Level 7 Diploma in Dyslexia Assessment.

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 50 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. Supporting dyslexic people and families

We will make it easier for dyslexic people and their families to find clear, trusted and accessible information, advice and support, from the moment they first suspect dyslexia and throughout life.



2. Helping professionals understand dyslexia

We will support educators, employers and other professionals to better understand dyslexia and know how to help, so good support becomes more consistent in schools, workplaces and communities.



3. Changing systems that do not work

We will campaign for education, employment and public services to work better for dyslexic people, including fairer approaches to identification, support, exams, adjustments and accessible information.



4. Building public understanding

We will raise dyslexic voices, share lived experiences and help more people understand the real impact of dyslexia, so they are motivated to take action.

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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 webinars, open courses for individuals, onsite bespoke training for groups and eLearning.

BDA training events help to raise awareness of dyslexia in all age ranges and sectors of society. The BDA organises multiple 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 independently access high quality training in dyslexia support. In 2021, this platform was changed to the very user-friendly and interactive CoAssemble site. We aim to continuously improve our learning platform and in 2023 introduced Google Workspace to enhance our offering to our student students.

E-learning 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 be confident in the knowledge that guidance and advice for their learning and development is available from highly skilled and experienced dyslexia specialists.

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Who is the course for?

The BDA Level 7 Diploma in Dyslexia Assessment (leading to AMBDA and/or AMBDA FE/HE accreditation) provides training for individuals who already hold ATS/APS (or equivalent), have a professional interest in assessment for dyslexia and the necessary skills for independent study at level 7.

The BDA course is a self-study course rather than a taught course. The course is part-time and designed to be flexible through independent online learning. There is one initial 3-month hard deadline, after which there are student-led soft deadlines, and a final end-date deadline. The course is suitable for assessing all age groups.

You will be qualified to diagnose dyslexia either in pre-18 or post-18, 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.

What is the qualification?

The BDA Level 7 Diploma in Dyslexia Assessment (leading to AMBDA and/or AMBDA FE/HE accreditation) provides you with a critical appreciation of assessment. It will enable you to formally diagnose dyslexia and will lead to you gaining an AMBDA and/or an APC. In addition, students who complete this course will have the knowledge to build on their specialist teaching skills and carry out exam access arrangements.

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Programme delivery

The course is delivered entirely through e-learning with some optional opportunities for on-line live webinar/Q&A sessions. The communication will primarily be via email and/or the online groups forum, with some telephone calls/Teams/Zoom used when needed. A reading/website list will be provided for students to undertake additional guided learning. Students will be allocated to a 'classroom' with a named Professional Tutor as their main point of contact. A team of tutors is available to provide advice, expertise, and guidance for the requirements of your course assignments, and your assignments may from time to time be marked by different tutors. Students can also liaise with a marking tutor via the messaging system within Google Classroom, when they begin module 1.

The course consists of online content in a range of formats as well as reflective activities to check learning as the individual progresses through the course. There will be ongoing summative assessment.

This programme has been designed to provide students with:

- Flexibility in booking and planning your study time to fit around other activities within the one-year time frame.
- Regular guidance from a team of specialist tutors who all hold AMBDA/APC status.
- Utilisation of online study for self-directed learning.
- The ability to enrol in the programme in January, May, or September each year.
- The option to book and pay for the programme in instalments, to spread the costs.

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- Alternatively, the entire programme can be booked and paid for upfront.

How is the programme put together?

The course is divided into four modules:

Module 1 Theory and Knowledge of Psychometric Assessment

This module will prepare you for assignment 1 by outlining the key principles of psychometric assessment. It will describe key terms and discuss important issues that need to be considered before and during assessment.

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 and assessment tools; both qualitative and quantitative.

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

1. Demonstrate understanding of the principles, theory and application of psychometric assessments.

Module 2 Practice of Psychometric Testing

This module will prepare you for the assessments that you will carry out during the course. You will gain more detailed knowledge of the areas we assess and the tests that can be used. You will learn how to use statistical analysis within standardised tests and understand the requirements of the assessment plan and video observation.

Aims and Objectives of Module 2

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Develop critical understanding of the types and uses of tests; both qualitative and quantitative.

Provide experience of conducting assessments with correct administration, scoring and interpretation.

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

2. Administer and analyse both norm-referenced and informal assessments of learners of different ages with reading, writing, and spelling difficulties.

Module 3 Effective Report Writing, including Exam Access Arrangements

This module will discuss how to write an effective assessment report. It will look at good practice and common errors to equip you to write reports that meet SASC standards. This module also includes information on Exam Access Arrangements to enable you to be able to determine which EAAs may be appropriate for learners and to write accurate form 8s (based on JCQ regulations for UK).

Aims and Objectives of Module 3

Provide experience of conducting assessments with correct administration, scoring and interpretation.

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

3. Be equipped to write professional reports containing recommendations for intervention using the appropriate format and accessible language.

Module 4 Theory and Knowledge of Specific Learning Difficulties

This module will prepare you for the final stage of the course. You will discover the requirements of your extended essay and be prepared to create an appropriate essay question, which you will research and then write about,

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engaging good critical analysis suitable for level 7 academic writing. This section also outlines how to gain and maintain your professional qualifications.

By the end of the module, students will be able to:

Critically analyse theories on specific learning difficulties and discuss the impact on teaching and learning.

On successful completion of this module, students should be able to:

4. Demonstrate the ability to critically analyse theories to determine suitable approaches to teaching for learners with SpLDs.
5. Write an academic essay suitable for study at level 7.

Course Fees and Timescales

The cost of the Level 7 Diploma is £4050

There are two options for payment:

1. You can pay in one instalment of £4050 up front.

OR

2. You can pay in two instalments:

   First payment of £2,025, which includes registration and access to the modules, the student handbook, and the workbook.

   Second payment of £2,025 which includes tutor support to complete your eportfolio, £115 to OCN to register for your e-certificate[1], accreditation and

[1] An additional printed copy of the certificate may be purchased directly from OCN by students once they have received their e-certificate.

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verification of your portfolio. This must be paid no later than three months after your start date.

This is a 12-16 month course which can be challenging to complete. To support students, we will:

- Provide access to the e-learning platform, for the Pre-course activities and study skills module one week in advance of the course start date. This will give additional time to get familiar with the course platforms, with reading and preparation, so that the first assignment can be submitted as soon as possible.
- Set and implement a strict 3-month deadline for the completion of the first three assignments, 1.1, 1.2, and 1.3. This allows plenty of time to submit these pieces of work and receive feedback to ensure they reach the required standard.
- This course can be completed within 12 - 16 months; which takes account of most variabilities that students are likely to encounter. Thereafter, it may be possible to purchase a further extension upon application to the Course Leader, subject to eligibility criteria.
- Students who have not completed the course within a maximum of 24 months (via either payment route) will be withdrawn from the course. This is to ensure you are up to date and compliant with current practice.

All prices correct at the time of publication. All prices are subject to change.

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Entry requirements

To undertake this Level 7 Diploma in Dyslexia Assessment (leading to AMBDA and/or AMBDA FE/HE accreditation and APC), **you must already hold ATS/APS or have completed a course leading to ATS/APS within the last three years**. The course must include the requirement for students to have a minimum of 1900 hours full-time (or equivalent hours part-time) of appropriate teaching experience in order to fulfil AMBDA accreditation requirements.

Students will need to complete and submit an application form along with supporting documentation prior to booking any elements of the Level 7 Diploma course. This provides us with information about your background and experience and will help us determine whether you are eligible for the course. If students are successful at the initial application stage, they will then be invited for an interview with the Course Leader.

Please note this is a postgraduate qualification and students are expected to be able to study and work independently at this level.

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 for enquiring about Individual Merit can be found on our website:

www.bdadyslexia.org.uk/services/accreditation/dyslexia-assessor-accreditation/ambda-accreditations-explained

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Eligibility to apply for the course

The table below explains if you are eligible to apply for the course, please contact the L7 training team **if you are unsure of your eligibility. All applications will be subject to a satisfactory reference from your level 5 course tutor or equivalent.**

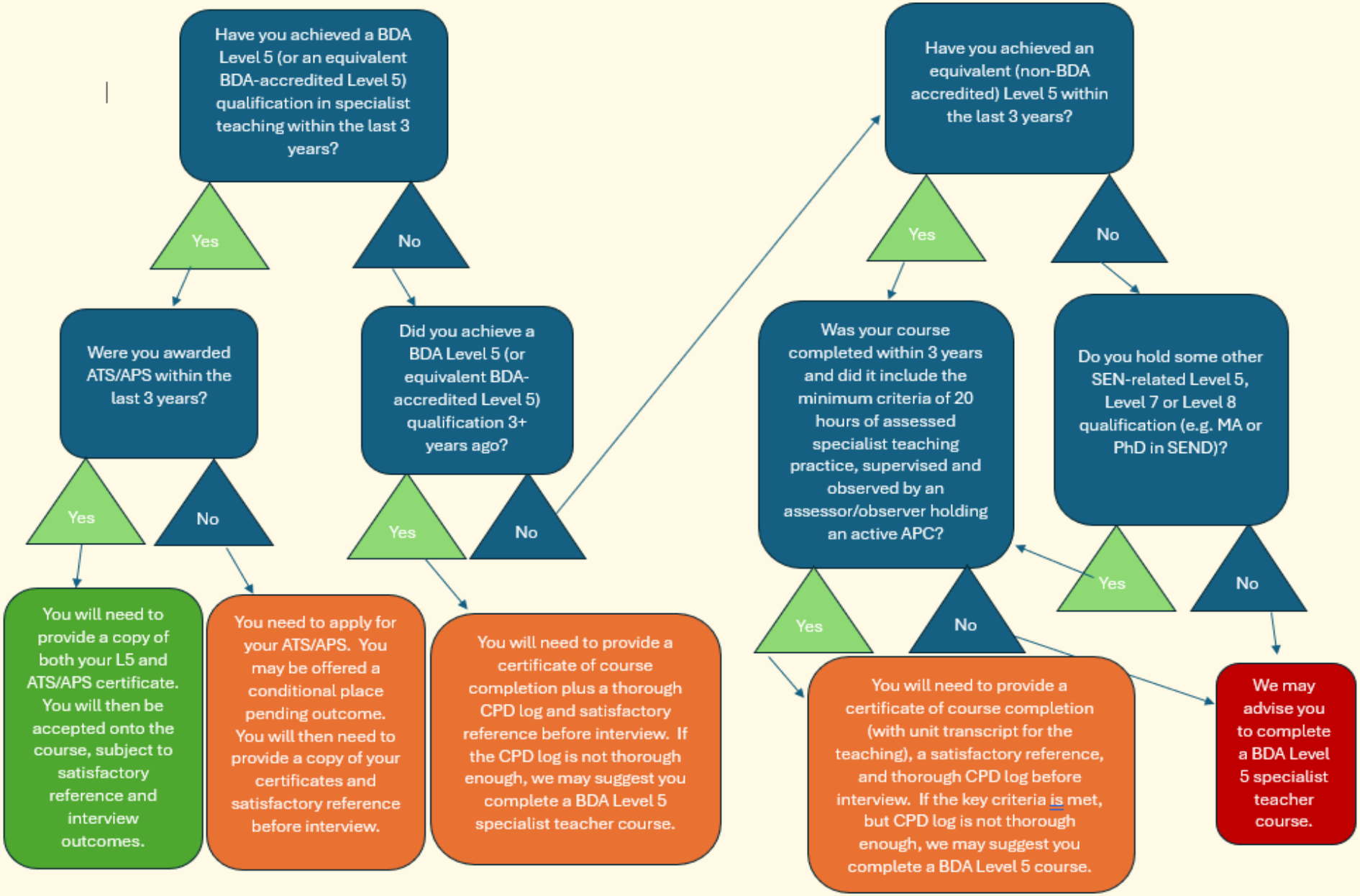
Criteria	Action	Further action
ATS/APS achieved within the last three years	You will be accepted onto the course, as long as your reference is satisfactory, and will need to provide certificate of completion of L5 course plus ATS/APS	None
BDA accredited L5 course completed in the last three years	You will be conditionally accepted onto the course, as long as your reference is satisfactory, and will need to provide certificate of completion of L5 course.	Apply for your ATS/APS status.
BDA accredited L5 course completed in the last three to five years	You will need to provide a certificate of course completion, plus a CPD log You will be accepted if your CPD log is thorough and your reference is satisfactory.	If your CPD log is not thorough enough, we may suggest you complete further CPD or completion of L5.
Equivalent L5 course completed in the last three years.	You will be accepted onto the course, as long as your reference is satisfactory, and the course outcomes meet the minimum criteria of 20 hours of assessed specialist teaching practice, supervised and observed by an assessor/observer holding an active APC.	You will be asked to submit course outcomes and additional evidence if not a BDA-accredited course. We may suggest you complete a BDA L5.

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BDA accredited L5 course (or equivalent) completed more than 5 years ago	You will need to provide a certificate of course completion plus a CPD log You will be accepted if your CPD log is thorough and your reference is satisfactory.	If your CPD log is not thorough enough, or your original course did not meet minimum criteria, we may suggest you complete a BDA L5.
Completion of MA Special Needs or other relevant course.	You will need to provide a transcript of the course outcomes to show you have gained the specialist dyslexia knowledge required plus evidence of 20 hours of assessed specialist teaching practice by an assessor/observer holding active APC. You may be asked to have a phone interview with the course leader and may need to provide a suitable reference.	If transcript/interview does not meet specialist knowledge/teaching experience, you may be asked to complete BDA L5. Acceptance is at the course leader's discretion.

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Learner selection

Choosing your Learners for assessment

You will need to have permission to work with three learners (with parent/carer consent) to administer the assessments and write three diagnostic reports.

Please note that you have sole responsibility for finding your learners.

Learners must be:

- At least 8 years of age – we have increased this from aged 7 due to the disruption to learning and development caused by the pandemic. If possible, these learners should differ in age by at least two years.
- Experiencing difficulties with literacy but without known or suspected complex special educational needs. Please note that students working in a Special School are likely to need to find learners outside their setting.

Students must ensure that:

- Learners do not already have a diagnosis of dyslexia.
- Learners do not already hold an EHCP.
- Only a maximum of one learner has (either diagnosed or suspected) a co-occurring difficulty such as ADHD. Please note that assessors must adhere to SASC guidance when assessing learners with complex needs.

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Assessment of students' work

Assessment of students' work will include:

Assessed tasks in which students will be required to demonstrate that they can work within the Level 7 learning outcomes. This includes academic essays (various word counts up to 5000 words), preparation tasks, reflective and critical evaluations, and submission of three full diagnostic reports encompassed in 12 key assignments. In addition, you will need to video-record yourself carrying out presentations and one full assessment.

You will be required to submit a portfolio of evidence, which will include all assignments, tasks, and score sheets. Templates and guidance for this portfolio will be available in the Student Handbook and assignment instructions within Google Classroom for the Level 7 programme.

In order to pass the accredited level 7 professional course, each assignment must meet the required standards.

You will be allocated to a classroom with a named Professional Tutor at the start of the course. Different tutors may mark your assignments from time to time, and these tutors will guide you throughout each element of the course.

We hope that students will meet the required standard with their first submission. However, for most assignments, if the first submission of your work does not meet that standard, it will be returned with comments from the tutor and advice on what extra is needed to meet the required standard. Amendments will be made in the same document following BDA procedures and resubmitted for marking as v2 (version 2).

If v2 does not meet that standard, it will be returned with comments from the marking tutor, and you will be offered a live tutorial for additional guidance and advice. You will then submit a final draft (v3). Further Tutorials will be

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offered at the tutor's discretion; however, students may initiate a request for an individual tutorial to be considered, which will be for specific, mutually agreed-upon reasons and at an agreed-upon time. This may be requested by emailing your tutor.

Marking

Tutors will have **15 working days** to mark and return your work. We realise that some pieces have to be returned more quickly than this in order for there to be continuity with your learners, and we will do our very best to get them back to you as soon as possible. Where tutors have annual leave or are absent due to sickness, the marking period can be extended to 20 working days.

Professional Practice Tutor Team

The tutor team will consist of dyslexia specialists who are qualified with AMBDA/APCs. They will be overseen by the Course Leader - Dyslexia. Internal and external moderation will take place on a sample basis in line with existing practice, and records of this will be kept securely within the course file online.

Students are encouraged to provide regular feedback, which will be recorded by the Tutor Team and shared with tutors at programme review meetings. Where a particular issue arises, this will be dealt with by the Course Leader - Dyslexia. Students will be encouraged to provide summative feedback at the end of the programme.

Both positive and negative student 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.

Award of qualification

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Students will be awarded this qualification if they meet the required professional standards for each assignment and submit their portfolio of work as required. This is a challenging course of study. Students need to demonstrate that they meet the relevant criteria for every assignment of this course.

Please note that the Diagnostic Assessment Report for your 3rd learner must meet the required standard **on first submission**.

Withdrawals from the course

If an assignment goes beyond the permitted number of submissions and does not meet the required standard, the marking will be moderated and, assuming the marking is upheld, the BDA reserves the right to withdraw the student from the course.

If you choose to withdraw yourself from the course, you may be eligible for a refund (terms apply).

Applying for AMBDA/APC

Once your course has been completed, you will be eligible to apply for both AMBDA accreditation and an APC (there are costs attached to these). Your Tutor will sign off that you have passed the relevant sections.

Note:

- AMBDA/AMBDA FE/HE accreditation is only available from the BDA.
- APC's are issued and renewed every three years by three awarding bodies – the BDA, Dyslexia Action, and PATOSS. You can apply to any of these professional bodies after you complete your course.

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

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 it accept liability incurred as a result of any participant or learner being engaged in this programme.

Technical equipment required for the course

Computer and Internet access: You will need a computer (PC, laptop, or other similar device) connected to the Internet and a dedicated email (issued by the BDA upon enrolment) 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

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quality webcams, smartphones and tablets properly positioned on a tripod will accomplish the task.

Online Repository: For our tutors to review your recorded videos securely, you will need to upload these to the dedicated Google 'My Drive' on the course platform, before submission to your e-portfolio. Please check with the Course Leader if you intend to use an alternative online storage repository (e.g.: Dropbox, SharePoint etc).

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 the way of the learner. NB you need to keep a file of all your records, feedback sheets, etc, as evidence of work undertaken.

Will I need to have Professional Indemnity Insurance?

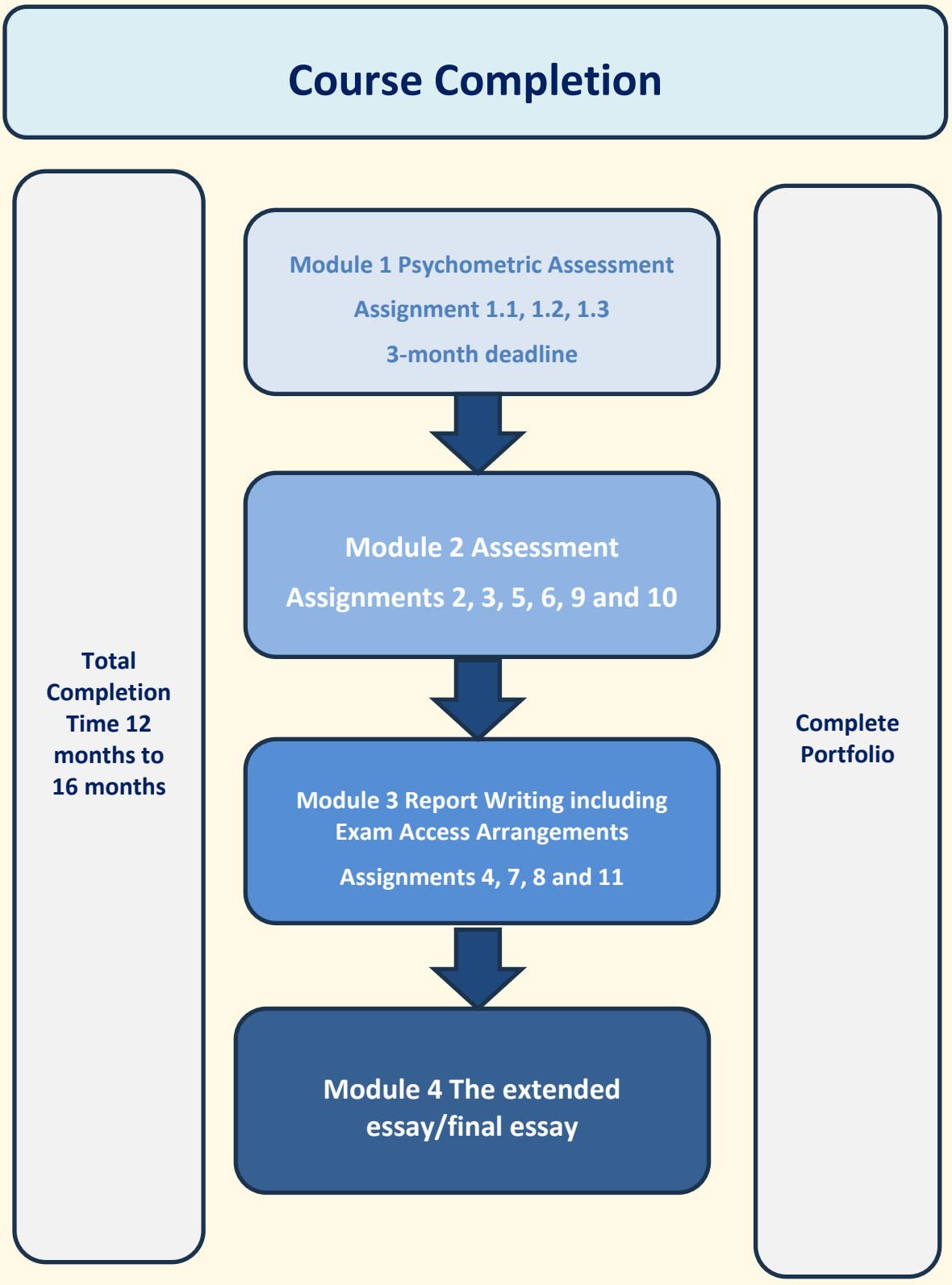
To carry out private assessments, you will need to ensure you have insurance cover.

You may be covered by the educational institute that you work in, and you will need to check this. Before you start assessing and/or teaching, you will need to provide evidence that you have professional indemnity cover in place.

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Timeline for student work and submissions

The Level 7 Diploma in Dyslexia Assessment course consists of four modules.



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Refunds

We hope that students complete this course. However, if for some reason a student needs to withdraw, please refer to the refund policy for accredited Level 5/7 students, available on the BDA website (www.bdadyslexia.org.uk/terms/accredited-levels-5-7-refund-policy)

N.B.-Students who do not successfully complete assignments 1.1, 1.2 and 1.3 within 3 months of the course start date will be withdrawn from the course and eligible for a refund as per the refund policy.

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Level 7 Diploma in Dyslexia Assessment

Frequently Asked Questions (FAQs)

How long do I have to complete the qualification?

You will have 12 to 16 months to complete the course. It is possible to complete the programme in this 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.

For students who do not complete in 16 months, it may be possible to purchase an extension upon application to the Course Leader and subject to terms of eligibility.

Students who do not complete the course within 24 months will be withdrawn.

How many hours studying will I need to undertake?

Guided Learning Hours for the course are 800 hours.

This will require a time commitment of up to 16 hours per week.

Guided learning hours include:

- Completion of the required e-Learning modules.
- Time spent on personal reading and research.
- Completion of written assignments.
- Time spent on your portfolio of evidence (planning and delivery of teaching, evaluations, completing Diagnostic Assessment Reports etc.).

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The exact number of hours will vary according to how much time you wish to put into certain elements of your study, and what prior knowledge and experience you have.

Is there live teaching?

The main format of the course is via the eLearning platform which is not 'live'. Many of our students choose this course because of the flexibility that this provides and because they do not have to be available at particular times for live sessions. Students can independently access information and course materials that support self-directed learning.

There will also be a live virtual Welcome meeting at the start of the course which students are strongly advised to attend.

Optional live, virtual sessions to supplement the eLearning materials are also offered. These sessions will cover main themes and common questions arising from the course. We will share a schedule for these sessions at the Welcome meeting.

You will also have access to a Professional Practice tutor who will offer you a live tutorial if you have not yet achieved the required standard by version 2 of key assignments. They may also offer additional tutorials at their discretion.

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 approved equivalent). In addition, you must have had 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.

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

Yes, you can have completed 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 references to check eligibility.

What documents will I need to refer to?

You will need to incorporate the learning you will have gained from your independent eLearning and your wider reading into your work. In addition, you will need to refer to the relevant legislation or curriculum for your country (e.g.: UK students are expected to refer to the SEND Code of Practice 0-25). All reports must meet the requirements of the SpLD Assessment Standards Committee's (SASC) standards which can be found on www.sasc.org.uk .

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

The BDA Code of Conduct for Students can be found at https://www.bdadyslexia.org.uk/terms/code-of-conduct-students

Is the programme delivered via attended courses or online learning?

The programme is a self-directed study course (not a taught course) delivered though online (eLearning) modules, completion of theory-based essay tasks contained within the workbook, and live case studies. You will also submit a portfolio of evidence which will be submitted for IQA assessment at the end of the course.

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How can I access books and journals for my research?

We will provide you with a reading list that highlights core texts. We recommend you join a library (A University library would be best if you have access to one). You can find additional articles through an online search.

Wiley Journal subscription offer

If you are a BDA professional 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 submit an application to enrol on the course at any time during the year to join a cohort in either January, May or September.

When will I be allocated a tutor?

You will be allocated to a group tutor once you start the course.

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 - £1500. It is estimated that the costs associated with purchasing all the appropriate tests to assess independently are approx. £2500-3000.

You are strongly advised not to purchase any tests until you have successfully completed assignments 1.1, 1.2 and 1.3 and are confident of progressing to the next phase of the course.

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There are some essential reading texts for the course (as mentioned above), which you may need to 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 some stationery for organising your studies.

How do I achieve AMBDA accreditation/APC?

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

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

Is the BDA Level 7 Diploma in Dyslexia Assessment (Leading to AMBDA and AMBDA FE/HE accreditation) 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 carry out your assessments with. If you work with pre-18 learners then this is the age range you would be qualified to work with, if you work with post-18/ adult learners, then it would be this age range.

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You could do both at separate times, but this may entail you having to undertake additional tasks and additional teaching practice. There is a cost attached to this. Please contact us via the L7 email address for more information.

Once you have completed the BDA Level 7 Diploma in Dyslexia Assessment (AMBDA and AMBDA FE/HE accreditation), 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). This means that your reports cannot be used by individuals who wish to apply for DSA either now or in the future. We recommend, for best practice, that you do join as an Associate Member of the BDA and apply for an APC, as this will make your reports suitable for individuals who may wish to apply for DSA in the future.

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

Yes. All of the required modules, workbook tasks and live assessment case studies 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 this as soon as they can. Where tutors have annual leave or are absent due to sickness, the marking period can be extended to 20 working days.

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Reading List

You will be expected to regularly access the SASC.org.uk website and keep up to date with the latest guidance relating to your professional practice.

Please note that you are **not expected to read everything** on the recommended reading 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 within each of the 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**:

Coaley, K., (2014). An introduction to psychological assessment and psychometrics. London: Sage.

Muter, V (2021) Understanding and Supporting Children with Literacy Difficulties. London: Jessica Kingsley Publishers

Phillips, S, Kelly, K (2018) Assessment of Learners with Dyslexic-type difficulties. London: Sage.

A further reading list will be available at the start of the course.

Wiley Journal subscription offer

If you are a BDA professional student member, you get the option to buy a Wiley Journal subscription at a much-reduced rate;

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Appendix C: OCN Units and Learning Outcomes

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

This unit has 6 learning outcomes

Learning Outcomes	Assessment Criteria
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: • assessment procedures • resources
3. Be able to apply regulations and guidance regarding access arrangements for examinations	3.1. Justify selection of assessment tests to provide information necessary for access arrangement applications

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for individuals with learning difficulties	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

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Outline of Unit Content

Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, students will have access to a Professional Practice tutor via email. Tutorials will be available in line with the 'Tutor guidance and Tutorial Policy'. An online discussion forum will be available to students via GoogleClassroom, in order that they can share ideas/thoughts with peers and seek generic guidance from the tutor team. A reading/website list will also be provided for students to undertake additional guided learning.

Outline of Resources/Bibliography (as appropriate)

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

Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
Students will administer tests taking into account the learner's composure and other evidence of the learner's skills. Students 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, or needs investigation of hearing and visual difficulties first, and so careful investigation of the	Students must provide all of the evidence identified below. All evidence must be produced independently. Students must: Produce a case history of one individual learner (L1) which summarises the reasons and background to the referral. Produce two questionnaires/interview schedules (e.g. one for the learner's

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background to the referral is necessary. 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. It is expected that students 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 be carried out through the observation of a video/DVD recording. It is worth noting that students can learn a great deal from observing themselves via a video recording.	parents and another for class teacher/learning support tutor). 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. Carry out full diagnostic assessment with one learner, at least one hour of which must be observed by an assessor. The student must: Initiate and sustain a positive 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 student's assessor must complete a Diagnostic Assessment Observation Report confirming that the assessment objectives have been met.

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Double-checking of the scoring of any standardised tests requires 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.	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 student intends to work, but will be delivered to peer group, work colleagues etc. This can be assessed live, or produced as a recording evidence provided to assessors. Produce a short rationale explaining the educational setting or context of one learner (L2) with literacy difficulties and his/her examination requirements or choices. Show evidence that appropriate tests have been chosen and administered correctly by the student. Produce a report to justify access arrangements relevant to the educational setting of learners and in

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	compliance with national regulatory requirements. This should consider the wider context of learning history, provision, earlier testing and any required current testing. Carry out a supervised assessment to determine access arrangements for one learner to include cognitive processing and attainment. Compile a report of the assessment data collected to include: • interpretation of a variety of assessment result profiles • 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. Full diagnostic reports: **NB: Students must complete three diagnostic reports during this unit:** LO3: in the context of access arrangements LO4 and LO5: two full diagnostic reports A full diagnostic report should include: • cognitive processing

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	• Oral Language/Reasoning • attainment • relevant personal history 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 to support learning.

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Unit Title:	**Understand Theoretical Concepts for Teaching Individuals with Dyslexia/Specific Learning Difficulties**
Level:	**Seven (7)**
Credit Value:	**20**
Unit Code:	**TBC**

This unit has 3 learning outcomes

Learning Outcomes	**Assessment Criteria**
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

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	individuals with dyslexia/specific learning difficulties to other professionals. Justify proposed solutions.

Unit Specification Part 3

Outline of Unit Content

Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, students will have access to a Professional Practice tutor via email. Tutorials will be available in line with the 'Tutor guidance and Tutorial Policy'. An online discussion forum will be available to students via Google Classroom, in order that they can share ideas/thoughts with peers and seek generic guidance from the tutor team. A reading/website list will also be provided for students to undertake additional guided learning.

Outline of Resources/Bibliography (as appropriate)

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

Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
This unit will develop students' knowledge of theoretical concepts underlying the teaching	The essay must: • identify key theoretical issues

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of learners with dyslexia/specific learning difficulties. Students 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. Learning Outcomes 1, 2 & 3 • Write an extended essay on key theoretical concepts relating to literacy and numeracy development and teaching. • Produce and deliver a presentation to others. Evidence for this may be produced within the group setting where the student presents to the rest of the group. Alternatively, evidence could be provided from an observed session from the student's own professional context where the student is presenting or teaching for example to a group of parents, teaching assistants, teachers, lecturers or employers.	relating to the chosen concepts • include an analysis, evaluation and critical reflection on the current theoretical perspectives • show understanding of relevant theories from related academic disciplines • show relationship of research to practice • show how the student will apply findings to own practice • 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). • Presentations will usually be accompanied by visual material. • Presentations should be accompanied by handouts or other relevant materials as appropriate. • Examine an aspect of dyslexia or literacy difficulties for example relating to teaching and assessment, current theories or documentation. • If evidence of this presentation is

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	provided on DVD/video material, relevant accompanying notes should be provided for the assessor.

Unit Title:	**Understanding Psychometric and Educational Assessment Methods in the Context of Dyslexia/Specific Learning Difficulties**
Level:	**Seven (7)**
Credit Value:	**20**
Unit Code:	**TBC**

This unit has 5 learning outcomes:

Learning Outcomes	**Assessment Criteria**
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 and the importance of measures of oral language (receptive and expressive skills).	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 and the impact of identifying oral language skills in the assessment of dyslexia/specific learning difficulties

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2. Understand types of assessment procedures available to assess for the presence of dyslexia/specific learning difficulties	2.1 Analyse assessment procedures including: • standardised tests • diagnostic tests 2.2 Explain information given in test manuals, including: • technical terminology • statistical data
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: • literacy attainments • numeracy attainments • attributes associated with dyslexia/specific learning difficulties 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
4. Understand how to work within professional and ethical frameworks in relation to assessment	4.1 Analyse expected ethical standards and professional practice in assessment 4.2 Explain how tests to determine the presence of dyslexia/specific learning difficulties are administered within a professional and ethical framework

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5. Understand how patterns associated with dyslexia/specific learning difficulties are reflected in the results of intelligence tests	5.1 Describe expected patterns of scores and outcomes from assessments associated with dyslexia/specific learning difficulties, including: • attainment tests • diagnostic assessments 5.2 Explain relationships between quantitative data and qualitative information obtained from assessments 5.3 Evaluate benefits of quantitative data and qualitative information obtained from assessments

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Unit Specification Part 4

Outline of Unit Content

Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, students will have access to a Professional Practice tutor via email. Tutorials will be available in line with the 'Tutor guidance and Tutorial Policy'. An online discussion forum will be available to students via Google Classroom, in order that they can share ideas/thoughts with peers and seek generic guidance from the tutor team. A reading/website list will also be provided for students to undertake additional guided learning.

Outline of Resources/Bibliography (as appropriate)

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

Assessment Methods/Tasks	Assessment Evidence for each Learning Outcome
This unit will equip the student to understand the principles of psychological and educational assessment. Students will learn how to select appropriate assessment materials to determine the presence of dyslexia/specific learning difficulties and to justify their selection. Students will also learn how to administer tests and	Students must produce all of the evidence identified below. All evidence must be produced independently. 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:

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to interpret both quantitative and qualitative outcomes. This unit will ensure that students 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. Students will compile a resource file of 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. Students must produce an assignment to meet all the evidence requirements for this unit. Students should be encouraged to write succinctly and avoid repetition. Students 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	cover tests for two different key stages/levels of ability in one phase of education • include a brief summary (age range, purpose and description) of each test • include an indication of the average, below and above average range of standard scores for each test • provide a rationale for the range of tests chosen • summarise the advantages and disadvantages of published tests. • Learning Outcomes 1, 2, 3, 4 and 5: • Within the review students 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

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clearly structured and spelling and grammar should be accurate. Students should avoid copying lengthy passages but all text from the other sources must be fully referenced using a recognized academic referencing system. All published tests discussed should be similarly referenced.	• recognize 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 • ensure confidentiality and discretion with regard to information they may obtain about learners and their families and the need to maintain securely stored records • ensure that they are properly insured, so that their clients, as well as they themselves, are protected in the event of legal proceedings.

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Further Information

For additional information or any queries please contact:

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