Level 4 Certificate in Dyslexia: Literacy Support and Intervention

Programme Information

(pre-application)

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1. Who are the British Dyslexia Association?

The British Dyslexia Association (BDA) works to help children and adults with dyslexia flourish and to promote a society that welcomes different ways of thinking and celebrates neurodiversity. For more than 50 years, the BDA has contributed to knowledge and understanding of dyslexia, developed professional training, shared information and resources, and worked with researchers and other organisations.

The BDA provides information and support to individuals and families, raises awareness through events and webinars, works with schools and employers to encourage inclusive practice, and advocates for changes that help people with dyslexia access the support they need.

2. About the course

The BDA Level 4 Certificate in Dyslexia: Literacy Support and Intervention develops the knowledge and practical skills needed to support learners with dyslexia and literacy difficulties through targeted literacy interventions.

The course is delivered through independent online learning rather than scheduled taught sessions. You will work through interactive learning materials and activities, then apply your learning by planning, delivering and evaluating a three-session literacy intervention with a small group of learners. Tutor guidance and feedback are available during the course.

On successful completion, you may be eligible to apply for Accredited Learning Support Assistant (ALSA) accreditation. Accreditation is subject to the relevant application requirements and is not awarded automatically through course completion.

3. Who is the course for?

The course is intended for people with a professional interest in dyslexia who want to develop their knowledge and skills in supporting learners with literacy difficulties. It may be particularly useful for:

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- Teachers in primary, secondary or other educational settings.
- Teaching assistants and learning support assistants.
- Tutors and support staff in further education and other learning environments.
- Staff who support learners with literacy difficulties in schools, colleges or other educational settings.
- Other educational professionals who want to develop their skills in planning, delivering and evaluating targeted literacy interventions.

4. Entry requirements and eligibility

You must have access to a suitable educational setting and a group of three to five learners with whom you can complete the practical requirements. Learners must be at least seven years old and experiencing literacy difficulties, without known or suspected complex special educational needs. The group must be suitable for the literacy skill you plan to target.

Applicants should be able to:

- Identify and access a suitable group of learners in a school, college, tutoring centre or other appropriate educational setting.
- Gather relevant information about learners' strengths, difficulties and support needs.
- Plan, deliver and evaluate a three-session literacy intervention.
- Obtain the necessary permissions and consent before working with learners or collecting evidence.
- Access appropriate teaching resources, IT equipment and facilities for recording and securely sharing video evidence.

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- Complete online learning activities, written assignments and practical tasks, and submit the required evidence.

Relevant experience in education or supporting learners with literacy difficulties is expected. A Level 3 dyslexia or literacy qualification may be helpful but is not essential; applicants without one may be considered in light of their experience and suitability.

Before booking, you must submit an application form and any requested supporting information. The training team will review your background and access to a suitable setting. You may be asked for further information. You can book a place once your application has been approved. If you are unsure whether you meet the requirements, contact the training team before applying.

5. Programme delivery and study commitment

The course is completed through independent online learning. Materials include interactive activities, guided reading, videos, knowledge-check quizzes and practical tasks. You will be expected to manage your own study time, complete the required activities and apply your learning in an educational setting.

Allow up to nine hours per week for study and course tasks. The course is designed to be completed within six to eight months. Module 1 must be completed within two months of your course start date. After Module 1, you can manage your progress through the remaining modules using student-led deadlines, provided you meet the final completion deadline.

Applications may be submitted throughout the year, with enrolment planned for January and September, subject to demand.

A specialist tutor team provides advice and feedback. Your work may be marked by different tutors. Communication will normally be by email; telephone, Microsoft Teams or Zoom meetings may be arranged when

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needed. A named tutor will support you during the latter part of the course and assess your work.

6. Course structure

The course is divided into two modules. Module 1 develops your theoretical understanding of dyslexia; Module 2 focuses on applying that knowledge through practical literacy intervention.

Module 1: Theoretical Perspectives of Dyslexia

This module introduces key theories and concepts that support an understanding of dyslexia and its impact on literacy development and learning. You will explore the definition and characteristics of dyslexia, how it may affect reading, spelling, writing and participation in learning, and how it can co-occur with other specific learning difficulties. You will also consider individual strengths, difficulties and support needs, and the importance of inclusive practice.

Learning activities include interactive tasks, videos, guided reading and knowledge-check quizzes.

By the end of Module 1, you should be able to:

- Demonstrate an understanding of dyslexia, its characteristics and its possible impact on literacy development and learning.
- Identify dyslexia-related strengths, difficulties and support needs using relevant information about learners.
- Explain the importance of appropriate, inclusive support for learners with dyslexia and literacy difficulties.

Module 2: Relating Theoretical and Methodological Perspectives to Practice in the Context of Dyslexia/Specific Learning Difficulties

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This module focuses on applying theoretical knowledge to practical teaching and intervention. You will identify a suitable group of three to five learners, select a literacy focus based on their needs, and plan a structured three-session intervention. You will consider approaches and resources for supporting reading, spelling, writing and other relevant literacy skills, adapting activities to learners' ages, abilities, interests and support needs.

You will prepare a scheme of work and session plans, develop suitable resources, deliver the intervention and collect evidence of learner participation and progress. You will evaluate your teaching strategies and reflect on the effectiveness of the intervention. The first session must be video-recorded for tutor review, with the required permissions and consent in place. Initial and final learner ratings will help you consider changes in confidence, skills or understanding.

By the end of Module 2, you should be able to:

- Identify a suitable group of learners and select an appropriate literacy intervention topic, giving a rationale based on their identified needs.
- Plan and deliver a structured literacy intervention using appropriate teaching strategies and resources.
- Demonstrate teaching practice through session plans, practical activities, learner work and other required evidence.
- Evaluate learner progress by comparing initial and final ratings and reviewing evidence collected during the intervention.
- Reflect on the effectiveness of teaching strategies and identify appropriate next steps to support learners' continued progress.

7. Teaching practice and choosing your learners

You are responsible for finding and arranging access to a suitable group of three to five learners. The group must be at least seven years old,

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experiencing literacy difficulties and suitable for a targeted intervention. Learners should not have known or suspected complex special educational needs. Consider their ages, abilities, strengths, interests and support needs when choosing the group and intervention focus.

Liaise with relevant staff, such as class teachers, tutors or learning support staff, to understand the learners' current abilities and support needs. The intervention should build on existing learning and support and should be appropriate for the learners.

You will plan and deliver a three-session literacy intervention in a suitable educational setting, such as a school, college or tutoring centre. Each session should follow the approved scheme of work and lesson plan. You must obtain tutor approval for the planning work before delivering the first session.

The first session must be video-recorded and submitted to your tutor for assessment. Obtain permission from the educational setting and consent from learners or their parents/carers, as appropriate, before recording. Follow the setting's policies and BDA requirements for recording, storing and sharing footage. Collect anonymised examples of learner work and other required evidence of progress.

8. Assessment and portfolio of evidence

Assessment takes place throughout the programme through interactive activities, written work, practical planning tasks, teaching practice and reflective evaluation. You must submit evidence showing that you have met the learning outcomes and assessment criteria.

Your portfolio will include, as applicable:

- Completed online activities, practical tasks and case studies.
- Information about the learner group and the rationale for the chosen intervention topic.

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- A scheme of work, session plans and independently prepared resources.
- Required video evidence and the observation checklist for the first intervention session.
- Anonymised examples of learner work and evidence of learner participation and progress.
- Lesson evaluations and initial and final learner ratings.
- A final reflective evaluation of learner progress, teaching strategies and possible next steps.

Templates and guidance will be available on the e-learning platform. Keep your evidence organised throughout the course and allow time for tutor feedback and any required resubmissions.

To pass, you must meet the required standard for each assessed task and provide the evidence needed to demonstrate the course learning outcomes. If your work does not meet the required standard, your tutor will explain what needs to be improved or what further evidence is required. You will normally be asked to amend and resubmit the work as version 2 (v2), in line with BDA procedures. If the v2 submission does not meet the required standard, your tutor will provide further feedback and offer a live tutorial to explain what is needed, followed by an opportunity to submit a final version (v3). Further tutorials may be offered at the tutor's discretion. You may request an individual tutorial by emailing your tutor; requests will be considered where additional guidance would be helpful.

If a v3 submission does not meet the required standard, the marking will be moderated. If the original decision is upheld, the BDA reserves the right to withdraw you from the course. The BDA also reserves the right to withdraw a student whose work does not meet the required standard after the permitted attempts. Refund eligibility is governed by the course refund policy.

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Students who meet the theoretical assessment requirements but do not meet the practical delivery requirements may be eligible for alternative recognition of their achievement to date, such as a Level 2 or Level 3 award, in accordance with the programme's assessment arrangements.

9. Tutor support, marking and quality assurance

Tutors are suitably qualified and experienced professionals with expertise in dyslexia and literacy support. They are overseen by the Course Leader – Dyslexia. A named tutor will support you during the latter part of the course and assess your work, although other tutors may mark individual tasks. Your named tutor will usually remain your main point of contact.

Tutors will normally return marked work within 10 working days. Where a tutor is on annual leave or absent due to sickness, the marking period may be extended to 15 working days. Where feedback is needed to maintain continuity with your learners, the team will do its best to return the work sooner.

Internal and external moderation takes place on a sample basis in line with BDA quality assurance procedures. Students are encouraged to provide feedback during and at the end of the programme. Feedback is reviewed and used to identify opportunities for improvement. Tutors undertake continuing professional development to maintain and develop their knowledge and skills.

10. Course fees, timescales and extensions

Course fee: £1,650.

The course is designed to be completed within six to eight months. Module 1 must be completed within two months of the course start date. Students who need additional time may be able to purchase an extension, subject to an application to the Course Leader and the applicable eligibility criteria.

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Students who have not completed the course within a maximum of 12 months, regardless of payment route, will be withdrawn from the course. This limit is intended to support students to remain up to date with current practice.

Additional tutor support or continued access to the course beyond the agreed course end date may incur a proportionate fee. If the fee is not paid by the due date, you may be withdrawn from the course. Extensions or deferrals may be considered in exceptional circumstances where supporting evidence is provided and approval is granted by the Course Leader.

All prices are correct at the time of publication and may change.

11. Suggested student timeline

The timeline below is a guide to the order of activities. Your progress may vary, but you must meet the Module 1 deadline and the final course completion deadline.

Month 1 – Induction and Module 1

- Complete the induction and familiarise yourself with the online course.
- Begin the Module 1 learning materials and practical tasks.
- Start identifying a suitable educational setting and potential learners.
- Discuss the practical requirements with relevant staff.

Month 2 – Complete Module 1

- Complete and submit all Module 1 tasks by the two-month deadline.
- Continue exploring learners' literacy strengths, needs and support requirements.
- Identify a suitable group and possible intervention focus for the next stage.

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Month 3 – Plan the intervention

- Confirm the learner group and proposed literacy focus.
- Gather relevant learner information and obtain permissions and consent.
- Prepare the scheme of work, session plans, resources and approach to assessing progress.
- Submit the planning work and obtain tutor approval before teaching begins.

Month 4 – Deliver the intervention

- Deliver the three sessions in line with the approved plan.
- Record and submit the first session for tutor assessment.
- Collect anonymised learner work and evidence of progress.
- Complete lesson evaluations and adjust later sessions where appropriate.

Month 5 – Evaluate and compile evidence

- Compare learners' initial and final ratings.
- Evaluate the teaching strategies and activities.
- Complete the final evaluation and organise the portfolio.
- Submit outstanding tasks and respond to tutor feedback.

Month 6 – Final submissions and completion

- Complete outstanding amendments or resubmissions.

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- Check that all required tasks and evidence meet the assessment criteria.
- Receive confirmation of completion once all requirements have been met.
- Important: arrange your teaching practice early, as finding a suitable group and obtaining permissions may take time. Keep your portfolio organised and allow sufficient time for tutor feedback and any resubmissions. The timeline is a suggested plan, not an extension to the course deadlines.

12. Withdrawals and refunds

We hope that all students will successfully complete the course. If you need to withdraw, refer to the BDA Level 4 course refund and withdrawal policy on the BDA website for details of the applicable arrangements.

You must successfully complete Module 1 within two months of your course start date. If you do not meet this requirement, you will be withdrawn from the course and any refund will be determined in accordance with the Level 4 refund policy.

If your work does not meet the required standard after the permitted assessment attempts, or if you are withdrawn for another reason, any refund will be determined in accordance with the applicable BDA policy.

13. Frequently asked questions

What is the qualification?

It is a practical qualification that develops the knowledge and skills needed to support learners with dyslexia and literacy difficulties through structured interventions.

Who is the course suitable for?

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It is suitable for people with relevant educational experience or an appropriate role who want to develop their skills in supporting learners with dyslexia and literacy difficulties. You must also meet the entry requirements and have access to a suitable educational setting and learner group.

How long does the course take?

The course is designed to be completed within six to eight months. Module 1 must be completed within two months of the course start date.

Is the course taught or self-study?

The course is delivered through independent online learning, with guidance and feedback from specialist tutors.

How much time should I allow each week?

Allow up to nine hours per week to complete the course requirements.

When can I enrol?

Applications may be submitted throughout the year, with enrolment planned for January and September, subject to demand.

Do I need to work in an educational setting?

Yes. You must have access to a suitable setting where you can complete the practical requirements.

Do I need access to learners?

Yes. You must be able to work with a suitable group of three to five learners aged at least seven and obtain the necessary permissions and consent.

What practical work will I complete?

You will identify learners' needs, plan and deliver a three-session literacy intervention, collect evidence and evaluate learner progress.

How is the course assessed?

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Assessment includes online activities, written and practical tasks, lesson planning, teaching practice, video evidence and reflective evaluation.

Can I study around work and personal commitments?

Yes. The self-study format offers flexibility, provided you meet the required deadlines.

Can I get additional time?

An extension may be available on application, subject to eligibility criteria and approval. Additional access or tutor support may incur a fee.

14. Further information and contact details

For further information or queries, please contact:

British Dyslexia Association – BDA Training

Access Business Centre

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Telephone: 0333 405 4565

Email: Training@bdadyslexia.org.uk

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