



Diploma in Dyslexia Assessment and Intervention Level 7

**Programme Information
and FAQs
(pre-application)**

Who are the BDA?

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

Since its creation over 40 years ago the BDA has worked tirelessly to develop a network of national and international support for individuals who are dyslexic including the development of local dyslexia groups that work with the BDA to provide parents, educators and individuals with dyslexia access to services, training, information and support.

Through its activities the BDA strives to achieve its key goals:

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

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

BDA training events help to raise awareness of dyslexia in all age ranges and sectors of society. The BDA organises around 400 face to face training events per year, with excellent feedback; each one bringing us closer to a Dyslexia Friendly Society.

In 2015 the BDA launched its eLearning platform the purpose of which was to enable a wider audience to be able to access high quality training in dyslexia support. In 2021, this platform was changed to the very user-friendly and interactive Coassemble site.

Elearning enables the BDA to bring quality training and expertise to individuals who would otherwise be unable to access this due to factors such as time and cost constraints or geographical location. Individuals can be confident in the knowledge that support with their learning and development is available from highly skilled and experienced dyslexia specialists.

Who is the course for?

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

What is the qualification?

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

BDA relationship with the University of Chester

This course has been approved by the University of Chester as meeting their academic requirements for study at this level and the credit gained can be transferred to the University of Chester as part of an MA in Dyslexia Research and Practice. For more information click here: <https://www1.chester.ac.uk/study/postgraduate/dyslexia-research-and-practice/202010>

Programme delivery

The course is delivered entirely through e-learning with some opportunities for face-to-face sessions. All candidates will have access to a personal tutor when they begin module 1. The communication will primarily be via email with telephone calls/Skype used when needed. A reading/website list will be provided for candidates to undertake additional guided learning. Access to study groups will also be made available to candidates in order that they can share thoughts and ideas with peers.

The course consists of interactive lectures and texts to read 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 candidates with:

- Flexibility in booking and planning your study time to fit around other activities within the one-year time frame;
- Regular support from a team of specialist tutors who all hold AMBDA/APC status;
- Utilisation of interactive online study;
- The ability to enrol on the programme in January 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 five modules:

Module 1 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 Assessment

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 on the WRIT and understand the requirements of the assessment plan and video observation.

Aims and Objectives of Module 2

- 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 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 meets 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.

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 Teaching Learner 1: Observation and Assessment of Teaching

This module further develops candidate's skills to be able to work as specialist teachers with learners drawing on skills from Level 5. You will investigate how to plan and carry out a teaching programme with your learner 1. This runs concurrently with modules 2 and 3.

You are expected to complete ten hours of teaching with your learner in order to develop your skills from those gained at Level 5. This will be your learner 1 so you can employ the recommendations you made in the report within a teaching context.

Lesson 3 will be filmed and submitted with the lesson plan and photographs/copies of any resources made. Detailed feedback will be given on the video by your tutor.

You will also be expected to critically reflect on your teaching practice as a whole.

You must pass both the assessment and teaching assignments to secure an overall pass.

Aims and Objectives of Module 4

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

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

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

4. Effectively plan and carry out a teaching programme to support a learner with Dyslexia/literacy difficulties.
5. Evaluate the effectiveness of the programme in ensuring learner progress and reflect on own teaching.

Module 5 The extended essay

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, 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 candidates 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 participants should be able to:

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

Course Fees and Timescales

The cost of the Level 7 Diploma is £2050.

There are two options for payment:

1. You can pay in one instalment of £2050 up front.

OR

2. You can pay in two instalments:
 - First payment of £1025 which includes registration and access to the modules, the candidate handbook and the workbook. You will be allocated a tutor to mark and provide feedback on your assignments.
 - Second payment of £1025 which includes tutor support to complete your eportfolio, £100 to OCN to register for your certificate, accreditation and verification of your portfolio. This must be paid no later than six months after your start date.
- Extension fees will apply for candidates who go over the 12-month course deadline.

Important Note:

You must complete the whole course within no more than two years via either payment route. This is to ensure you are up to date and compliant with current practice.

Entry requirements

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

Candidates will need to complete and submit an application form prior to booking any elements of the Level 7 certificate. This provides us with information about your background and experience and will help us determine whether you are eligible for the course. Once your application has been approved and you have been accepted onto the programme, you will then be able to submit your booking form.

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

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

Eligibility to apply for the 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.**

0333 405 565

Email: LDdip@bdadyslexia.org.uk

| 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 (or equivalent) completed in 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. | You may be asked to submit course outcomes if not a BDA accredited course. |
| 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. |
| 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, we may suggest you complete a 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 | If transcript/interview does not meet specialist knowledge/teaching |

| | | |
|--|--|---|
| | <p>knowledge required plus evidence of 20 hours of assessed teaching practice</p> <p>You may be asked to have a phone interview with the course leader and may need to provide a suitable reference.</p> | <p>experience, you may be asked to complete L5.</p> <p>Acceptance is at the course leader’s discretion.</p> |
|--|--|---|

Teaching practice

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

Candidates will be required to deliver **10 hours of teaching practice** with a learner who has complex learning difficulties. This will be the first learner that you assessed in Module 2. Teaching practice must take place in a school, college, HE site or within a Tutoring Centre. Candidates must have contact with class teachers or tutors so that targeted support can be integrated with class support.

Assessment of candidates’ work

Assessment of candidates’ work will include:

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

The tutor team will consist of dyslexia specialists, who are qualified with AMBDA/APCs. They will be overseen by the 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.

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

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

Applying for AMBDA/APC

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

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

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

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

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

You should allow **at least 6 weeks** to process any DBS application, and this must be in place before any face-to-face work with a learner. For further information please visit:

www.gov.uk/government/organisations/disclosure-and-barring-service

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

Technical equipment required for the course

Computer and Internet access: You will need a computer (PC, Mac, laptop or other similar device) connected to the Internet and email in order to access the teaching materials and participate in this programme.

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

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

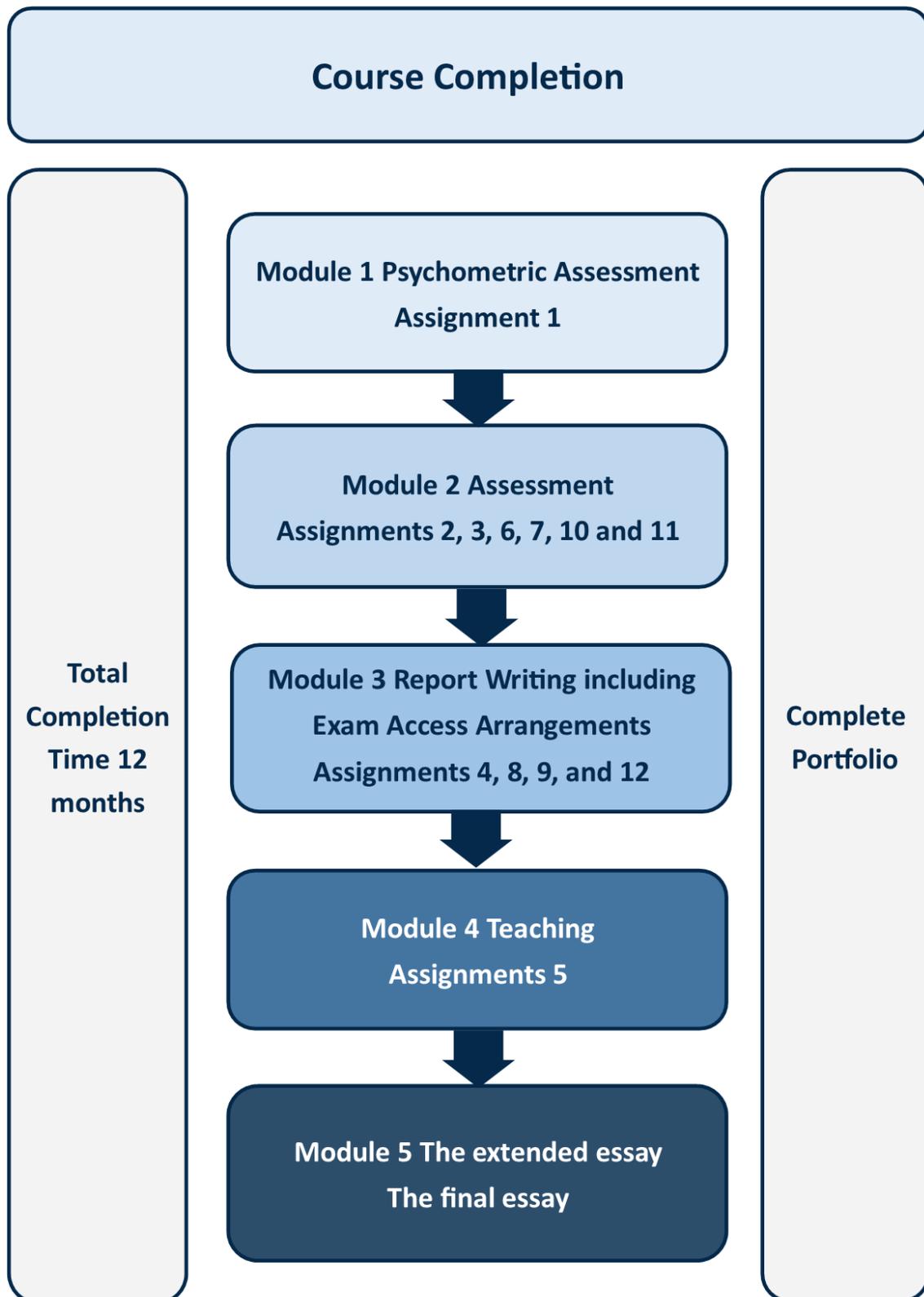
Other equipment required:

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

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

Timeline for candidate work and submissions

The Level 7 course consists of five modules.



Level 7 Certificate in Dyslexia Assessment and Intervention Frequently Asked Questions (FAQs)

How many hours studying will I need to undertake?

The programme as a whole is estimated to take around 120 hours. This includes:

- Completion of the required training courses / eLearning modules;
- Time spent on research;
- Completion of the theory-based workbook;
- Time spent on your portfolio of evidence (planning, delivery of support, evaluations, etc.).

The exact number of hours will vary according to how much time you wish to put into certain elements your study, and whether you have already completed any training or eLearning courses that are relevant to the programme.

How long do I have to complete the qualification?

You will have up to 12 months to complete the course. It is possible to complete the programme in a shorter timeframe provided that you adhere to the requirements for submission of work and the minimum / maximum timings between lessons for your portfolio of evidence of teaching practice.

Do I need QTS or be a qualified teacher to enrol on the Level 7 programme?

No you don't need to be a qualified teacher but you do need to have completed a Level 5 accredited course (or equivalent). 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.

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.

What documents will I need to refer to?

You will need to incorporate the learning you will have gained from your eLearning into your work. In addition, you will need to refer to the relevant legislation or curriculum for your country (e.g.: UK candidates are expected to refer to the SEND Code of Practice 0-25). All reports have to 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 Candidate Handbook and the workbook (which contains the academic tasks).

Is the programme delivered via attended courses or online learning?

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

How can I access books and journals for my research?

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

Wiley Journal subscription offer

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

When can I enrol onto the Level 7?

You can enrol on the course at any time during the year to join a cohort in either January or September.

When will I be allocated a tutor?

You will be allocated a 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 - £600. It is estimated that the costs associated with purchasing all the appropriate tests to assess independently are approx. £1500-£2000.

There are some essential reading texts for the course (as mentioned above), which you may wish purchase if you can't borrow them from a library. If you are not attached to an educational setting you will need to pay for your own photocopying and possibly purchase a small selection of teaching resources to use with your learner.

How do I achieve AMBDA/APC?

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

For more information on applying for these, please contact:

accreditation@bdadyslexia.org.uk.

Is the BDA Level 7 Diploma in Dyslexia Assessment and Intervention (AMBDA and AMBDA FE/HE) a course which will qualify me as a SPLD assessor?

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

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

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

This would depend on the age group with whom you undertake your assessed teaching practice with and the age of those you carry out your assessments with. If you work with pre-16 learners then this is the age range you would be qualified to work with, if you work with post-16 / adult learners then it would be this age range.

You could do both 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 and Intervention (AMBDA and AMBDA FE/HE), do you need to become a member of the BDA or another affiliated body so that you can practice as a SPLD assessor?

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

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

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

How long will my tutor take to mark my work?

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

Reading List

Please note you are **not expected to read everything** on this list, as it is provided as a guide only and is certainly not a definitive list. There are also many excellent sources of information available online. In addition, there are references given to further information 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.
- Jones, A. & Kindersley K (2013) *Dyslexia, Assessing and Reporting*. London. Hodder.
- Phillips, S, Kelly, K (2018) *Assessment of Learners with Dyslexic-type difficulties*. London: Sage.

Wiley Journal subscription offer

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

Highly Recommended for Modules 2-5

- Broomfield, H. and Combley, M. (Eds.) (2003) *Overcoming Dyslexia: A Practical Handbook for the Classroom*, 2nd edition, London: Whurr.
- Ott, P (1997) *How to Detect and Manage Dyslexia: A reference and resource manual*, 1st Edition, Oxford: Heinmann
- Reid, G. (2016) *Dyslexia: A Practitioner's Handbook*, 5th edition, Chichester: Wiley.
- Stuart, M. and Stainthorp, R. (2015) *Reading Development and Teaching*. London: Sage Publications Ltd.
- Gathercole, S. and Packiam Alloway, T. (2008) *Working Memory and Learning: A Practical Guide for Teachers*. London: Sage Publications Ltd
- Milne, D. (2005) *Teaching the Brain to Read*, Hungerford: SK Publishing.
- Mortimore, T. (8) *Dyslexia and Learning Style: A Practitioner's Handbook*, 2nd edition, Chichester: John Wiley and Sons.
- Muter, V. and Snowling, M.J. (2003) *Early Reading Development and Dyslexia*, London: Whurr.
- Ott, P. (2006) *Teaching Children with Dyslexia: A Practical Guide*, London: Routledge.

- Peer, L. (2015) 'Dyslexia, Bi/Multilingualism and Otitis Media (Glue Ear): A Sticky Educational Problem.' In L. Peer and G. Reid (eds.) *Multilingualism, Literacy and Dyslexia: Breaking Down Barriers for Educators* UK: Routledge.
- Snowling, M.J. (1991) *Dyslexia*, 2nd edition, Oxford: Wiley-Blackwell.
- Turner, M., Rack, J. (2004) *The Study of Dyslexia*, New York: Springer.
- Thomson, M. (1990) *Developmental Dyslexia*, 3rd edition, London: Whurr.
- Townend J and Turner M (1999) *Dyslexia in Practice: A Guide for Teachers*
- Dyslexia Friendly Schools Good Practice Guide published by the BDA
- Dyslexia in Education: A Guide for Teachers and Teaching Assistants published by the BDA

General information about dyslexia:

Publications

- Blakemore, S. and Frith, U. (2005) *The Learning Brain: Lessons for Education*. Oxford: Wiley-Blackwell.
- Davis, R.D., Braun, E.M. (2010) *The Gift of Dyslexia: Why Some of the Brightest People Can't Read and How They can Learn*, Expanded ed. Edition, New York: Penguin Putnam Inc.
- Evans, B. (2001) *Dyslexia and vision*, London: Whurr.
- Farrell, M.J. (2011) *The Effective Teacher's Guide to Dyslexia and Other Learning Difficulties*, 2nd edition, Abingdon: Routledge.
- Goodwin, V. and Thomson, B. (2011) *Making Dyslexia Work for You*, 2nd edition, London: Routledge.
- Green, S., Reig, G. (2011) *100 Ideas for Supporting Pupils with Dyslexia*, London: Continuum.
- Hall, W. (2009) *Dyslexia in the Primary Classroom (Achieving QTS Cross-Curricular Strand Series)*, London: Sage Publications Ltd.
- Hunter-Carsch, M. and Herrington, M. (Eds.) (2001) *Dyslexia and Effective Learning in Secondary and Tertiary Education*. London: Whurr.
- Keates, A. (2002) *Dyslexia and Information and Communications Technology: A Guide for Teachers and Parents*, 2nd edition, London: David Fulton Publishers.
- MacKay, N. (2012) *Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit*, 3rd rev. ed. edition. SEN Marketing.
- McKeown, S., British Educational Communications and Technology Agency (2000) *Dyslexia and ICT: Building on Success*, Coventry: Becta.

- Peer, L. and Reid, G. (Eds.) (2000) *Multilingualism, Literacy and Dyslexia: A Challenge for Educators*, Abingdon: David Fulton Publishers.
- Peer, L. and Reid, G. (Eds.) (2001) *Dyslexia: Successful Inclusion in the Secondary School*, Abingdon: David Fulton Publishers.
- Ramus, F. (2013) *Dyslexia Phonological Processing*. In: Pashier, H. (Ed.) (2013) *Encyclopaedia of the Mind*. Sage Publications Ltd.
- Reid, G., Deponio, P. and Petch, L. D. (2005) 'Identification, Assessment and Intervention: Implications of an Audit on Dyslexia Policy and Practice in Scotland.' *Dyslexia*, 11, 3, 203–216.
- Riddick, B., Wolfe, J. and Lumsdon, D. (2004) *Dyslexia: A Practical Guide for Teachers and Parents*, Abingdon: David Fulton Publishers.
- Snowling, M.J. and Stackhouse, J. (Eds.) (2006) *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2nd edition, Chichester: Whurr.
- Thomson, M. (2008) *Supporting Students with Dyslexia in Secondary Schools: Every Class Teacher's Guide to Removing Barriers and Raising Attainment*, Abingdon: Routledge.
- Thomson, M. (2009) *The Psychology of Dyslexia: A Handbook for Teachers*, 2nd edition, Chichester: John Wiley and Sons.

Online Publications and Resources

- Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties. *Module 4: Specific learning difficulties*, [ONLINE] Available at: <http://www.advanced-training.org.uk/module4/M04U07.html> [Accessed 12th July 2021].
- Phillips, M. (2010) *The Misdiagnosis of Dyslexia – Fact or Fantasy*, [ONLINE] Available at: <http://www.annarbor.co.uk/images/PDF/MisdiagnosisofDyslexia.pdf> [Accessed 12th July 2021].
- Rose, J. (2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*, [ONLINE] Available at: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00659-2009DOM-EN.pdf> [Accessed 12th July 2021].
- Training and Development Agency for Schools (TDA) For PGCE trainees: Cognition and learning - Dyslexia and specific learning difficulties. Self-study task 7, [ONLINE] Available at: <http://dera.ioe.ac.uk/13770/1/task7.pdf> [Accessed 12th July 2021].

Journals and Articles

- Lyon, G.R., Shaywitz and S.E., Shaywitz, B.A. (2003) *A Definition of Dyslexia*. In: *Annals of Dyslexia*. Aug;53(1):1-14.
- Ramus, F. (2003) *Developmental dyslexia: Specific phonological deficit or general sensorimotor dysfunction?* In: *Current Opinion in Neurobiology*. Apr;13(2):212-218. Also [ONLINE] Available at: <http://cogprints.org/4522/1/CONB02.pdf> [Accessed 12th July 2021].
- Ramus, F. (2004) *Neurobiology of Dyslexia*. In: *Trends in Neurosciences*. Dec;27(12) 720-726.
- Ramus, F. (2008) *What Phonological Deficit?* In: *Quarterly Journal of Experimental Psychology*. Jan;61(1):129-141.
- Shaywitz, S.E. (1996) *Dyslexia*. In: *Scientific American*, 01 November 1996, pp.78-84. Also [ONLINE] Available at: <https://www.scientificamerican.com/article/dyslexia/> (subscription required to access full article).

Literacy

Publications

- Bielby, N. (1994) *Making Sense of Reading: The new phonics and its practical implications*. Oxford: Scholastic.
- Dean, G. (2005) *Teaching Reading in Secondary Schools*, 2nd edition, London: David Fulton Publishers.
- Frith, U. (1997) *Brain, Mind and Behaviour in Dyslexia*. In: Hulme, C. and Snowling, M.J. (Eds.) (2007) *Dyslexia: Biology, Cognition and Intervention*, London: Whurr.
- Hodson, P. and Jones, D. (2001) *Teaching Children to Write: The Process Approach to Writing for Literacy*. Abingdon: Routledge.
- Jamieson, C. and Jamieson, J. (2006) *Manual for Testing and Teaching English Spelling*, Chichester: Wiley.
- Montgomery, D. (2006) *Spelling, Handwriting and Dyslexia: Overcoming Barriers to Learning*, London: Routledge.
- Nation, K. and Snowling, M.J. (1997) *Language Phonology and Learning to Read*. In: Hulme, C. and Snowling, M.J. (Eds.) (2007) *Dyslexia: Biology, Cognition and Intervention*, London: Whurr.
- Oakhill, J., Cain, K. and Elbro, C. (2014) *Understanding and Teaching Reading Comprehension: A Handbook*. London: Routledge.
- Ott, P. (2007) *How to Manage Spelling Successfully*, Abingdon: Routledge.
- Ott, P. (2007) *Activities for Successful Spelling: The Essential Guide*, Abingdon: Routledge.
- Snowling, M.J. and Hulme, C. (2007) *The Science of Reading: A Handbook, New ed. edition*, Oxford: Blackwell.

- Stackhouse, J. and Wells, B. (1997) How do Speech and Language Problems Affect Literacy Development? In: Hulme, C. and Snowling, M.J. (Eds.) (2007) *Dyslexia: Biology, Cognition and Intervention*, London: Whurr.
- Stuart, M. (2006) Learning to Read the Words on the Page: The Crucial Role of Early Phonics Teaching. In: Lewis, M. and Ellis, S. (Eds.) (2006) *Phonics: Practice, Research and Policy*. London: Sage Publications. Ltd.
- Taylor, J. (2001) *Handwriting: A Teacher's Guide - Multisensory Approaches to Assessing and Improving Handwriting Skills*, London: David Fulton Publishers.
- Walton, M. (1998) *Teaching Reading and Spelling to Dyslexic Children: Getting to Grips with Words*, Abingdon: David Fulton Publishers.

Online Publications and Resources

- Ehri, L.C. (2003) *Systematic Phonics Instruction: Findings of the National Reading Panel* [ONLINE] Available at: <http://files.eric.ed.gov/fulltext/ED479646.pdf> [Accessed 12th July 2021]
- SEDL. Cognitive Elements of Reading, [ONLINE] Available at: <http://www.sedl.org/reading/framework/elements.html> [Accessed 12th July 2021].
- The National Archives (date unknown) *Excellence Gateway – Read-Write-Plus*, [ONLINE] Available at: <http://webarchive.nationalarchives.gov.uk/20100210151716/http://rwp.excellencegateway.org.uk/readwriteplus/> [Accessed 12th July 2021].
- The National Archives [date unknown] *The National Strategies: Primary Framework – Literacy*, [ONLINE] Available at: <http://webarchive.nationalarchives.gov.uk/20100512134444/http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework> [Accessed 12th July 2021].

Journals and Articles

- Beech, J. (2005) *Ehri's Model of Phases of Learning to Read: A brief critique*. In: Journal of Research in Reading, Feb;28(1):50-58.
- Bryant, P., et al. (1989) *Nursery Rhymes, Phonological Skills and Reading*. In: Journal of Child Language, Jun;16(2):407-428.
- Ehri, L.C. (1987) *Learning to Read and Spell Words*. In: Journal of Reading Behaviour, Mar;19(1):5-31
- Ehri, L.C. et al. (2001) *Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis*. In: Review of Educational Research, Sep;71(3):393-447.
- Hudson, R.F., High, L., and Al Otaiba, S. (2007) *Dyslexia and the Brain: What Does Current Research Tell Us?* In: The Reading Teacher, Mar;60(6):506-515.
- Nicolson, R.I., Fawcett, A.J., and Dean, P. (2001). *Developmental Dyslexia: The Cerebellar Deficit Hypothesis*. In: Trends in Neurosciences 2001 Sep;24(9):508-11
- Pressley, M. (2002) *Effective Beginning Reading Instruction*. In: Journal of Literacy Research, Jun;34(2):165-188.
- Siegel, L. S. *Perspectives on Dyslexia*. Paediatr Child Health 2006;11(9):581-587.
- Snowling, M.J. (1995). *Phonological Processing and Developmental Dyslexia*. In: Journal of Research in Reading, Sep;18(2):132-138
- Stuart, M., Stainthorp, R. and Snowling M.J. (2008) *Literacy as a Complex Activity: Deconstructing the Simple View of Reading*. In: Literacy, Jul;42(2):59-66.
- Vellutino, F. R., Fletcher, J. M. Snowling, M. J. and Scanlon, D. M. (2004) *'Specific Reading Disability (Dyslexia): What Have We Learnt in the Past Four Decades?'* Journal of Child Psychology and Psychiatry, 45, 1, 2–40.
- Wolf, M. and Bowers, P.G. (1999) *The Double-deficit Hypothesis for Developmental Dyslexia*. In: Journal of Educational Psychology, Sep;91(3),415-438.

Useful Documentation from the DfES (England and Wales)

- Department for Education and Skills (2004) *A Framework for Understanding Dyslexia*, [ONLINE] Available at: <http://www.achieveability.org.uk/files/1270740075/dfes-framework-for-understanding-dyslexia.pdf> [Accessed 12th July 2021].
- Department for Education and Skill (2007) *Letters and Sounds (Ref: DFES-00281-2007)*, [ONLINE] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf [Accessed 12th July 2021].
- Department for Education and Skills (2006) *Primary Framework for Literacy and Mathematics (Ref: DFES-02011-2006BOK-EN)*, [ONLINE] Available at: <http://www.educationengland.org.uk/documents/pdfs/2006-primary-national-strategy.pdf> [Accessed 12th July 2021].

Maths

- Bird, R. (2017) *The Dyscalculia Resource Book: Games and Puzzles for ages 7 to 14*, 2nd edition, London: Sage Publications Ltd.
- Chinn, S.J. and Ashcroft, R. (2006) *Mathematics for Dyslexics: Including Dyscalculia*, 3rd edition, Chichester, John Wiley and Sons.
- Chinn, S.J. (2016) *The Trouble with Maths: A Practical Guide to Helping Learners with Numeracy Difficulties*, 3rd edition, London: Routledge.
- Emerson, J. and Babbie, P. (2013) *The Dyscalculia Assessment*, 2nd edition, London: Bloomsbury Education.
- Henderson, A. and Miles, E. (2001) *Basic Topics in Mathematics for Dyslexics*, London: Whurr.
- Henderson, A. (2012) *Dyslexia, Dyscalculia and Mathematics: A Practical Guide*, 2nd edition, Abingdon: Routledge.
- Hornigold, J. (2014) *Dyscalculia Lesson Plans (Books 1 and 2)*. Nottingham: TTS.
- Kay, J. and Yeo, D. (2003) *Dyslexia and Maths*, Abingdon: David Fulton Publishers.
- Yeo, D. (2003) *Dyslexia, Dyspraxia and Mathematics*, London: Whurr.

Self-Image

- Burden, R. and Snowling, M.J. (2005) *Dyslexia and Self-concept: Seeking a Dyslexic Identity*, London: Whurr.
- Edwards, J. (1994) *The Scars of Dyslexia: Eight Case Studies in Emotional Reactions*. London: Cassell Education.
- Miles, T. R. (2004) *Dyslexia and Stress*, 2nd edition, London: Whurr.
- Scott, R. and Snowling, M.J. (2004) *Dyslexia and Counselling*, London, London: Whurr.

Older Learners

- Bartlett, D. and Moody, S. (2010) *Dyslexia in the Workplace: An Introductory Guide*, 2nd edition, Chichester: Wiley-Blackwell.
- Fitzgibbon, G. and O'Connor, B. (2002) *Adult Dyslexia: A Guide for the Workplace*, Chichester: John Wiley and Sons.
- Griffiths, M. (2002) *Study Skills and Dyslexia in the Secondary School: A Practical Approach*, Abingdon: David Fulton Publishers.
- Jamieson, C. and Morgan, E. (2008) *Managing Dyslexia at University: A Resource for Students, Academic and Support Staff*, Abingdon: Routledge.
- Klein, C. (2003) *Diagnosing Dyslexia: A Guide to the Assessment of Adults*. Basic Skills Agency.

- McLoughlin, D. and Leather, C. (2013) *The Dyslexic Adult: Interventions and Outcomes - An Evidence-based Approach*, 2nd edition, Chichester: John Wiley and Sons.
- Miles, T.R., Du Pré, L. and Gilroy, D.E. (2007) *Dyslexia at College*, 3rd edition, Abingdon: Routledge.
- Morgan, E. and Klein, C. (2000) *The Dyslexic Adult in a Non-Dyslexic World*. London: Whurr.
- Ostler, C. and Ward, F. (2012) *Advanced Study Skills: A Student's Survival Guide*, 3rd edition, SEN Marketing.
- Pavey, B., Meehan, M. and Waugh, A. (2010) *Dyslexia-Friendly Further and Higher Education*, London: Sage Publications Ltd.

OCN Units and Learning Outcomes

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: <ul style="list-style-type: none"> • assessment procedures • resources |
| 3. Be able to apply regulations and guidance regarding access arrangements for examinations for individuals with learning difficulties | 3.1. Justify selection of assessment tests to provide information necessary for access arrangement applications 3.2. Justify recommendations for access arrangements for individuals with dyslexia/specific learning difficulties |
| 4. Be able to conduct assessment sessions | 4.1. Implement assessment for individuals with dyslexia/specific learning difficulties |
| 5. Be able to interpret outcomes of assessment | 5.1. Interpret individuals' performance in standardised tests using test manuals 5.2. Compare profiles of individuals' attainments against expected standards 5.3. Analyse outcomes of the assessment process to determine the nature and extent of individuals' learning difficulties |

| | |
|---|--|
| <p>6. Be able to communicate outcomes of assessment for individuals with dyslexia/specific learning difficulties to others involved in individuals' education</p> | <p>6.1. Justify outcomes of assessment to others involved in individuals' education</p> <p>6.2. Apply procedures for maintaining records of discussions and feedback</p> <p>6.3. Review and revise recommendations based on feedback</p> |
|---|--|

Unit Specification Part 1

Outline of Unit Content

Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. Access to study groups will be made available to candidates in order that they can share ideas/thought with peers. A reading/website list will also be provided for candidates to undertake additional guided learning.

Outline of Resources/Bibliography (as appropriate)

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

| Assessment Methods/Tasks | Assessment Evidence for each Learning Outcome |
|--|---|
| <p>Candidates will administer tests taking into account the learner's composure and other evidence of learner's skills. Candidates should be aware that it is not always appropriate to carry out assessments, e.g. when a learner is already being supported by, or has recently been assessed by, another professional and so careful investigation of the background to the referral is necessary.</p> <p>Tests should be carefully chosen to maximise understanding of the learner's strengths and weaknesses and aid planning of effective learning support. They may include both standardised and criterion- referenced tests and should be appropriate for the age/ability of the learner. For formal assessment reports, the use of recent editions of tests based on up-to-date theory and research are expected.</p> <p>It is expected that candidates will be observed for a minimum of 1 hour during which time correct administration of a range</p> | <p>Candidates must provide all of the evidence identified below.</p> <p>All evidence must be produced independently. Candidates must:</p> <ul style="list-style-type: none"> Produce a case history of one individual learner (L1) which summarizes the reasons and background to the referral. Produce two questionnaires/interview schedules (e.g. one for the learner's 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. <p>The candidate must:</p> |

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 candidates can learn a great deal from observing themselves via a video recording.

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

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

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

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

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

Produce a short rationale explaining educational setting or context of one learner (L2) with literacy difficulties and his/her examination requirements or choices. Show evidence that appropriate tests have been chosen and administered correctly by the candidate.

Produce a report to justify access arrangements relevant to educational setting of learner and in compliance with national regulatory requirements. This should consider the wider context of learning history, provision, earlier testing and any required current testing.

| | |
|--|--|
| | <p>Carry out a supervised assessment to determine access arrangements for one learner to include cognitive processing and attainment.</p> <p>Compile a report of the assessment data collected to include:</p> <ul style="list-style-type: none">• 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. <p>Full diagnostic reports: NB: Candidates must complete three diagnostic reports during this unit: LO3: in the context of access arrangements LO4 and LO5: two full diagnostic reports</p> <p>A full diagnostic report should include:</p> <ul style="list-style-type: none">• cognitive processing• underlying ability• attainment• relevant personal history <p>The purpose of the report is not only to offer a diagnostic label but should explore strengths and weaknesses and how these will impact on the learner's environment. Furthermore, recommendations should include skills and strategies for support learning.</p> |
|--|--|

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

Unit Specification Part 2

Outline of Unit Content

Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. Access to study groups will be made available to candidates in order that they can share ideas/thought with peers. A reading/website list will also be provided for candidates to undertake additional guided learning.

Outline of Resources/Bibliography (as appropriate)

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

| Assessment Methods/Tasks | Assessment Evidence for each Learning Outcome |
|---|--|
| <p>In this unit candidates will carry out action research case study relating to complex issues arising out of their practice in working with learners displaying dyslexia/specific learning difficulties. They will plan, implement and critically evaluate appropriate actions.</p> <p>Candidates must produce evidence based on learners with distinctly different needs and/or patterns of difficulty to those assessed/taught previously. However, candidates need to be advised to choose an area of study which is relevant to their normal working context or planned career progression.</p> <p>Evidence within the learning outcomes and assessment criteria of the unit needs to be closely linked. Candidates should be advised to do work for this element concurrently with the study which is an assessment objective for Unit 1 so that research/investigation might inform teaching (and vice versa).</p> <p>Candidates will need to apply their existing knowledge, understanding and skills of assessment to the specific area of educational provision that they have chosen for their study;</p> | <p>Learning Outcomes 1 & 2: Carry out a supervised baseline assessment of a learner to establish starting point of teaching programme.</p> <p>Produce a profile of an individual learner with specific learning difficulties.</p> <p>The profile must:</p> <ul style="list-style-type: none"> include details of the learner's background (including any developmental factors) educational history, life experience, interests and attitude to learning show how this phase of learning has impacted on the learner and highlight any particular difficulties that are being experienced in the context of this learning or particular curriculum area <p>Learning Outcome 2: Produce records of an assessment session appropriate to the learner's needs which includes:</p> |

they also need to modify methods and resources to the needs of a different learner.

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

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

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

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

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

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

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

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

This plan must then be delivered by the candidate.

The plan should include the following:

- a detailed analysis of reading, writing and/or mathematics performance, and other skills and strategies, individually assessed by the candidate, taking into account learner's affective needs
- an outline of strengths and weaknesses with regard to the literacy/numeracy skills of the learner
- a map of attainments against objectives at word, sentence and text level to a national strategy or curriculum, showing achievements in relation to age/year group; or against the Basic Skills Curriculum or Key Skills Curriculum
- a summary of the outcomes, including the recognition of error patterns, strategies, learning styles and behavior.
- an outline considering other needs for support, e.g. personal organisation; study skills, confidence
- long-term aims for learning support for 6-12 months
- short-term SMART targets for a 10 hour block of learning support.

| | |
|--|--|
| | <p>Learning Outcome 5 Produce an evaluation of the effectiveness of own practice in responding to the complex issues addressed in tasks 1, 2, 3, 4 and 5. Include the following:</p> <ul style="list-style-type: none">• a critical evaluation of the solutions adopted• a reflection upon own effectiveness as a practitioner responding to the complex issues identified. |
|--|--|

| | |
|----------------------|--|
| 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

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

Unit Specification Part 3

Outline of Unit Content

Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. Access to study groups will be made available to candidates in order that they can share ideas/thought with peers. A reading/website list will also be provided for candidates to undertake additional guided learning.

Outline of Resources/Bibliography (as appropriate)

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

| Assessment Methods/Tasks | Assessment Evidence for each Learning Outcome |
|---|---|
| <p>This unit will develop candidates' knowledge of theoretical concepts underlying the teaching of learners with dyslexia/specific learning difficulties.</p> <p>Candidates will review up-to-date literature to identify and evaluate current research and theory and relate these to practice. They will demonstrate their understanding of these concepts by communicating them to others.</p> <p>Learning Outcomes 1, 2 & 3</p> <ul style="list-style-type: none"> • Write an extended essay on key theoretical concepts relating to literacy and numeracy development and teaching this will be linked to the case study in unit 4. • Produce and deliver a presentation to others. Evidence for this may be produced within the group setting where the candidate presents to the rest of the group. Alternatively, evidence could be provided from an observed session from the candidate's own professional context where the candidate is presenting or teaching for example to a group of parents, teaching assistants, teachers, lecturers or employers. | <p>Learning Outcomes 1 & 2: Carry out a supervised baseline assessment of a learner to establish starting point of teaching programme.</p> <p>The essay must:</p> <ul style="list-style-type: none"> • identify key theoretical issues 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 candidate 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 |

| | |
|--|--|
| | <p>accompanied by visual material.</p> <ul style="list-style-type: none">• 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 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

| <i>Learning Outcomes</i> | <i>Assessment Criteria</i> |
|---|---|
| The learner should be able to: | The learner can: |
| 1. Understand how patterns associated with dyslexia/specific learning difficulties are reflected in the results of intelligence tests | 1.1 Explain concepts of intelligence 1.2 Explain how intelligence is measured 1.3 Describe expected patterns of scores associated with dyslexia/specific learning difficulties in IQ tests |
| 2. Understand types of assessment procedures available to assess for the presence of dyslexia/specific learning difficulties | 2.1 Analyse assessment procedures including: <ul style="list-style-type: none"> • standardised tests • diagnostic tests 2.2 Explain information given in test manuals, including: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |

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

Unit Specification Part 4

Outline of Unit Content

Outline of Proposed Learning Activities/Approach to Delivery

The programme will be delivered through eLearning modules.

In addition, candidates will have access to a personal tutor via email and phone. Access to study groups will be made available to candidates in order that they can share ideas/thought with peers. A reading/website list will also be provided for candidates to undertake additional guided learning.

Outline of Resources/Bibliography (as appropriate)

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

| Assessment Methods/Tasks | Assessment Evidence for each Learning Outcome |
|---|--|
| <p>This unit will equip the candidate to understand the principles of psychological and educational assessment. Candidates will learn how to select appropriate assessment materials to determine the presence of dyslexia/specific learning difficulties and to justify their selection. Candidates will also learn how to administer tests and to interpret both quantitative and qualitative outcomes.</p> <p>This unit will ensure that candidates have knowledge of a range of appropriate assessment resources for the age range they work with, not that they are fully conversant with every test ever published. Candidates will compile a resource file 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-standardized tests.</p> | <p>Candidates must produce all of the evidence identified below.</p> <p>All evidence must be produced independently.</p> <p>Learning Outcomes 1, 2 and 3: Produce a review of diagnostic tests for individual learners with dyslexia/specific learning difficulties to include reading, spelling and numeracy. The review must:</p> <p>cover tests for two different key stages/levels of ability in one phase of education</p> <ul style="list-style-type: none"> • 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 • summarize the advantages and disadvantages of published tests. • Learning Outcomes 1, 2, 3, 4 and 5: • Within the review candidates must explain how they would: |

| | |
|---|---|
| <p>Candidates must produce an assignment to meet all the evidence requirements for this unit.</p> <p>Candidates should be encouraged to write succinctly and avoid repetition.</p> <p>Candidates should be mindful of the level of this assignment. The assignment should be produced independently and show a good level of knowledge, understanding and reflection commensurate with Level 7 expectations. It should be clearly structured and spelling and grammar should be accurate. Candidates should avoid copying lengthy passages but all text from the other sources must be fully referenced using a recognized academic referencing system. All published tests discussed should be similarly referenced.</p> | <ul style="list-style-type: none"> • prioritize 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 • recognize the difference between standardized, 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 standardized 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. |
|---|---|

Further Information

For additional information or any queries please contact:

The British Dyslexia Association
BDA Training
Unit 6a Bracknell Beeches
Old Bracknell Lane
Bracknell
RG12 7BW

Office: 0333 405 565

Email: L7dip@bdadyslexia.org.uk