

## Dyslexia Action

### Level 4 and 5 Continuing Professional Development Programme UK and International Applicants

## Course Syllabus

**Unit, Award, Certificate and Diploma Qualifications  
September 2017 – August 2018 v1.4  
(Part 1 of 2)**

The CPD Standards Office

CPD PROVIDER: 50005  
2016 - 2018

[www.cpdstandards.com](http://www.cpdstandards.com)



BRITISH ACCREDITATION COUNCIL

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## Introduction

The Dyslexia Action Unit, Award and Certificate CPD courses are designed to strengthen the expertise and confidence of teachers, teaching assistants and support tutors in order to ensure the progress and achievement of children/adults with special educational needs. CPD courses allow professionals to develop and enhance their current skills and understanding. Whilst studying Dyslexia Action CPD courses, participants will question what currently takes place in their learning environment and will learn new theories and strategies. They will learn from their fellow professionals, will share their experiences and discuss issues via the course forums. The CPD level 4 and 5 Unit and Awards courses are qualifications and not awareness courses. Participants must complete the assignments and cannot be given access as 'read only' courses.

## CPD Pathway Syllabus Information

**Syllabus Start Date:** September 2017

**Syllabus End Date:** August 2020 (courses within this syllabus must be commenced before this date)

**Syllabus Completion Date:** August 2021

Please note that in addition to this syllabus document you should also consult the **Course Syllabus General Information (Part 2 of 2)** and **Terms and Conditions** before applying.

If you have successfully completed Units/Awards from a previous programme syllabus and wish to progress to further Units/Awards or a Certificate course please contact the CPD administration team (email: [cpdmail@dyslexiaaction.org.uk](mailto:cpdmail@dyslexiaaction.org.uk)) who will inform you of exemptions due to previous study.

During the course of each academic year the code numbers, learning outcomes and content of individual Unit courses may change to reflect programme development and updating processes. Both old and new learning outcomes will be accepted if participants wish to take Award and Certificate qualifications and/or to follow the Diploma pathway.

## CPD Standards Office Accreditation

Dyslexia Action has been successfully assessed as an online CPD provider by the CPD Standards Office, and has received formal independent CPD accreditation for its online units.

Participants who complete any of our units will be issued with a CPD Certificate of Completion. This certificate can subsequently be used within a formal CPD record for a professional body or employer.

## Contact Details

### CPD Courses Admissions Office

Dyslexia Action Training and Professional Development

Centurion House

London Road

Staines upon Thames

TW18 4AX

**Email:** [cpdmail@dyslexiaaction.org.uk](mailto:cpdmail@dyslexiaaction.org.uk)

**Web:** [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

**Tel:** + 44 (0)1784 222304



## Dyslexia Action Level 4 and 5 CPD Units

The Unit Learning Outcomes and Assessment Criteria for all CPD and Supporting Adults Units are detailed in the Appendix to this brochure. Units form the component parts of the Awards and Certificates detailed in the following pages but may also be booked as individual units. Please note that Unit content, learning outcomes and assessment criteria may be subject to change.

Unit Code	Unit Level	CPD UNITS 2017 – 2018 SYLLABUS	Guided Learning Hours	Total Qualification Time	Credits
DACPD51	4	Dyslexia and Co-occurring Difficulties	15	20	2
DACPD52	4	Dyslexia: Supporting Individuals with Memory Weaknesses	15	20	2
DACPD53	4	Structured, Cumulative Multisensory Tuition for Learners with Dyslexia	25	30	3
DACPD84	4	Developing Reading Skills in Learners with Dyslexia	25	30	3
DACPD85	4	Developing Writing Skills in Learners with Dyslexia	25	30	3
DACPD86	4	Developing Spelling Skills in Learners with Dyslexia	25	30	3
DACPD87	5	Supporting Study Skills in Learners with Dyslexia	25	30	3
DACPD91	4	Supporting Adults with Dyslexia and Co-occurring Difficulties	25	30	3
DACPD92	5	Supporting Study Skills in Adults with Dyslexia	25	30	3
DACPD93	5	Developing Writing Skills in Adults with Dyslexia	25	30	3
DACPD94	5	Dyslexia in Multilingual Settings	25	30	3
DACPD96	5	Developing Literacy Skills with Assistive Technology	25	30	3
DACPD99	4	Developing Numeracy Skills in Learners with Dyslexia and Dyscalculia	25	30	3

## Unit Level Descriptors

Level 4 and 5 unit courses are mapped against the Ofqual Level Descriptors<sup>1</sup> as follows:

### Level 4

#### Knowledge Descriptor (the holder...)

- Has practical, theoretical or technological knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- Can analyse, interpret and evaluate relevant information and ideas.
- Is aware of the nature of approximate scope of the area of study or work.
- Has an informed awareness of different perspectives or approaches within the area of study or work.

#### Skills Descriptor (the holder can...)

- Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.
- Review the effectiveness and appropriateness of methods, actions and results.

### Level 5

#### Knowledge Descriptor (the holder...)

- Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.
- Can analyse, interpret and evaluate relevant information, concepts and ideas.
- Is aware of the nature and scope of the area of study or work.
- Understands different perspectives, approaches or schools of thought and the reasoning behind them.

#### Skills Descriptor (the holder can...)

- Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.
- Use relevant research or development to inform actions.
- Evaluate actions, methods and results.

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<sup>1</sup> Ofqual 15/5774 (2015) Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications

For comparison, typical Level 4 qualifications include Higher National Certificates and Certificates of Higher Education. Typical Level 5 qualifications include Higher National Diplomas, Diplomas of Higher Education and Foundation Degrees. Levels 4 and 5 broadly equate to years one and two of an undergraduate programme.

For further details on qualification levels see *Qualifications can cross boundaries* (March 2017):  
[www.gaa.ac.uk/en/publications/documents/qualifications-can-cross-boundaries.pdf](http://www.gaa.ac.uk/en/publications/documents/qualifications-can-cross-boundaries.pdf)

### Total Qualification Time and Credits

Total Qualification Time (TQT) is an estimate of the number of hours a learner will reasonably be likely to spend in 1) guided learning under the supervision of an online tutor and 2) individual preparation, study and assessment.

Dyslexia Action Credits are awarded as follows: One credit equals 10 hours of TQT.

## The Level 4 and 5 CPD Programme

The Level 4 and 5 CPD Programme provides teachers, tutors and teaching assistants with a flexible programme of Units that aim to support specialist literacy practitioners in the workplace. The programme provides specialist Units focussing on dyslexia and literacy support and which lead to Dyslexia Action Awards and Certificates. There are also three pathways that lead to a Level 5 specialist teaching qualification:

- **The Literacy CPD Programme Pathway** (for practitioners working with children in the UK)
- **The Supporting Adults CPD Programme Pathway** (for practitioners working primarily with adults both in the UK and overseas)
- **The International CPD Programme Pathway** (for practitioners working with in schools or colleges overseas)

All of these pathways are part of the progression route to the *Level 5 Diploma in Strategic Teaching Support (DADIP61)*.

### Units and Awards

The Dyslexia Action Level 4 and 5 CPD Programme consists of independent Unit courses. All of our units are available as independent stand alone courses. Units can also be built up over time to gain Awards (3 Units) and then a Certificate (2 Awards). Units are either 2 Dyslexia Action credits (20 hours total qualification time) or 3 Dyslexia Action credits (30 hours total qualification time).

Each Award offered by Dyslexia Action Training is made up of three Units. Participants may register to study the Units individually, and build them up into the Dyslexia Action Awards, **or** they can select an Award to begin with and obtain a discount on the fee for the combined Units. All three Units within an Award must be studied within a period of one year. There is a choice of six start dates for all Awards and Units within the year: September, November, January, March, May and July. Two Awards lead to a Dyslexia Action Certificate qualification as described on the following pages.

### Certificates and Diploma

We offer combinations of two Awards as Certificates. Please note that it is not possible to sign up for a Certificate Course. Participants should sign up for Awards first.

A combination of two Certificates, one of which must be the Certificate in Strategic Teaching Support for Dyslexia and Literacy (DACRT60), make up the Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy (DADIP61).

## Entry Requirements

Applicants should:

- Be qualified to at least level 3 ('A' level) on the UK qualifications framework or have other equivalent qualifications and relevant experience. Teaching assistants must be mentored by a qualified teaching professional whilst on the course.
- Have a **minimum** English language ability level such as: IELTS 6 ([www.ielts.org/default.aspx](http://www.ielts.org/default.aspx)) or TOEFL 60-78 points ([www.ets.org/toefl/](http://www.ets.org/toefl/))

### Literacy CPD and International CPD Pathways

**Participants should normally be employed as:**

- Qualified classroom teachers or teaching assistants and be currently (or recently within the last 2 years) employed to work with learners in the primary or secondary education fields in the UK or internationally.

### Supporting Adults CPD Pathway

**Participants should normally be employed as a:**

- Qualified learning or adult support tutor and be currently (or recently within the last 2 years) employed to work with learners in a further or higher education educational setting or those working in a support function.

Please note that the Supporting Adults Programme is a programme for those working with adults with dyslexia and literacy difficulties and is appropriate to a variety of settings. Those who wish to undertake this programme should be instructors, tutors, learning support staff or lecturers.

**Please note:** We reserve the right to request information in support of all applications from a headteacher or other suitably qualified line manager or referee.



## The Literacy CPD Programme Pathway

### DACRT51: The Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia

Certificate DACRT51	Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia	GUIDED LEARNING HOURS	TOTAL QUALIFICATION TIME	CREDITS
Level 4 Award DAAWD51	<b>CPD Award in Perspectives on Dyslexia</b>			
	• DACPD51 Dyslexia and Co-occurring Difficulties	15	20	2
	• DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses	15	20	2
	• DACPD53 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia	25	30	3
Level 4 Award DAAWD52	<b>CPD Award in Developing Literacy Skills in Learners with Dyslexia</b>			
	• DACPD84 Developing Reading Skills in Learners with Dyslexia	25	30	3
	• DACPD85 Developing Writing Skills in Learners with Dyslexia	25	30	3
	• DACPD86 Developing Spelling Skills in Learners with Dyslexia	25	30	3
	<b>Total</b>	130	160	16
<b>Notes:</b>	Participants who successfully complete <b>both awards</b> can progress to the DACRT60 Certificate in Strategic Teaching Support course. Participants who successfully complete DACRT51 and DACRT60 will gain the DADIP61 Diploma in Certificate in Strategic Teaching Support.			

## The Supporting Adults CPD Programme Pathway

### DACRT56: The Level 5 CPD Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties

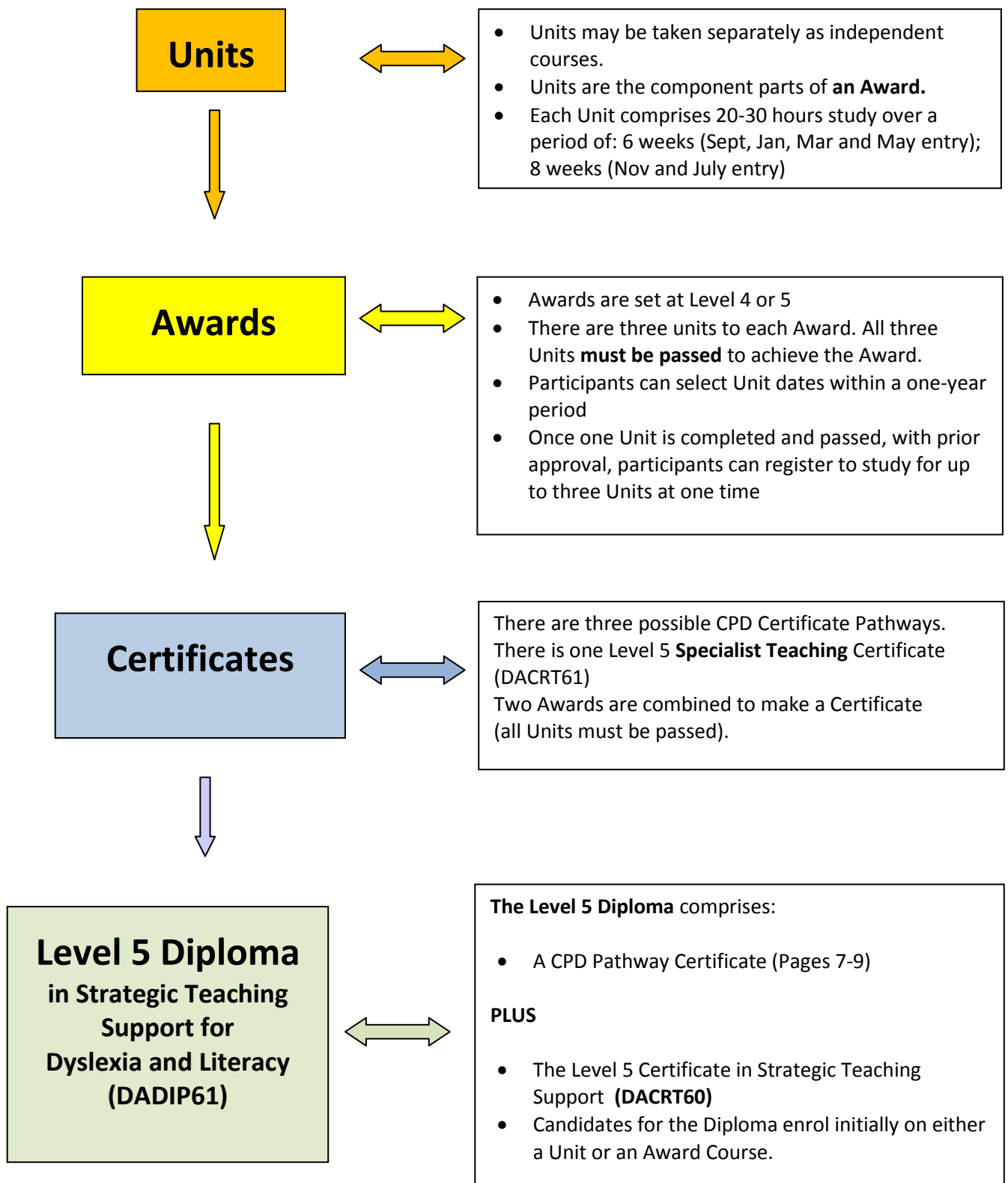
Certificate DACRT56	Level 5 CPD Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties	GUIDED LEARNING HOURS	TOTAL QUALIFICATION TIME	CREDITS
Level 5 Award DAAWD59	<b>CPD Award in Supporting Adults with Dyslexia and Co-occurring Difficulties</b>			
	• DACPD91 Supporting Adults with Dyslexia and Co-occurring Difficulties	25	30	3
	• DACPD92 Supporting Study Skills in Adults with Dyslexia	25	30	3
	• DACPD96 Developing Literacy Skills with Assistive Technology	25	30	3
Level 5 Award DAAWD60	<b>CPD Award in Learning Support for Adults with Dyslexia</b>			
	• DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses	15	20	2
	• DACPD93 Developing Writing Skills in Adults with Dyslexia	25	30	3
	• DACPD94 Dyslexia in Multilingual Settings	25	30	3
	<b>Total</b>	140	170	17
<b>Notes:</b>	Participants who successfully complete both awards can progress to the DACRT60 Certificate in Strategic Teaching Support course. Participants who successfully complete DACRT56 and DACRT60 will gain the DADIP61 Diploma in Certificate in Strategic Teaching Support.			

## The International CPD Programme Pathway

### DACRT57: The Level 5 CPD Certificate in Supporting International Learners with Dyslexia

Certificate DACRT57	Level 5 CPD Certificate in Supporting International Learners with Dyslexia	GUIDED LEARNING HOURS	TOTAL QUALIFICATION TIME	CREDITS
<b>Level 4 Award DAAWD51</b>	<b>CPD Award in Perspectives on Dyslexia</b> <ul style="list-style-type: none"> <li>DACPD51 Dyslexia and Co-occurring Difficulties</li> <li>DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses</li> <li>DACPD53 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia</li> </ul>	15 15 25	20 20 30	2 2 3
<b>Level 5 Award DAAWD57</b>	<b>CPD Award in Supporting International Learners with Dyslexia</b> <ul style="list-style-type: none"> <li>DACPD87 Supporting Study Skills in Learners with Dyslexia</li> <li>DACPD96 Developing Literacy Skills with Assistive Technology</li> <li>DACPD94 Dyslexia in Multilingual Settings</li> </ul>	25 25 25	30 30 30	3 3 3
	<b>Total</b>	130	160	16
<b>Notes:</b>	Participants who successfully complete both awards can progress to the DACRT60 Certificate in Strategic Teaching Support course. Participants who successfully complete DACRT57 and DACRT60 will gain the DADIP61 Diploma in Certificate in Strategic Teaching Support.			

## Overview of the CPD Programme



## CPD Units and Awards - Registration and Fees

### Registration

Registration for all courses is online only. The CPD registration deadline is one week prior to the start of the course. Your registration will be checked to see if entry criteria are met and course joining details will then be sent to you.

Participants may have to study for an additional few weeks beyond each Unit end date, if they are asked to amend and re-submit their assignment portfolio. This could result in an overlap between completing one Unit and starting the next Unit within an Award before receiving a Unit grade, if participants register to study on successive Units, e.g. September and November.

We cannot guarantee that any Unit will be offered in subsequent years although a suitable alternative will usually be provided.

### Course Fees 2017 -2018

All payments must be made in Pounds Sterling (GBP) before the start of the course. Please refer to Terms and Condition for payment terms. VAT is applicable on all courses. All fees are subject to an annual increase.

#### Unit Fees

Each Unit fee is £295 plus VAT

Participants who wish to study individual Units can take these courses at dates scheduled throughout the calendar year, but will not benefit from the Award discount.

#### Award Fees

Each three Unit Award is £855 plus VAT

#### Certificate Fee (DACRT60)

*The Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy* is a programme of eight to ten months' duration, comprising three Units. The fee for this course is £1,870 plus VAT, with flexible payment options available.

**Please note** that participants who apply for the Level 5 Certificate in Strategic Teaching Support course must have successfully completed the pre-requisite Certificate (2 x Awards) to this course. The Units within the Certificate course (DACRT60) are taken as one course and must be studied in order. See the separate DACRT61 Diploma brochure for further information.

## Unit and Award Start Dates

Candidates can choose whether they would like to register for a single Unit or an Award, consisting of three units.

2017/2018 Start dates	2018/2019 Start dates
<ul style="list-style-type: none"><li>• September 20<sup>th</sup> 2017</li><li>• November 15<sup>th</sup> 2017</li><li>• January 24<sup>th</sup> 2018</li><li>• March 21<sup>st</sup> 2018</li><li>• May 16<sup>th</sup> 2018</li><li>• July 11<sup>th</sup> 2018</li></ul>	<ul style="list-style-type: none"><li>• September 19<sup>th</sup> 2018</li><li>• November 14<sup>th</sup> 2018</li><li>• January 23<sup>rd</sup> 2019</li><li>• March 20<sup>th</sup> 2019</li><li>• May 15<sup>th</sup> 2019</li><li>• July 10<sup>th</sup> 2019</li></ul>
<b>N.B</b> A free online induction course is released to all participants <b>two weeks before each Unit start date</b> to help participants prepare for studying an online course with Dyslexia Action. Tutor support is available during the induction phase.	

September, January, March and May Units run over a period of 6 weeks. November and July Units run over a period of 8 weeks. Any Units within Awards can be studied individually on the start dates above.

Participants must study the set Units within an Award within a one-year period from the first Unit, e.g. if the participant registers to study for the first of three Units in September 2017, she/he can then study Units 2 and 3 in November 2017, January, March, May or July 2018.

**It is the participant's responsibility** to contact the CPD Administration Team at [cpdmail@dyslexiaaction.org.uk](mailto:cpdmail@dyslexiaaction.org.uk) to advise when they would like to study Unit 2 and Unit 3 of the Award. Detailed instructions and the choice of Unit 2 and Unit 3 dates will be issued to participants before the start of the first Unit.

N.B Dyslexia Action Training and Professional Development reserves the right to change course start dates and/or schedules subject to numbers.

## Demands of a Unit Course

The Dyslexia Action CPD programme is a Level 4 and 5 programme. Although the courses are delivered through online learning, enabling a flexible form of study, candidates will need to develop good personal time management and to prepare the study skills relevant to e-learning. Candidates will require a quiet and clear space in which to work. Candidates will need to be able to balance the demands of their studies with existing work and home commitments in order to gain the qualification.

The courses are managed by tutors who will be expecting participants to fully engage with the course from the outset. Participants are required to contribute to the discussion forums on the course site; not doing so means missing out on an important element of the course; the forums help participants to learn, test out, develop and refine ideas.

Once one unit is passed, with prior approval, participants can register to study for up to three units at one time.

## How much time will I need to devote to a Unit Course?

Each CPD unit course requires 20 – 30 hours of study. September, January, March and May units run over a period of 6 weeks with unit assignments due in after 6 weeks. November and July units run over a period of 8 weeks, with unit assignments due in after 8 weeks.

Guided learning hours consists of study time, online discussion and research. The total qualification time consists of the learning hours and working on the assignment portfolio. Participants can expect to spend several hours a week online, even if they download materials and work offline.

## Pre-reading

There is no pre-reading required.

We do however suggest you join the Dyslexia Guild which provides a wide range of benefits to members and also gives you free access to online resources to continue your professional development.

[www.dyslexiaaction.org.uk/what-is-the-dyslexia-guild/](http://www.dyslexiaaction.org.uk/what-is-the-dyslexia-guild/)

## Unit Assignments

Each unit has an assignment portfolio for participants to work through. The assignment portfolio has been designed to allow participants to extract the key points of the unit materials without having to write extensive answers. The portfolio contains different exercises consisting of short answers, filling in tables and writing personal responses or reflections. Word count ranges are given for each assignment portfolio exercise; participant responses must fall within the stated word count range.

Assignments must be submitted to the tutor via Moodle by the given deadline date. There is a key list of dates document for each course; this can be found on the Induction Site and the Unit tutor will also post the document to the Unit forum.

Participants may submit their Unit assignment portfolio in advance of the deadline date, but it will not be marked until this date.

Successful assignment portfolios are awarded a pass grade. Candidates may also:

- Re-submit (participants may be asked to amend and re-submit some elements of the assignment portfolio)
- Withdraw (for participants who withdraw from the course or who do not submit the assignment by the deadline date)

## Practical work with a learner/group of learners

Unit courses **do not require** any practical work with a learner/group of learners.

Participants who wish to study **DACRT60, the Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy** will need access to a learner for a teaching intervention programme. Further details can be found in the specific course brochure for this programme.

## Will I need to have a DBS check?

A Disclosure and Barring Service Check will only be required if you study **DACRT60 the Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy**.



## DADIP61: Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy

**Please note:** To complete the Specialist Teaching Diploma (CPD Pathway + Level 5 Certificate) takes approximately 18 months to two years of study. Applicants may accelerate the pathway by studying more than one Unit at a time within the **CPD Pathway** only (upon successful completion of the first Unit) within the first two Awards. No more than 3 Units can be studied at the same time.

**The Level 5 Diploma** is made up of two component parts:

### PART ONE: A CPD Pathway

**Either: The Literacy CPD Programme Pathway:**

The Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia (DACRT51)

**Or: The Supporting Adults CPD Programme Pathway:**

The Level 5 CPD Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties (DACRT56)  
This programme is primarily for those working with adults both in the UK and overseas.

**Or: The International CPD Programme Pathway:**

The Level 5 CPD Certificate in Supporting International Learners with Dyslexia (DACRT57)  
This programme is specifically for international participants working in schools/ colleges outside the UK.

### PART TWO: The Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy (DACRT60)

The Level 5 Certificate in Strategic Teaching Support is a specialist teacher training course that provides an introduction to a structured specialist teaching programme that can be used in school or college settings or with individuals of any reading age in private practice. It comprises the following three units:

- DACPD81: Principles of literacy intervention for learners with dyslexia and other literacy related difficulties
- DACPD82: Structured sequential literacy support and the placement process
- DACPD83: Developing a literacy Intervention for learners with dyslexia or literacy-related difficulties

This course is designed to:

- Provide participants with the technical knowledge and skills needed to put into practice the theoretical understanding gained from prior study
- Provide the technical knowledge necessary to foster language awareness in learners with dyslexia
- Give an in-depth understanding of the rationale for some tried and tested resources; DALP
- Explain the placement process to provide participants with the necessary background knowledge and skills to place learners at the correct stage of an intervention programme

- Provide advice and practice in structured lesson planning to ensure that participants learn to apply the principles of structured, sequential, cumulative multisensory tuition during the practical teaching intervention programme
- Give successful participants the knowledge and skills to place learners on, and deliver, an appropriately individualised, structured, cumulative multisensory literacy programme

### Demands of the teaching course

The Level 5 Certificate in Strategic Teaching Support is a demanding and intensive course which generally takes around 8-10 months to complete, part time and cannot be accelerated. Units must be followed sequentially, following the course schedule. Start dates are September, January and May each year.

**Candidates must be able to undertake a Teaching Intervention Programme within the third unit of the Diploma programme. This intervention will be over a period of around 14 weeks and will comprise a combination of supervised and mentored teaching.**

Qualified **specialist teachers** with a Level 5 or Level 7 specialist SpLD teaching qualification who wish to gain an introduction and practical experience of the Dyslexia Action Literacy Programme are also eligible to apply for the Certificate course. However, the Level 5 Diploma will not be awarded unless one of the pathways is also completed as well or is evidenced by approved Accreditation of Prior Learning (APL) at the time of application to the course. The Level 5 Diploma is accredited as follows:

Dyslexia Guild Associate Member (ADG)

British Dyslexia Association: Approved Teacher Status (with QTS)  
 Approved Teacher Status FE/HE  
 Approved Practitioner Status (without QTS)

Candidates who have completed earlier Dyslexia Action syllabus Units on the **CPD, International or Supporting Adults Programmes** should have successfully completed a minimum of two Awards to be eligible for the Strategic Teaching Certificate course. Accreditation of Prior Learning will normally be applied where the content varies from that given above.

### The Dyslexia Action Literacy Programme (DALP)

Participants on the Level 5 Certificate course use the Dyslexia Action Literacy Programme (DALP). This specialist literacy training programme has been developed by the Postgraduate tutor team at Dyslexia Action in response to the need for a programme that, through individual placement identification, provides a flexible pathway to accommodate each learner's literacy profile.

**Please see the separate Level 5 Diploma brochure for the Certificate in Strategic Teaching Support for Dyslexia and Literacy (DACRT60)**

## Qualification Certificates

### **Dyslexia Action Unit and Award Qualifications**

Participants who successfully complete an individual Unit/Award qualification will receive a Dyslexia Action Unit or Award certificate, except for DACRT60). Participants who fail to complete all Units of an Award will receive a Dyslexia Action Unit Certificate for each Unit they have passed.

### **Dyslexia Action Transcript**

Participants who complete sufficient individual Units to make up an Award or Certificate qualification will receive a Dyslexia Action certificate and transcript showing the Units within the qualification. A certificate and transcript will be issued for the Diploma qualification.

**It is the responsibility of the participant to inform us if they change address or if they have a different postal address to the address given on the application form. If we are not informed, a charge will be made for re-posting any correspondence including certificates and transcripts.**

**N.B.** Award and Certificate participants may request additional Dyslexia Action Unit Certificates. A charge of £25 plus VAT, plus postage, per individual certificate, will be made.

## Appendix 1: Unit Learning Outcomes and Assessment Criteria

### DACPD51 Dyslexia and Co-occurring Difficulties

#### Level 4

**Total qualification time: 20 hours**

This Level 4 Unit provides an introduction to key elements of current research and practice in dyslexia and conditions that commonly co-occur with it. It aims to provide an understanding of current theories of dyslexia and the impact that dyslexia and co-occurring difficulties have on performance in a range of settings.

<b>LEARNING OUTCOMES*</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify key features of dyslexia and examine a range of current definitions of dyslexia	1.1 Explain the language use to describe dyslexia and evaluate current definitions of dyslexia. 1.2 Describe how games can foster the development of phonological skills. 1.3 Describe the key principles of the research perspectives: a. Phonological deficit hypothesis b. Magnocellular deficit hypothesis c. Ramus Neurological Model
2. Identify the key features of conditions that commonly co-occur with dyslexia	2.1 Identify the key features of: a. Specific language impairment b. Autism spectrum disorders c. Developmental co-ordination disorder/dyspraxia d. Attention deficit/hyperactivity disorder 2.2 Identify memory strategies that could be used with a learner with dyslexia/co-occurring difficulties and explain their rationale.
3. Appreciate the impact that the overlap of dyslexia, and conditions that commonly co-occur with it, has on day-to-day living and academic progress	3.1 Explain the impact that the overlap of dyslexia and conditions that commonly co-occur with it has on day-to-day living and academic progress. 3.2 Describe a range of characteristics that need to be considered when supporting learners with dyslexia who have co-occurring difficulties.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD51: Level 4 CPD Award in Perspectives on Dyslexia**

**DAAWD57: Level 5 CPD Award in Supporting International Learners with Dyslexia**

## DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses

### Level 4

**Total qualification time: 20 hours**

This Unit explores some of the different aspects of memory and aims to promote an understanding of the barriers that working memory can create within learning environments. It gives practitioners an opportunity to analyse a task, to reflect upon their own practice and to consider how it can be tailored to strategically support individuals with dyslexia.

<b>LEARNING OUTCOMES*</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Demonstrate understanding of cognition and some aspects of memory	1.1 Identify different aspects of memory. 1.2 Demonstrate a game, activity or resource to improve working memory retention.
2. Describe the barriers that working memory weaknesses can create within learning/work environments for individuals with dyslexia	2.1 Identify a range of behaviours that indicate weaknesses in working memory. 2.2 Explain the potential impact of working memory difficulties on individual performance. 2.3 Analyse the potential impact of working memory difficulties on an individual's: (a) academic/workplace progress (b) social development.
3. Demonstrate an understanding of learning differences and know how to organise a more effective and inclusive learning/work environment	3.1 Analyse a copying task to identify different aspects that adversely affect individuals with dyslexia and weaknesses in working memory. 3.2 Demonstrate an understanding of how to tailor support strategies and resources to ease barriers to learning/work. 3.3. Demonstrate an understanding of the need to encourage metacognition in terms of structuring the way individuals reflect and act.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Awards:

**DAAWD51: Level 4 CPD Award in Perspectives on Dyslexia**

**DAAWD57: Level 5 CPD Award in Supporting International Learners with Dyslexia**

**DAAWD60: Level 5 CPD Award in Learning Support for Adults with Dyslexia**

## DACPD53

### Structured, Cumulative Multisensory Tuition for Learners with Dyslexia Level 4

**Total qualification time: 30 hours**

This Unit introduces the practitioner to the concepts of structured, cumulative, multisensory learning. The links between attention, memory and multisensory input are explained. The need for structured, explicit intervention is examined. The practitioner should be able to design lessons to maximise learning potential as a result of this Unit.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Describe the principles of structured, cumulative multisensory tuition	1.1 Summarise the key principles of structured, cumulative multisensory tuition 1.2 Comment on the effectiveness of structured, cumulative multisensory tuition for learners with dyslexia
2. Demonstrate understanding of the role of structure in supporting learners with dyslexia	2.1 Explain the role of structure when teaching learners with dyslexia 2.2 Explain how memory and attention affect learning
3. Distinguish between the practices of over-learning and cumulative tuition	3.1 Describe the practices of over-learning and cumulative tuition 3.2 Contrast the principles of over-learning and cumulative learning
4. Demonstrate understanding of the link between multisensory input, attention and memory	4.1 Identify a range of teaching strategies and techniques with reference to multisensory input, attention and memory 4.2 Evaluate the extent to which multisensory strategies are used in your own setting

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD51: Level 4 CPD Award in Perspectives on Dyslexia**

**DAAWD57: Level 5 CPD Award in Supporting International Learners with Dyslexia**

## DACPD84 Developing Reading Skills in Learners with Dyslexia

### Level 4

**Total qualification time: 30 hours**

This Unit aims to give practitioners the knowledge to compare recent models of reading skills and to understand their relevance to readers with dyslexia learning English or other alphabetic languages. It examines the phonological, morphological and orthographic processes that underlie reading competence and explains why explicit, structured tuition can foster language awareness in learners with dyslexia. It also considers the difficulties that readers with dyslexia can face when accessing print.

<b>LEARNING OUTCOMES*</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Understand how learners typically acquire and develop reading skills.	1.1 Describe key phonological awareness skills and understand their importance to reading development. 1.2 Compare and contrast recent models of reading development.
2. Demonstrate understanding of the impact of dyslexia on the acquisition and development of reading skills.	2.1 Describe a range of barriers to reading development that learners with dyslexia can experience.
3. Demonstrate understanding of strategies that can assist learners with dyslexia with reading.	3.1 Describe a structured, multisensory routine that promotes explicit awareness of phoneme to grapheme correspondence. 3.2 Describe strategies and resources to improve the accessibility of printed information for learners with dyslexia.
4. Identify support strategies for developing higher reading skills.	4.1 Describe a range of strategies for teaching higher reading skills to include support for: a. Active reading b. Vocabulary development c. Improving comprehension skills

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD52: Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia**

## **DACPD85 Developing Writing Skills in Learners with Dyslexia**

### **Level 4**

**Total qualification time: 30 hours**

The Unit is designed to increase understanding of the processes involved in developing writing skills and to provide strategies for use in the classroom. Although the focus is on how to nurture the development of writing skills in learners with dyslexia, the approach will benefit a wide range of learners struggling to acquire effective writing skills.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify how learners typically acquire and develop writing skills.	1.1 Identify the sub-skills required for writing.
2. Identify the impact of dyslexia on the acquisition and development of writing skills.	2.1 Summarise the barriers to writing encountered by learners with dyslexia.
3. Evaluate a learner's writing skills.	3.1 Identify strengths and weaknesses in learners' writing.
4. Demonstrate understanding of writing strategies that can assist learners with dyslexia.	4.1 Select ICT tools appropriate to support learners with their writing. 4.2 Explain strategies that support learners with their writing. 4.3 Recognise the benefits of using non-textual sources to support writing. 4.4 Describe the concept of deliberate practice and critically examine its effectiveness.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Awards:

**DAAWD52 Level 5 CPD Award in Developing Literacy Skills in Learners with Dyslexia**



## DACPD86 Developing Spelling Skills in Learners with Dyslexia

### Level 4

**Total qualification time: 30 hours**

This Unit provides the knowledge, skills and understanding for teachers and teaching assistants to support learners with dyslexia to develop spelling skills. Although the focus is on how to nurture the development of spelling skills in learners with dyslexia, the approach will benefit a wide range of learners struggling to acquire effective spelling skills.

<b>LEARNING OUTCOMES*</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify the sub-skills necessary for learners to acquire spelling skills	1.1 Identify the skills a good speller possesses. 1.2 Indicate the skills lacking in a poor speller.
2. Recognise the role of phonological awareness in supporting learners with dyslexia with spelling.	2.1 Describe Gombert's model of language development. 2.2 Explain the role of morphology in spelling development. 2.3 Recognise the roles of syllable division, suffixing and spelling rules in the teaching of spelling.
3. Describe a variety of techniques to support learners with spelling.	3.1 Identify spelling errors and suggest appropriate remediation. 3.2 Express how etymology can foster spelling skills. 3.3 Describe a structured, multisensory remediation strategy.
4. Discuss the components of an effective spelling programme for learners.	4.1 Identify the key features of a spelling programme. 4.2 Summarise the effectiveness of a spelling programme.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD52: Level 5 CPD Award in Developing Literacy Skills in Learners with Dyslexia**

## DACPD87 Supporting Study Skills in Learners with Dyslexia

### Level 5

**Total qualification time: 30 hours**

This Unit begins with a consideration of what we mean by study skills. It goes on to explore the barriers to learning that can impede the development of study skills in learners with dyslexia and the teaching methods that can improve their access to learning.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify the skills and attributes needed by the learner for effective self-study	1.1. Describe the skills and attributes needed by the learner for effective self-study
2. Identify the difficulties that learners with dyslexia may experience with study skills.	2.1. Describe the factors that can impede the development of study skills in learners with dyslexia: a. Memory b. Motivation c. Self-image d. Cultural diversity
3. Describe the range of strategies that will develop study skills in learners with dyslexia	3.1. Describe a range of strategies to support learners with dyslexia using: a. ICT b. Structural aids c. Skimming and scanning 3.2 Understand the key criteria for designing an effective study aid
4. Critically reflect on current practice and offer suggestions for improvement	4.1. Analyse a report and make recommendations to promote effective study skills.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD57: Level 5 CPD Award in Supporting International Learners with Dyslexia**

## DACPD91 Supporting Adults with Dyslexia and Co-occurring Difficulties

### Level 4

**Total qualification time: 30 hours**

This Unit was designed specifically for those that work with adult learners. It provides a framework for the support of adults with dyslexia and co-occurring difficulties in a variety of post-compulsory education environments. The holistic needs of the individual will be considered, as well as the barriers that adults can face once they leave school. Issues surrounding communication and support will be explored. Memory, attention and the environment will be reviewed as a foundation to support provision, whether in further or higher education, work-based training and apprenticeships, or other environments in which learning takes place.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Recognise the impact dyslexia has on day-to-day adult life.	1.1 Indicate a range of ways in which impairments in communication skills manifest themselves in adult learners. 1.2 Identify factors that can create barriers to competent performance. 1.3 Examine how academic register and work-based technical vocabulary can create barriers to progress in adults with dyslexia 1.4 Reflect on why it is important to take a context-related view of a person's performance.
2. Identify what support can be provided by the setting and locate external agencies that also offer support.	2.1 Describe the importance of encouraging self-help strategies and independence. 2.2 Indicate how settings can support adults with dyslexia. 2.3 Recognize the role of counselling when supporting adult learners with dyslexia. 2.4 Explain the concepts of labelling and self-advocacy and identify legislation relevant to their setting.
3. Demonstrate an understanding of underlying cognitive factors in dyslexia and co-occurring difficulties.	3.1. Explain the role of structure in supporting adults with dyslexia. 3.2 Explain how memory and attention affect adults with dyslexia.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD59: Level 5 CPD Award in Supporting Adults with Dyslexia and Co-occurring Difficulties**

## DACPD92 Supporting Study Skills in Adults with Dyslexia

### Level 5

**Total qualification time: 30 hours**

This Unit begins with a consideration of what we mean by study skills. It goes on to explore the barriers to learning that can impede the development of study skills in adults with dyslexia and the methods that can improve their access to learning.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify the skills and attributes needed by the adult for effective self-study	1.1. Describe the skills and attributes needed by the adult for effective self-study
2. Identify the difficulties that adults with dyslexia may experience with study skills.	2.1. Describe the factors that can impede the development of study skills in adults with dyslexia: a. Memory b. Motivation c. Self-image d. Cultural diversity
3. Describe the range of strategies that will develop study skills in adults with dyslexia	3.1. Describe a range of strategies to support adults with dyslexia using: a. ICT b. Structural aids c. Skimming, scanning and summarising 3.2 Understand the key criteria for designing an effective study aid
4. Critically reflect on current practice and offer suggestions for improvement	4.1. Analyse practice and make recommendations to promote effective study skills.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Awards:

**DAAWD59: Level 5 CPD Award in Supporting Adults with Dyslexia and Co-occurring Difficulties**

## DACPD93 Developing Writing Skills in Adults with Dyslexia

### Level 5

**Total qualification time: 30 hours**

The Unit is designed to increase understanding of the processes involved in developing writing skills and to provide strategies for use in the learning or work environment. Although the focus is on how to nurture the development of writing skills in adults with dyslexia, the approach will benefit a wide range of learners struggling to acquire effective writing skills.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify how learners typically acquire and develop writing skills.	1.1 Identify the sub-skills required for writing.
2. Identify the impact of dyslexia on the acquisition and development of writing skills.	2.1 Summarise the barriers to writing encountered by adults with dyslexia.
3. Evaluate the writing skills of an adult with dyslexia.	3.1 Identify strengths and areas for improvement in writing.
4. Demonstrate understanding of writing strategies that can assist adults with dyslexia.	4.1 Select appropriate ICT tools to support adults with their writing. 4.2 Explain strategies that support adults with their writing. 4.3 Recognise the benefits of adapting resources to suit an individual. 4.4 Describe the concept of deliberate practice and critically examine its effectiveness.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD60: Level 5 CPD Award in Learning Support for Adults with Dyslexia**

## DACPD94 Dyslexia in Multilingual Settings

### Level 5

**Total qualification time: 30 hours**

This Unit course explores the challenges presented when supporting multilingual learners with dyslexia. The learner's cultural context will be considered, together with the impact this has on learning and progress. The key components for supporting multilingual learners will be examined with a view to identifying appropriate support strategies for multilingual learners with dyslexia.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Recognise the learner's cultural context and the impact this has on learning.	1.1 Identify the sociocultural factors that influence learners in multilingual settings. 1.2 Analyse the impact that orthography has on biliteracy.
2. Demonstrate ways that dyslexia can be identified in multilingual learners.	2.1 Ascertain the key characteristics of learners with EAL and dyslexia. 2.2 Select appropriate assessment methods.
3. Demonstrate how learning processes are affected by multilingualism and dyslexia.	3.1 Define the key characteristics of effective support for learners with English as an additional language and dyslexia. 3.2 Explain how strategies for support for learners with EAL and dyslexia can overlap.
4. Identify the key components of effective support for multilingual learners with dyslexia.	4.1 Give examples of strategies to improve the engagement and progression of EAL learners with dyslexia.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

**DAAWD57: Level 5 CPD Award in Supporting International Learners with Dyslexia**

**DAAWD60: Level 5 CPD Award in Learning Support for Adults with Dyslexia**

## DACPD96 Developing Literacy Skills with Assistive Technology

### Level 5

**Total qualification time: 30 hours**

This unit provides resources that support the development of literacy skills through the use of assistive technology in learning environments and in the workplace. It will introduce approaches utilising assistive technology that can enable individuals with dyslexia and diverse needs to overcome barriers that add pressure to literacy, planning and organisational tasks. It will show how assistive technology enables individuals to complete literacy tasks successfully with a focus on cultivating learner autonomy. The emphasis of this unit is on critical evaluation of relevant teaching strategies and creating individual assistive technology 'toolkits' to support a range of needs.

<b>LEARNING OUTCOMES *</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify the importance of assistive technology in the context of the legislative environment.	1.1 Recognise the context of assistive technology relative to current legislation 1.2 Determine how assistive technology can best support inclusion and equality across educational settings.
2. Identify how assistive technology can support individuals across different learning and workplace settings.	2.1 Describe how assistive technology supports Examination Access Arrangements in the school context. 2.2 Describe how assistive technology supports Disabled Student's Allowances (DSA's) in the higher education context. 2.3 Describe how assistive technology can support individuals in the workplace.
3. Analyse the importance of assistive technology in the context of memory and organisational skills.	3.1 Advise on the importance of assistive technology to assist working memory. 3.2 Formulate strategies to assist those with dyslexia and literacy difficulties to develop improved organisational skills through the use of technology.
4. Review the assistive technology context for the individual and determine appropriate technology for their use.	4.1 Assess the needs and preferences of the individual with regard to supporting technology. 4.2 Identify the most appropriate assistive technology to meet the requirements of those with literacy difficulties. 4.3 Advise on the use of assistive technology to facilitate learning methodologies.

\*Unit content, learning outcomes and assessment criteria may be subject to change

This Unit contributes to the following Award:

## DACPD99 Developing Numeracy Skills in Learners with Dyslexia and Dyscalculia

### Level 4

**Total qualification time: 30 hours**

This unit examines the processes involved in mathematical thinking and how they link to aspects of memory and attention. The difficulties that learners with dyslexia and co-occurring difficulties can have with numeracy are explained. The association of 'number sense' (numerosity) with dyscalculia is also examined. The unit explores theory, offers some practical ideas and provides the practitioner with the fresh perspective necessary to effectively use structured, cumulative, multisensory teaching to promote numeracy development in learners where it is stalled or significantly delayed.

<b>LEARNING OUTCOMES*</b> <b>The participant will be able to:</b>	<b>ASSESSMENT CRITERIA</b> <b>The participant can:</b>
1. Identify the cognitive attributes necessary for the development of numeracy skills.	1. 1 Identify the characteristics of high attainers in mathematics.
2. Identify the difficulties that learners with dyslexia may experience when developing numeracy skills.	2.1 Summarise the impact mathematical language has on comprehension. 2.2 Explain why learners with a mixed Developmental Co-ordination Disorder (DCD)/dyspraxia and dyslexia profile can be difficult to remediate in mathematics.
3. Discuss the importance of relational understanding in mathematical development.	3.1 Describe the concept of relational understanding. 3.2 Explain how relational understanding can support working memory when teaching numeracy. 3.3 Analyse mathematical tasks with regard to sub-skills and memory load.
4. Identify the difficulties that learners with dyscalculia may experience when developing numeracy skills.	4.1 Discuss how a lack of number sense contributes to the sorts of disruption to mathematical understanding often evident in learners with dyscalculia
5. Be able to apply the principles of structured, cumulative, sequential, multisensory learning when teaching numeracy.	5.1 Explain the importance of using schematic aids to promote metacognition. 5.2 Select appropriate activities to promote relational understanding. 5.3 Identify a suitable activity to strategically support a learner with dyscalculia

\*Unit content, learning outcomes and assessment criteria may be subject to change