd edn. Abingdon: Routledge.
- Goodwin, V. and Thomson, B. (2011) *Making Dyslexia Work for You*. 2nd edn. London: Routledge.
- Green, S. and Reid, G. (2011) *100 Ideas for Supporting Pupils with Dyslexia*. London: Continuum.

- Hall, W. (2009) *Dyslexia in the Primary Classroom (Achieving QTS Cross-Curricular Strand Series)*. London: Sage Publications Ltd.
- Hunter-Carsch, M. and Herrington, M. (Eds.) (2001) *Dyslexia and Effective Learning in Secondary and Tertiary Education*. London: Whurr.
- Keates, A. (2002) *Dyslexia and Information and Communications Technology: A Guide for Teachers and Parents*. 2nd edn. London: David Fulton Publishers.
- MacKay, N. (2012) *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*. 3rd rev edn. 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*. London: 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*. 2nd edn. 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*. 2nd edn. 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*. 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*. 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*. 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*. 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', *Annals of Dyslexia*, 53(1), pp. 1-14.
- Ramus, F. (2003) 'Developmental dyslexia: Specific phonological deficit or general sensorimotor dysfunction?', *Current Opinion in Neurobiology*, 13(2), pp. 212-218. Also Available at: <http://cogprints.org/4522/1/CONB02.pdf> (Accessed: 1 March 2017).
- Ramus, F. (2004) 'Neurobiology of Dyslexia', *Trends in Neurosciences*, 27(12) pp. 720-726.
- Ramus, F. (2008) 'What Phonological Deficit?', *Quarterly Journal of Experimental Psychology*, 61(1), pp.129-141.
- Shaywitz, S.E. (1996) 'Dyslexia', *Scientific American*, 1996, pp.78-84. Also 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*. 2nd edn. 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*. 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?* Available at: <http://www.interventionsforliteracy.org.uk/assets/What-Works-5th-edition-Rev-Oct-2016.pdf> (Accessed: 18 March 2017).
- Ehri, L.C. (2003) *Systematic Phonics Instruction: Findings of the National Reading Panel* Available at: <http://files.eric.ed.gov/fulltext/ED479646.pdf> (Accessed: 19 March 2017)
- John, R.S., Watson, J.E. (2005) *Insight 17: A Seven Year Study of the Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment*. Available at: <http://www.gov.scot/Publications/2005/02/20682/52383> (Accessed: 19 March 2017)
- SEDL (2019) *Cognitive Elements of Reading*. Available at: <http://www.sedl.org/reading/framework/elements.html> (Accessed: 20 August 2020).
- The National Archives (date unknown) *Excellence Gateway – Read-Write-Plus*. Available at: <http://webarchive.nationalarchives.gov.uk/20100210151716/http://rwp.excellencegateway.org.uk/readwriteplus/> (Accessed: 19 March 2017).
- The National Archives (2010) *The National Strategies: Primary Framework – Literacy*. Available at: <http://webarchive.nationalarchives.gov.uk/20100512134444/http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework> (Accessed: 19 March 2017).

Journals and Articles

- Beech, J. (2005) 'Ehri's Model of Phases of Learning to Read: A brief critique', *Journal of Research in Reading*, 28(1) pp. 50-58.
- Bryant, P. (1989) 'Nursery Rhymes, Phonological Skills and Reading', *Journal of Child Language*, 16(2), pp. 407-428.
- Ehri, L.C. (1987) 'Learning to Read and Spell Words', *Journal of Reading Behaviour*, 19(1), pp.5-31
- Ehri, L.C. (2001) 'Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis', *Review of Educational Research*, 71(3), pp. 393-447.

- Hudson, R.F., High, L., and Al Otaiba, S. (2007) 'Dyslexia and the Brain: What Does Current Research Tell Us?', *The Reading Teacher*, 60(6) pp.506-515.
- Nicolson, R.I., Fawcett, A.J., and Dean, P. (2001). 'Developmental Dyslexia: The Cerebellar Deficit Hypothesis', *Trends in Neurosciences*, 24(9), pp.508-11
- Pressley, M. (2002) '**Effective Beginning Reading Instruction**', *Journal of Literacy Research*, J34(2), pp.165-188.
- Snowling, M.J. (1995) 'Phonological Processing and Developmental Dyslexia', *Journal of Research in Reading*, 18(2), pp.132-138
- Stuart, M., Stainthorp, R. and Snowling M.J. (2008) 'Literacy as a Complex Activity: Deconstructing the Simple View of Reading' *Literacy*, 42(2), pp.59-66.
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Level 5 Certificate in Dyslexia: Literacy, Support and Intervention - FAQs

How many credits is the Level 5 programme?

The BDA Level 5 Certificate in Dyslexia: Literacy, Support and Intervention is equivalent to 60 credits at Level 5. You will be awarded these upon successful completion of the programme. You can then go on to complete our L7 assessment course. Through our relationship with Chester University, you could then go on to complete an MA with them via distance learning.

How many hours studying will I need to undertake?

The programme, as a whole, is estimated to take around 220 hours. This includes:

Completion of the recorded lectures

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 12 months to complete the whole course.

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 experience of supporting learners before enrolling onto the course?

Yes, recent experience of supporting learners is required. This does not necessarily need to be learners who have SpLD and the age of those you have experience working with does not matter; 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.

I have already completed a Level 2 or Level 3 Dyslexia qualification with the BDA, will this count towards the level 5?

As this qualification is at a higher academic level, these courses do not count towards the L5 award.

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

As this qualification is a standalone, specialist teaching qualification all elements must be covered.

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).

You will have access to the Candidate Handbook and the workbook which contains the academic tasks, along with templates and example documents to use when completing your portfolio of evidence of teaching practice.

Is the programme delivered via attended courses or online learning?

The programme is delivered via self-directed study through recorded lectures, completion of a theory-based workbook and portfolio of evidence which will then be submitted for assessment.

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+).

Will I need access to any standardised tests for the course?

Ideally, you will have access to a single word spelling test and a single word reading test where standard scores can be calculated. This will give you some experience of administering tests, calculating standard scores and analysing the outcomes to enable you to plan an effective teaching plan for your learner. However, we do not expect you to purchase standardised tests if they are unavailable to you in your setting and will guide to alternative resources.

When can I enrol onto the Level 5?

There are regular start dates for the Level 5 accreditation – January, April and September

The first step is to complete and submit an application form and state your preferred start date.

When will I be allocated a tutor?

You will be allocated a tutor at the start of the course.

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 will need 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.

What happens if I do not complete Part 2 within the timeframe?

If need arises for you to take longer than 12 months there is an additional fee per three months of tutor allocation. In exceptional circumstances, you can apply for a suspension or deferral to your course. You will need to complete an application form and provide evidence of impact to your studies. The course leader will decide if a suspension or deferral can be offered.

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 please follow this link:

<https://www.bdadyslexia.org.uk/services/accreditation/specialist-teacher-accreditation/approved-teacher-status-ats-approved-practitioner-status-aps>

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

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

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

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

You could do both, but this will entail you having to undertake additional assessed teaching practice with an additional course fee.

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

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 to enable the student to claim funding to pay for their support.

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

No. In order to become a qualified assessor you would need to complete an AMBDA accredited course and, following successful completion of this, apply for an APC (Assessment Practising Certificate). The BDA have their own Level 7 AMBDA course which you will be able to complete.

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

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

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

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

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

Contact Details

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