



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

Programme Information

(pre-application)

Who are the BDA?

The British Dyslexia Association (BDA) aims to bring about a Dyslexia Friendly Society.

At the British Dyslexia Association, we want to help all children and adults with dyslexia flourish. We believe that our world should welcome different ways of thinking and celebrate neurodiversity. By representing our community as the voice of dyslexia, we aim to ensure that all members of society, and especially those most disadvantaged and least privileged, receive the support they deserve.

We advocate for change in three ways:

Firstly, we cultivate and maintain expertise in the field. For over fifty years we have been at the forefront of knowledge and understanding about dyslexia. We set the standard for professional training and work closely with researchers to enable continued learning and development in our sector. We provide expert information and resources about dyslexia.

Secondly, we engage widely with all stakeholders. We run a free helpline for the general public and regularly deliver events and webinars for groups or organisations to raise awareness and disseminate best practice. We liaise regularly with our members and work closely with our fantastic network of Local Dyslexia Associations who provide local knowledge and assistance. We collaborate with other organisations working in our sector to strengthen our approach.

Finally, we empower people living with dyslexia. We support individuals seeking screening or assessment and help them to understand their statutory rights. We work with schools, employers and other organisations to encourage inclusive practice. We work with policymakers both locally and nationally to challenge the current status quo and call for changes that unlock the potential of our community

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 improve our learning platform continuously 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.

We welcome you on this journey with us as, together, we create a dyslexia-friendly society.

About this course

The Level 5 Certificate in Dyslexia: Literacy, Support and Intervention enables you to be a specialist teacher with learners with literacy difficulties/dyslexia.

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 the deadlines are soft, student-led deadlines, culminating in a final end-date deadline. It includes academic written tasks followed by teaching practice. These are delivered under the guidance of course tutors, with access to peer support provided as part of the Google Workspace.

As part of our commitment to continuous improvement, we regularly review our courses to ensure they keep up with changes in best practice and research. We also take into account feedback received from previous students to learn what has worked well and to identify potential changes that could improve the student experience. As a result, from time to time we make changes to our courses. This Programme Information is correct at date of publication, but we retain the right to update each programme as required.

Please note that this course will require a time commitment of up to 12 hours per week.

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 and to become informed practitioners and teachers.

The BDA course is a self-study course rather than a taught course, with supervisory guidance and advice from course tutors. 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.

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 the 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 work autonomously, completing extended essays and studying independently at this level.

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. Students who have completed the Level 5 Certificate will have the required knowledge to deliver specialist tuition to individuals requiring support with dyslexia.

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 Level 7 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 eligible to apply for the Level 7 course.

BDA relationship with the University of Chester

Credits gained from both this L5 course and our L7 course can be considered by the University of Chester as part of an application for their MA SEND in SpLD. For more information visit: [here](http://www.chester.ac.uk/study/course-search/special-educational-needs-and-disability-send-with-specific-learning-difficulties-spld-ma-pgdip-pgcert/?studyMode=115699) (www.chester.ac.uk/study/course-search/special-educational-needs-and-disability-send-with-specific-learning-difficulties-spld-ma-pgdip-pgcert/?studyMode=115699).

Programme delivery

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.

This programme has been designed to provide students with:

- Flexibility in booking and planning study time to fit around other activities within the one-year time frame.

Whilst there is an initial 3-month deadline and an end date to consider, individuals can otherwise work through the modules at their own pace, when and where it is convenient for them to do so, planning their study time around other commitments.

- Utilisation of online study for self-directed learning.

The course is delivered entirely through e-learning with some optional opportunities for online live webinars/Q&A sessions. The course consists of a range of formats as well as reflective activities to check learning as the individual progresses through the course. There will be an ongoing formative and summative assessment.

A study skills module and additional reading/website list are available both online and via the student handbook to support students in undertake additional guided learning.

- Opportunity to connect with other students

There is an online study forum available via the Google Workspace as additional support, which provides the opportunity to share ideas with your course cohort and tutors.

- Regular guidance from a team of specialist tutors who all hold AMBDA/APC status.

Students will be allocated to a professional tutor's 'classroom' where they can upload assignments and to receive support with their learning and development through feedback.

A team of highly skilled and experienced dyslexia specialists/tutors is available to provide advice, expertise, and guidance for the requirements of your course assignments, and your assignments may therefore, from time to time, be marked by different tutors. Students can liaise with the marking tutor via the messaging system within Google Classroom. The communication will otherwise primarily be via email and/or the online groups forum, with a few telephone calls/Teams/Zoom used when needed.

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

How is the programme put together?

The course is divided into four phases:

Phase One: Five written academic tasks

Phase Two: Preparing to teach your Learners

Phase Three: Teaching your Learners

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 five academic tasks of varying length to give you a solid foundation for your teaching practice. Four of the academic tasks are completed prior to teaching and form part of your preparation for teaching. The final academic task should be completed as soon as possible, but could be completed alongside your teaching, with tutor permission. Overview of Phase One Assessed Tasks

Tasks 1 – 5 are academic tasks that require you write an essay or complete a table from the workbook.

Assignment 1:

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%).

Assignment 2:

This task is an essay that requires you to show that you understand the stages of reading and spelling development, as well as the difficulties that learners with dyslexia may have at each stage. You will also need to demonstrate understanding of the processes involved in reading and spelling through reference to key theories (1000 words +/- 10%).

Assignment 3.1:

This task is a short essay demonstrating 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 (750 words (+/- 10%).

Assignment 3.2:

This task is an activity where you look at the difficulties encountered by those with dyslexia that may be addressed in a one-to-one teaching programme and suggest a range of resources to develop these skills.

This will support you when you plan your own teaching programme (1500 words +/- 10%).

Assignment 4:

This task focusses on the impact of difficulties in the classroom setting in relation to study skills and how to support these. It is important to develop study skills from an early age and to continue to develop these throughout education.

This task will be completed in several parts including

(1) an activity where you will explain what learners with dyslexia will find difficult within the classroom and show how they could be supported in the learning environment (1000 words +/- 10%).

(2) an audit of your teaching environment using a template checklist

(3) an action plan for implementing dyslexia friendly practice

Phase Two

In this phase you will prepare to teach your learners. This will include understanding how to screen your learners, determining which areas to teach and planning your lessons. You will prepare a scheme of work and a graduated approach for each learner.

Phase Three

In part, this is a competency-assessed programme; therefore, supervised teaching is an essential component.

The purpose of this stage is to ensure you can deliver 20 hours of specialist teaching. You will be required to complete 10 hours of teaching practice with two different learners. You will teach these learners consecutively (not simultaneously) i.e. you will have completed teaching Learner 1 before you teach Learner 2. You will review each lesson as you progress through your programme with each learner.

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

Learners must be:

- **At least 7 years of age**

Learners must be aged 7+ and not have EAL or complex needs.

Learner 1 will primarily have literacy difficulties. Learner 2 will also have literacy difficulties and maths and/or study skills needs.

- **Without known or suspected complex special educational needs.**

The focus of this course is on Dyslexia and literacy difficulties and thus the learners that you work with should not have complex needs.

Teaching practice must take place in a school, college or HE site, and students must have contact with class teachers or tutors so that targeted support can be integrated with class support.

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 hold an EHCP (please check with the tutor if you feel you have an appropriate learner, even though they have an EHCP)
- The learners do not have a diagnosed or suspected co-occurring difficulty such as ADHD.

Phase Four

The final phase is the collation of your portfolio to demonstrate you have met all the requirements for this

Course Fees and Timescales

The cost of the Level 5 Diploma is £3350.

There are two options for payment:

1. You can pay in one instalment of £3350 up front.

OR

2. You can pay in two instalments:
 - First payment of £1,675, which includes registration and access to the modules, the student handbook, and the workbook.

- Second payment of £1,675, which includes tutor support to complete your e-portfolio, £115 to OCN to register for your e-certificate¹, accreditation and verification of your portfolio. This must be paid no later than three months after your start date.
- Other phased payments may be available upon request to Admin during the enrolment process.
- This is a 12-16 month course, though students are encouraged to pace themselves to complete within 12 months.

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, 2, 3.1 and 3.2. 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.

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

- Students who have not completed the course within a maximum of 26 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.

Timeline for student work and submissions (16 months)

Phase One	Academic Tasks The academic tasks allow candidates to demonstrate their understanding of the key theories of dyslexia and best practice when supporting learners.	12 to 16 weeks
Phase two	Preparing to Teach In this stage, candidates will screen their learners and plan their teaching	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> Learner One 20-28 Weeks </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> Learner Two 16-24 Weeks </div> </div>
Phase three	Teaching In this stage you will work one-to-one with each learner for 10 hours.	
Phase four	Completion of Portfolio In this final stage of the course, you will ensure that all work is complete and ready for submission	2 weeks

Term 1	PHASE ONE 12-16 weeks			
Term 2		PHASE TWO & THREE Learner One 20-28 weeks		
Term 3			PHASE TWO & THREE Learner Two 16-24 weeks	
Term 4				PHASE FOUR 2 weeks

Entry requirements

The BDA is committed to widening participation and, as such, has an open policy to its courses; however, students 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 a foundation degree-level study. You will also need at least two years of recent and relevant experience in an educational setting and access to learners whose primary difficulties are with literacy.

Applicants will need to complete and submit an application form along with supporting documentation before booking any elements of the Level 5 Certificate course. This provides us with information about your background and experience and will help us determine whether you are eligible for the course.

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.

Assessment of students' work

Students are expected to produce an e-Portfolio of evidence, and the assessment of students' work will include the following:

- The completion of essays and writing tasks with word counts ranging from 750-2000 words over 5 separate tasks.
- An e-portfolio of documentation and evidence of the teaching practice. This will also include 2 x one-hour filmed sessions of students teaching the learners.

- Each assignment must meet the required criteria. Where assignments do not achieve this, students will receive tutor feedback and be permitted to submit another version of the assignment. Submissions must be made following our online procedures and protocols.
- To pass the accredited level 5 professional course, each assignment must ultimately meet the required standards.

Templates and guidance for this portfolio will be available in the Student Handbook and assignment instructions within Google Classroom for the Level 5 programme.

Professional Practice Tutor Team

- The tutor team consists of experienced dyslexia specialists, who will be overseen by the course leader. Internal moderation will take place on a sample basis in line with existing practice, and records of this will be kept securely within the course files online.
- Students 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. Students are expected to provide summative feedback via the course survey 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

Marking

Tutors will have **10 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 (especially during the teaching phase).

Where tutors have annual leave or are absent due to sickness, the marking period can be extended to 15 working days.

Award of qualification

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.

Withdrawals from the course

If v3 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 Accredited Teacher Status (ATS) or Accredited Practitioner Status (APS)

Once your course has been completed, you will be able to apply for ATS or APS (there are costs attached to these). Your Tutor will sign off that you have passed the relevant sections and also completed the required hours of teaching with your learner.

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 20 hours (1:1) with learners 16 years or under at the end of the current school year who are 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 20 hours (1:1) with learners 16 years or over at the end of the current academic year who have some literacy difficulties. 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 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 joining) in order to access the teaching materials and participate in this programme.

Film Recording Equipment: You will need access to a digital video camera in order to record some of the teaching and assessment sessions. We recommend using a camera which records in MP4 or AVI formats. High quality webcams, smartphones and tablets properly positioned on a tripod will accomplish the task.

Online Repository: 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 be discreet when noting down learner responses. 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 and teaching, 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.

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, 2, 3.1 and 3.2 within 3 months of the course start date will be withdrawn from the course and eligible for a refund as per the refund policy.

Recommended reading

This is initial guidance to suggest texts that are relevant, interesting and will support you in developing the skills and knowledge that you need to complete the qualification. A more comprehensive reading list will be provided to candidates when they start the course.

You will need to purchase the following key texts:

- Kelly, K. and Phillips, S., (2025). Teaching Literacy to Learners with Dyslexia: A multisensory approach. 4th Edn. London: Sage.
- Reid, G. (2016) Dyslexia: A Practitioner's Handbook. 5th edn. Chichester: Wiley.
- British Dyslexia Association - Teaching Dyslexic Students: Theory and Practice. (2023). London: Jessica Kingsley Publishers.

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

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.
- Kirby, P. & Snowling, M.J. (2022) Dyslexia: A History. Montreal, Canada: McGill-Queen's University Press.
- Milne, D. (2005) Teaching the Brain to Read. Hungerford: SK Publishing.
- Mortimore, T. (2008) 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

Level 5 Certificate in Dyslexia: Literacy, Support and Intervention

Frequently Asked Questions (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 Level 7 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 10 -12 hours per week. This includes:

- Completion of the online materials
- Time spent on research
- Completion of the theory-based assignments
- Time spent on your portfolio of evidence (planning, delivery of support, evaluations, etc.)

The exact number of hours will vary according to how much time you wish to put into certain elements of your study

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 26 months will be withdrawn.

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 the 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 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 (equivalent to two years). This does not have to be full-time and could be a combination of part-time roles. The hours of teaching you do as part of this course will count towards this.

I have 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 Level 5 award.

I've 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.

Can I split the academic part of the course from the teaching part of the course?

No. The academic tasks inform the teaching element of this course and must be undertaken as part of the same programme.

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 Student Handbook and online materials which contains the academic tasks, along with templates and example documents to use when completing your portfolio of evidence of teaching practice.

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 delivered via self-directed study (not a taught course) through online materials, including optional live webinars, completion of theory-based assignments and a 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). You can find additional articles through an online search.

Wiley Journal subscription offer

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

When can I enrol onto the Level 5?

You can enrol on the course at three points during the year to join a cohort in either January, May or September.

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

No, assessment to inform teaching is measured through the use of informal tests. A guide to which tests to use is given in the course materials.

When will I be allocated a tutor?

You will be allocated to a tutor's 'Classroom' 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 the course within the timeframe?

If you require more than 16 months to complete this course, you can request an extension. Extensions are granted at the discretion of the course leader and an additional fee will be payable. In exceptional circumstances, you can apply for a deferral to your course. You will need to complete an

application form and provide evidence of impact to your studies. Deferrals will be granted at the discretion of the course leader.

How do I achieve ATS/APC?

The Level 5 Certificate is a BDA ATS/APS Accredited course. Once you have successfully passed the Level 5, you can apply for ATS/APS status and professional membership with the BDA. As detailed above you must have completed 1900 hours working with learners in an educational setting and be able to evidence this.

For more information on applying for these, please contact:

accreditation@bdadyslexia.org.uk.

Is the BDA Level 5 Certificate in 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 an assessor?

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

You could do both 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 L5 email address for more information.

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?

In some cases, yes. Upon completion of the qualification you should 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 a Level 7 course. An AMBDA accredited course is advised and, following successful completion of this, you can apply for an APC (Assessment Practising Certificate). The BDA have their own Level 7 AMBDA course which you will be able to apply for.

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 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 here](#)

Contact Details

For additional information or any queries please contact:

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