

**Dyslexia Action
Professional Certificate and Diploma Programmes in
Dyslexia and Literacy**

**Course Brochure
Academic Year 2017-2018**

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About Dyslexia Action Training and Professional Development

Dyslexia Action Training and Professional Development is a provider of training programmes for specialist teachers and other professionals. These include Continuing Professional Development (CPD) courses and the prestigious Professional Certificate and Diploma programmes. All our courses are designed to promote positive change in the lives of people with dyslexia and literacy difficulties.

Disclaimer

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Course Information

With respect to course information, we reserve the right to make changes in syllabus and regulations and without prior notice. While every attempt will be made to ensure that information in this brochure is accurate, it should be treated as a guide only. Full details of the course can be found in the appropriate course handbook. Any fee information is indicative, and will only be confirmed once the online booking for the course opens to candidates.

Explanation of Terms

- Candidate:** The person undertaking a certificate or diploma qualification
- Learner:** The pupil / student that the course participant does any practical work with
- Participant:** The person who is studying on a course
- APL:** Accreditation of Prior Learning

Accessibility

If you would like to receive a copy of this document in large print or in another format, please contact Dyslexia Action Training and Professional Development directly for assistance.

Copyright

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Participants with a Disability

A person is said to be 'disabled' under the Equality Act 2010 if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal daily activities.

A disability can arise from a wide range of impairments which can be:

- Sensory impairments, such as those affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- Auto-immune conditions such as systemic lupus erythematosus (SLE)
- Organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- Learning disabilities
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders obsessive compulsive
- Disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour
- Mental illnesses, such as depression and schizophrenia
- Produced by injury to the body, including to the brain

In cases where someone is the sole carer for a person with a long-term illness or a disability then that person is, under The Equality Act, afforded the same rights and access to reasonable adjustments that the long-term unwell/disabled person would be.

The online training provided by Dyslexia Action Training and Professional Development has an inbuilt flexibility and this enables many participants with disabilities to work without any reasonable adjustments. However, we can be responsive to individual requirements. If you have a disability we would encourage you to disclose this at the time of application so that we can put in place any support required at an early stage. It is, however, possible to disclose at any time during your studies with us.

Disclosure forms are sent to any candidate who indicates that they have a disability on our registration form. You can also contact the Disabilities Administrator on dada@dyslexiaaction.org.uk to request a copy and there is a copy on the Induction Course site. On the disclosure form you are asked to detail the nature of your disability and to indicate whether you would like one week extensions on all modules you study with us.. If you give your permission for us to disclose, this information will be shared with the Disabilities team, any tutor you work directly with and the tutor in charge of marking. Any agreed reasonable adjustments will be noted on a form and this form will be sent to you for your records.

Who is the course for?

The Dyslexia Action Professional Certificate and Diploma in Dyslexia and Literacy is a unique and prestigious programme at Master's level 7 that provides the training for qualified teachers to become informed practitioners and specialist teachers and/or assessors. The courses are modular and flexible and are undertaken part time, through online learning.

The Dyslexia Action Professional Certificate and Diploma Programmes in Dyslexia and Literacy are appropriate for a wide range of professional teachers and specialists including:

- Qualified teachers at all key stages
- Special educational needs teachers and co-ordinators (SENCOs)
- Tutors and support staff in Further and Higher Education and other adult educational settings
- Psychologists
- Speech and language therapists
- Occupational therapists with relevant experience

The programme provides:

- Flexibility for learning in a personalised way which enables studying to be fitted around personal and professional commitments
- Regular support from a team of specialist tutors to guide you through the postgraduate level study
- An e-learning course which uses a virtual learning environment (VLE), currently Moodle, as the method of delivery. The programme encompasses interactive online study along with teaching and assessment

Demands of the course

All candidates should note that the Professional Certificate and Diploma programmes in Dyslexia and Literacy are part of a demanding Level 7 programme. Candidates will need to be able to balance the demands of their studies with existing work and home commitments in order to benefit from the modules and gain the qualifications on offer.

Candidates who are unable to commit to the demanding course schedule may like to consider enrolling on our Level 5 specialist teacher training CPD pathway and programme. See the website for further details at:

www.dyslexiaaction.org.uk/awards-teachers-and-assistants

www.dyslexiaaction.org.uk/page/level-5-diploma-strategic-teaching-support-dyslexia-and-literacy

Entry requirements

QUALIFICATIONS

- A Degree (Bachelor of Arts, Bachelor of Science or Bachelor of Education honours degree) plus Qualified Teacher Status (QTS or QTLS) plus recent and relevant teaching experience.

OR

- A Degree (Bachelor of Arts, Bachelor of Science or Bachelor of Education honours degree) plus recent and relevant professional experience e.g. further or higher education support, employment support, independent school teaching or psychology or occupational/ speech and language therapy.

See Professional Memberships Section for professional accreditation details.

PROFESSIONAL EXPERIENCE

- At least two years recent and relevant experience in a dyslexia/literacy support setting
- Excellent spoken and written English
IELTS 7 for applicants with English as a Second Language
For further information see the IELTS website www.ielts.org
- Candidates applying for the Diploma part of the programme should normally have a final grade of **Good Pass** (60% -65%) at Certificate level in order to be considered for this part of the programme. **Applicants not meeting this criteria but with significant post qualification experience will be considered with a supporting reference.**

Applicants who do not fulfil all the requirements above **may** be considered for 'special entry' if they can demonstrate other relevant academic and professional experience. Such applicants are advised to apply in the first instance and fully explain their experience in their application statement.

Accreditation of Prior Learning (APL)

For a detailed overview of what is acceptable as accredited prior learning please see the separate leaflet on **Accreditation of Prior Learning with Dyslexia Action Training and Professional Development**.

Please note that candidates entering the programme with academic credits from other Master's Level programmes may be required to complete a bridging module which provides the essential underpinning and updating knowledge for the course of study they are about to embark upon. All courses have an induction module that all participants will complete.

BDA and SASC Requirements

Please note: candidates will need access to a learner for Module C of the Professional Certificate in Structured Teaching Intervention and for Modules D and E of the Professional Certificate in Assessment Practice/ Diploma programme. Candidates will be required to meet all the BDA accreditation requirements which can be found at:

www.bdadyslexia.org.uk/services/professional-accreditation and those of SASC (www.sasc.org.uk) for the assessment part of the course only. Further details are provided within the course modules.

Study Requirements

Where will I study?

Our Professional Programme uses the Virtual Learning Environment (VLE) known as Moodle as the method of delivery. Each module is delivered through Moodle and some require you to be involved in practical teaching and assessment whilst others are more theoretically based. The core curriculum is delivered by means of a range of e-learning resources. These include presentations, articles, exercises, videos and follow-up activities and tasks for participants to carry out at intervals. There is no attendance required for this course and learning is purely online.

How is the course taught?

Participants work together to form an online group for the duration of the module. This enables all those involved to get to know one another and to develop a community of learning practice with other students and tutors as the course progresses.

Each module is divided into separate topics and these will be taught by tutors who specialise in that area. You must complete the modules in the sequence given for the particular programme.

Candidates are only allowed to enrol for one module at a time. If you fail a module you will be able to undertake a resubmission process. You will not be able to progress to the next module in the sequence until such time as the preceding module has been successfully completed.

Working at Level 7

Level 7 work is at Master's level and is more demanding than undergraduate work. You will be required to think and work independently and be proactive about managing your own learning. Work that is considered to be a good standard at undergraduate level is only the groundwork to Level 7. Work is marked more stringently and you will need to step up in the intensity of your work and application.

Teaching and assessment practice is in addition to the academic work and may be set around your existing role or could be specially arranged. In either case you will need to allow for suitable preparation time and for unexpected elements such as having to rearrange lessons due to learner absence or for example when video-recording if technical difficulties occur.

Progression to a Master's Programme

Dyslexia Action Training and Professional Development works in partnership with Middlesex University London. Credits can be awarded by the University for each module and the accumulated credits may be taken forward to apply for a relevant Master's programme with the university, in particular the Middlesex University **PG Diploma/MA in Professional Practice in Dyslexia and Literacy** (180 credits). Further details on the university progression opportunities can be found on our website.

Course Syllabus, Credits and Progression Pathway

Higher Education Credits

The level 7 Professional programmes are set at Master's Level. Each 20 credit module is a minimum of 200 hours of study. You will need to set aside approximately **20 hours** of private study time per week. In practice many participants find that they need more time to assimilate and review materials.

The Professional Certificate programmes are therefore about 600 hours of study and the Professional Diploma is another 600 hours. A Certificate is normally completed over one calendar year* and the same for the Diploma. In practice some candidates may need or choose to take longer to complete each level.

* Please note that Module C (Teaching Practice) will normally extend beyond one term depending on the learner.

Course Syllabus

The Professional Certificate and Diploma programmes in Dyslexia and Literacy offer a completely flexible solution to working at Level 7. Candidates must complete the Certificate within three years. Candidates enrolling for the Diploma must also successfully complete this within three years. Participants will be able to specialise in either school/ college practice (under 16) or adult/college/university practice (over 16) depending on their training and past experience.

Professional Programme Syllabus Outlines

Please note: Individual module certificates are only awarded when a candidate does not continue to the next module of the award.

Dyslexia Action Professional Certificate in Structured Teaching Intervention for Dyslexia and Literacy (Specialist Teacher)		
Module A	20 credit points	Title: Perspectives of Dyslexia and Literacy
Module B	20 credit points	Title: Principles of Assessment for Dyslexia and Literacy
Module C	20 credit points	Title: Structured Teaching Intervention for Dyslexia and Literacy
Eligibility for Professional Awards as Specialist Teacher	Specialist Teacher Awards available on application include: <ul style="list-style-type: none"> • Dyslexia Guild Associate Member (ADG) • British Dyslexia Association: <ul style="list-style-type: none"> ○ Approved Teacher Status (with QTS) ○ Approved Teacher Status FE/HE ○ Approved Practitioner Status (without QTS) 	

Dyslexia Action Professional Diploma in Dyslexia and Literacy (Specialist Teacher Assessor)		
Module D	20 credit points	Title: Assessment of Literacy Related Difficulties
Module E	20 credit points	Title: Assessment of Specific Learning Difficulty (Dyslexia)
Module F	20 credit points	Title: Research in Language and Learning
Eligibility for Professional Awards as Specialist Teacher/ Assessor	Specialist Teacher/Assessor Awards available on application include: <ul style="list-style-type: none"> • Dyslexia Guild Member (MDG) • Assessment Practising Certificate (SASC) • Associate Membership of the BDA (AMBDA or AMBDA FE/HE) 	
Notes	Candidates should have completed Modules A – C or equivalent. Those who have already completed Module D on the Certificate programme will proceed to Module C before completing Modules E and F.	

These courses delivered by Dyslexia Action Training can lead to the award of credit points, as indicated, by Middlesex University. These courses do not result in the award of a Middlesex qualification.

Dyslexia Action Professional Certificate in Assessment Theory for Dyslexia and Literacy		
Module A	20 credit points	Title: Perspectives of Dyslexia and Literacy
Module B	20 credit points	Title: Principles of Assessment for Dyslexia and Literacy
Module D	20 credit points	Title: Assessment of Literacy Related Difficulties
Notes	Please note that this Certificate is only the underpinning knowledge for assessment and does not confer Specialist Assessor status which is obtained through completion of the Diploma (Modules A-F) or Certificate Route B,D, E	

Dyslexia Action Professional Certificate in Assessment Practice for Dyslexia and Literacy (Specialist Teacher Assessor)		
Module B	20 credit points	Title: Principles of Assessment for Dyslexia and Literacy
Module D	20 credit points	Title: Assessment of Literacy Related Difficulties
Module E	20 credit points	Title: Assessment of Specific Learning Difficulty (Dyslexia)
Eligibility for Professional Award as Specialist Assessor	<ul style="list-style-type: none"> • Dyslexia Guild Member (MDG) • Assessment Practising Certificate (SASC) • Associate Membership of the BDA (AMBDA or AMBDA FE/HE) 	
Notes	<p>This route is only available to those individuals who already hold a Specialist Teaching Qualification such as the Dyslexia Action Certificate in Structured Teaching Intervention, at level 5 or level (BDA accredited course) and meeting the course criteria.</p> <p>Candidates with Module B gained through prior study with Dyslexia Action will be able to progress directly to Module D. APL candidates will be required to complete a Bridging Module prior to entry to Module B.</p>	

These courses delivered by Dyslexia Action Training can lead to the award of credit points, as indicated, by Middlesex University. These courses do not result in the award of a Middlesex qualification.

Module Learning Outcomes

Module A: Perspectives of Dyslexia and Literacy

Module aims

This module introduces the underpinning theory to the programme. It gives an overview of the current research into dyslexia and co-occurring difficulties and provides an opportunity to consider the processes that underlie cognition. The module then builds upon this understanding of cognitive processes so that participants gain an understanding of both typical and atypical language and literacy development. The factors that influence mathematical development are also considered. Overall the module provides the theoretical framework within which practitioners will be able to contextualise their understanding of the assessment process and teaching intervention planning as they work through the programme.

Learning Outcomes

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

1. Critically evaluate a range of current research perspectives and definitions of dyslexia
2. Examine the influence of a range of factors on the typical and atypical acquisition of communication, language and literacy skills
3. Critically analyse learners' performance with reference to a range of cognitive processes
4. Critically evaluate the ways in which dyslexia can disrupt mathematical development.

Module B: The Principles of Assessment for Dyslexia and Literacy

Module aims

This module is designed to give practitioners an understanding of currently debated issues on the assessment of literacy-related difficulties. The cognitive processes tapped during educational assessment testing are examined and the rudiments of assessment administration are considered. The module also provides the basics of statistical analysis in relation to interpreting assessment findings.

Learning Outcomes

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

1. Examine the construct "intelligence" and methods used to quantify it
2. Critically evaluate the role of statistical analysis in the interpretation of assessment results
3. Appraise the appropriateness of assessment tests and techniques for a variety of purposes
4. Appraise a range of factors that can affect learners' performance in an assessment situation

Module C: Structured Teaching Intervention for Dyslexia and Literacy

Module aims

The module is designed to give the participant an understanding of the theoretical framework within which to view the necessary elements of effective literacy support for learners with dyslexia and co-occurring difficulties. It aims to provide the understanding to develop both basic reading and spelling skills and higher order comprehension and higher order writing skills. It sets out the importance of explicit tuition in a range of areas including meta-linguistic awareness and academic language. It provides strategies that can be employed with a variety of learners in both individual and group settings. It is designed to enable the participant to collect placement data and use this to inform the planning and delivery of a series of lessons to a learner. Students will be introduced to and use the Dyslexia Action Literacy Programme (DALP) during this module.

Learning Outcomes

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

1. Critically analyse the importance of providing structured, sequential, cumulative, multisensory tuition in supporting learners with dyslexia and co-occurring difficulties
2. Examine the roles that phonological, morphological and orthographical awareness play in literacy development.
3. Critically analyse the cognitive and perceptual processes involved in a range of learning and studying activities
4. Plan, prepare, teach and evaluate a teaching intervention that effectively addresses the individual study needs of a learner with literacy difficulties

Module D: Assessment of Literacy Related Difficulties

Module aims

This module enables the practitioner to consolidate understanding of the principles and practice of the psychometric assessment process. It also provides an opportunity to construct a professional assessment report for a learner with literacy-related difficulties. The module aims to give a detailed grounding in the structuring of teaching intervention programmes, so that practitioners can link assessment findings with potential strategies to remediate weaknesses uncovered during the assessment process.

Learning Outcomes

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

1. Critically evaluate current perspectives on the assessment of literacy-related difficulties and reflect on their importance.
2. Critically examine the principles and practice of the psychometric assessment process
3. Demonstrate competence in test selection, administration and scoring
4. Demonstrate competent interpretation of statistical evidence and the ability to link findings to appropriate intervention strategies
5. Construct a professional assessment report for a learner* with literacy difficulties and demonstrate critical reflective practice.

*Guidance will be given on the selection of a learner who should be under 16 for the first 10 hours of teaching in school settings and over 18 for those working in adult settings. Candidates must select a learner from the age range in which they are currently professionally employed.

Module E: Assessment of Specific Learning Difficulty (Dyslexia)

Module aims

This module builds upon the conceptual and practical aspects of Module D and provides the practitioner with an opportunity to construct a professional assessment report for a learner displaying characteristics of dyslexia. New assessment tools are introduced to increase the range of cognitive processes that can be considered in the construction of the learner's cognitive profile. The module also provides the opportunity to develop the presentation skills needed to enhance the practitioner's ability to advise colleagues on a range of support strategies in his or her own setting.

Learning Outcomes

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

1. Critically evaluate the suitability of a range of tests for a particular assessment situation and other knowledge that informs the assessment process and demonstrate how they apply to work/practice
2. Systematically analyse information regarding the relevance to learning of the key findings of a range of assessment tools and critically reflect on the ways in which engagement with others contributes to the development of selected approaches
3. Demonstrate how the development of a professional assessment report for a learner with literacy-related difficulties displays knowledge of the cognitive processing differences associated with dyslexia and demonstrate own ability to coherently explain complex issues to a work and academic audience.
4. Critically evaluate the role of own personal motivations, aspirations and actions in the context of strategic planning and management of professional development.

Module F: Research in Language and Learning

Module aims

This module aims to enable practitioners to critically evaluate a range of current research perspectives on language, learning and cognition and demonstrate a practical understanding of how established research techniques can be used to create and interpret our knowledge of learners with dyslexia and co-occurring difficulties and how they are affected by the dynamics of learning environments. Practitioners develop a draft research proposal on a topic of interest to deepen their understanding of the issues involved in research in context and they deliver a presentation to colleagues during a draft proposal review process. The knowledge gained ensures that the practitioner has a sound basis from which to communicate the key issues in the field and strategically support the continuing professional development of colleagues.

Learning Outcomes

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

1. Select and critically evaluate current theoretical perspectives on the study of and assessment for dyslexia and the associated codes of professional practice and demonstrate how they apply to work/practice.
2. Systematically analyse the steps in the research process in order to demonstrate understanding of the methodological underpinnings that precede the execution of a project plan, and critically reflect on the ways in which engagement with others contributes to the development of the selected approach.
3. Demonstrate critical evaluation through the development of a preliminary literature review and a project proposal which are designed to make changes to professional work and practice, and persuasively communicate the outcomes to other practitioners, stakeholders and academic audiences.
4. Critically evaluate own role in the strategic support of staff development needs with reference to Special Educational Needs and Disability and reflect upon own ability to ensure learning outcomes and learning experiences are enhanced and how the process has changed and developed professional practice.

MA/PG Diploma Programmes with Middlesex University London

The courses delivered by Dyslexia Action Training can lead to the award of credit points by Middlesex University. These courses do not result in the award of a Middlesex qualification. The credits can be used as part of a pathway to a Middlesex University MA.

For further details see:

www.dyslexiaaction.org.uk/page/ma-professional-practice-dyslexia-and-literacy

Teaching and Assessment Practice

The Dyslexia Action Professional Programme is a competency assessed programme. Supervised teaching is an essential part of Module C and supervised assessment for Modules D/E. Tutors will supervise the practical work by giving support and feedback on the teaching practice, observed assessment administrations, lesson plans, teaching practice and evaluations. Candidates submit filmed recordings of some of the practical work. The practical modules can also be supplemented with additional teaching hours (Module C2) in the Diploma programme to meet the requirements for Associate Membership of the BDA (AMBDA).

Working with a learner

For Module C, participants are required to find learners whose main difficulties are with literacy and who are not currently receiving any other form of specialist teaching support. For Modules D and E it is important that the learner has not recently (within the past year) been assessed using the assessment tools used within the module.

Candidates on Modules C and D/E will be expected to select a learner in the age range in which they have trained. The learner's age range should normally be the same as the age range you are working with at the time of making your application to the course with Dyslexia Action. Learners must be able to hold age-appropriate conversations in English and be educated in a mainly English-speaking environment. Tutors will advise on the suitability of chosen learners, based on the information provided, but it is the responsibility of participants to select suitable learners.

Please note: to meet the BDA accreditation requirements, candidates will undertake 10 hours of specialist multisensory teaching one-to-one with their learner; thereafter the remaining 10 hours (for ATS or ATS FE/HE or APS) or 20 hours (for AMBDA or AMBDA FE/HE) may be undertaken with two different learners or with a small group of no more than three learners.

Further details on selecting a learner will be given within the appropriate practical modules.

Teaching practice must be undertaken within a managed educational setting i.e. school, college or other recognised educational setting. **It is not permitted** for participants to undertake teaching practice in their own home or the learner's family home.

You will be required to obtain permission(s), within the terms of the Data Protection Act (1998), from the organisation in which the teaching/assessment takes place as well as from the parent(s) or legal guardian(s) of school age pupils.

Please note we reserve the right to terminate a programme where we feel it is not in the interests of the learner to continue. Dyslexia Action Training and Professional Development will not assume responsibility nor will accept liability incurred as a result of any participant or learner being engaged in this programme.

How is the course assessed?

The assessment strategy for this course covers both theoretical and practical elements and is designed to develop practical skills in specialist teaching and assessment and encourage evaluation of the research and evidence-base, so that theory is integrated into practice. A combination of assessment tools is used and these include:

- Assignments (formative and examined), essays and assessment reports
- Exercises and peer evaluation discussions on Moodle
- Practical teaching material assignments, case studies
- Quizzes and other online self-assessment instruments

- Reflective reports
- Weekly lesson plans and evaluations (Module C)
- Filmed evidence of assessment administration (Modules D-E) and teaching practice (Modules C and C2)

Will I need to have a DBS Check?

As a Disclosure and Barring Service Enhanced Disclosure is a requirement for working with children and young people, the person you choose to use for any practical teaching should be someone within your school or workplace, where you will already have a DBS Enhanced Disclosure. We reserve the right to request your DBS information from you. For further information please visit: www.gov.uk/government/organisations/disclosure-and-barring-service

Professional Practice Materials

Applicants should note that the Dyslexia Action Professional Certificate/Diploma in Dyslexia and Literacy are qualifications for individuals who wish to work as specialist literacy teachers and/or assessors in educational settings. You will need **personal copies of your own test materials**, books and resources on the course and you will then be able to use these for your own professional practice following the course.

You should allow for the cost of books and some small test items for modules A, B, C and E. Costs for Module A will amount to around £60 for the core texts.

Modules D and E will require significant investment in assessment test materials, a **further £650** approximately should be allowed to cover the cost of the resources required **in addition to the course fees**. There is Student Loan Scheme for key assessment test batteries operated by our National Training Resource Centre for Dyslexia in Egham. These test materials are resources that you will be able to use in your future professional practice once you qualify.

You will be sent a full list of required resources including assessment tests, practical teaching materials, books and materials once you have registered for the course. However you will only need to buy the resources appropriate to the particular module you are studying at the time.

Term Dates

Please see the separate document which contains the term dates. These can be found on the Professional Certificate and Diploma pages of the website:

www.dyslexiaaction.org.uk/training-become-specialist-teacher

www.dyslexiaaction.org.uk/training-become-specialist-assessor

Professional Memberships

Membership of the Dyslexia Guild

Candidates will automatically become student members of The Dyslexia Guild for the first year of their course while they are actively studying on a Professional Certificate or Diploma Programme with Dyslexia Action. The Guild is a membership network and professional association for practitioners in Dyslexia and SpLD, which aims to promote discussion, information and best practice as well as keeping members informed of developments in the field through publication and distribution of topical news, updates and maintenance of an up-to-date library.

See: www.dyslexiaaction.org.uk/membership-dyslexia-guild

The Guild provides its members with a wealth of information relating to dyslexia and SpLDs through its online library (the National Resource Centre for Dyslexia), a single easy to access online platform that produces focused search results accessible by members 24/7. The Library is supported by a Chartered Librarian and provides a unique, e-resource collection, covering the fields of dyslexia and other co-occurring difficulties. Participants have access to an online collection of over 800 specialist e-books, hard copy books and resources as well as simultaneous access to an online EBSCO database of over 1,600 full-text education and psychology journals.

On completion of the Professional Programme you will be eligible to apply for the following grades of membership:

- **Associate Member of the Dyslexia Guild (ADG):**
Professional Certificate in Structured Teaching Intervention for Dyslexia and Literacy
- **Member of the Dyslexia Guild (MDG):**
Professional Certificate in Assessment Practice for Dyslexia and Literacy
Professional Diploma in Dyslexia and Literacy

Assessment Practising Certificate

The Professional Diploma programme has been approved by the SpLD Assessment Standards Committee (SASC).

Candidates who have successfully completed the:

- Dyslexia Action Professional Diploma in Dyslexia and Literacy
or
- The Professional Certificate in Assessment Practice for Dyslexia and Literacy
will be eligible to apply for an Assessment Practising Certificate (APC) in Dyslexia and SpLD.

An APC will allow you to carry out diagnostic assessments for Dyslexia/SpLD for the purpose of Disabled Students' Allowances and is recognised by the JCQ for access arrangements.

See: www.dyslexiaaction.org.uk/page/assessment-practising-certificate for details.

Membership of the British Dyslexia Association

The Dyslexia Action Certificate and Diploma courses are accredited by the BDA, see www.dyslexiaaction.org.uk/page/bda-accreditation

These courses can lead to recognition for membership with the BDA subject to completion of additional teaching hours which form part of their accreditation criteria.

See www.bdadyslexia.org.uk/ for further details.

Professional Certificate in Structured Teaching Intervention candidates complete 20 hours of teaching support activities in Module C, as a combination of supervised and mentored teaching practice, and will be able to apply for ATS, or APS* on completion of this module. Candidates who are qualified tutors will be able to apply for ATS (FE/HE).

Candidates will need to complete further modules and an additional 10 teaching hours through Module C2 Part 2 to gain eligibility for Associate Membership of the BDA (AMBDA).

APL candidates to the Diploma will not study Module C2 but complete a further separate teaching course (DALPSU12) to obtain Associate Membership of the BDA (AMBDA).

* And subject to a minimum number of years of teaching experience.

Note on British Dyslexia Association (BDA) Accreditation

This course is accredited by the BDA. This means that if you successfully complete all elements of the course you can then apply for the appropriate BDA award.

See: www.bdadyslexia.org.uk/services/professional-accreditation

Accreditation means that the course has been evaluated by a Liaison Team (LT) from the BDA. Members of the Liaison Team are independent of the course providers and have therefore no responsibility for the day-to-day running of the courses at that establishment. They check that the course has met the relevant BDA criteria and advise accordingly if this is not the case. Only courses which meet the criteria gain BDA recognised awards. Criteria for the various awards can be found on the above website.

If you have any concerns about the content or assessment of the course, with regard to compliance with the BDA course accreditation criteria, you can contact the BDA at:

accreditation@bdadyslexia.org.uk

However the BDA can take no responsibility for the delivery of the course, e.g inter alia, its tutors, facilities, registration, fees, continuance, etc. These are entirely a matter for course providers. It is your responsibility to satisfy yourself that these are satisfactory and meet your needs.

If you have any concerns regarding these matters you should, in the first instance, contact your tutor and if this does not produce a satisfactory result a senior programme manager through the Postgraduate Office from the contact details given at the end of this brochure.

Technical equipment required for the course

You will need a computer with an Internet connection and home **email** account (work emails are not recommended) in order to access the teaching materials and participate on forums via Moodle, a specialised learning website. (Moodle login details will be emailed to you at the start of your studies).

Minimum Hardware and Software Requirements

- Windows/Apple computer
- High Speed Internet connection. (Mobile broadband is not recommended)
- Google Chrome or Mozilla Firefox (Internet Explorer is not supported)
- Microsoft Office/Open Office/Google Docs
- Adobe Acrobat Reader/Foxit Reader
- VLC Media Player
- Handbrake file compression software

Email Account

You must have your own personal home email account. We recommend using Google Mail (Gmail) because it gives you free access to Google Docs/Forms that can open all teaching materials. (Using shared email accounts during online courses contravenes the requirements of the Data Protection Act 1998).

Video Recording Equipment

You will need access to a video recording device and a tripod. We recommend consumer video cameras that can record in MP4 format. You may also use high quality webcam, mobile phone or tablet although the final video will have to be converted to MP4 using video compression software. You will be required to upload your final video in MP4 format. File size should not exceed 600Mb.

BDA Requirements for Digital Recording

The BDA provides specific guidance on conducting Digital Recording and this is provided in the relevant modules in Moodle and is entitled: *BDA Guidelines for Digital Recording*.

Fees for Academic Year 2017-2018

Please note that fees:

- Are reviewed every academic year and may be subject to increase at any time. Fees are for the initial enrolled programme only and may be subject to increase if a candidate moves to a subsequent programme or later student cohort
- Are payable by module, one at a time, and must be paid in full before the start of the module or you will be referred to the next available date
- Include Student Membership of the Dyslexia Guild while the candidate is **actively** studying on a 3 module programme and for the first year of the programme only

From September 2017	Fee Schedule per module 2017/18	
Module	Price per module	+ VAT
Modules A and B	£1,250	£1,500
Modules C, D and E	£1,650	£1,980
Module F	£1,400	£1,680
Module C2 Part Two	£500	£600
Bridging Modules *	£400	£480
Induction Module	Free of charge	Free of charge
*Please note that these modules are only required where candidates are seeking Accreditation of Prior Learning with credits from another course provider or accreditation body or from an earlier Dyslexia Action Training course. See the separate leaflet on Accreditation of Prior Learning for further details.		

Please note that if your payment is being made by a UK VAT-registered company, you should be able to reclaim the full amount of VAT applied to your course. If you are paying from overseas via a VAT-registered organisation you may be able to reclaim VAT charged under the [electronic cross-border refund system](#). For guidance on reclaiming VAT please visit <https://www.gov.uk/reclaim-vat>.

Application Details

Step 1: Download, complete and save the Application Form available from the relevant page of the website (incomplete applications will not be considered).

Step 2: Email your completed form to pgmail@dyslexiaaction.org.uk Your application will be reviewed by the:

1. Course Administrator who may contact you for additional details.
2. Head of Education and Training for academic suitability and references may also be taken up.

Once your application has been accepted you will be emailed with further details. You will then need to register online and make your payment for the first module.

If your application is not accepted we may be able to offer you an alternative course through our CPD programme.

NUS extra card

Participants on Dyslexia Action Professional courses can apply for the NUS student extra card.

1. Anyone who is studying a 6 week course or more can apply (cost £12.00 pa, takes 7-10 days for card delivery to recipient).
2. You will be able to register for the ONE year option ONLY and will need to upload a 'passport' type photo at time of registration.
3. Payment must include VAT and is by credit card only (at time of registration).
4. There are various additional upgrade options given when you apply for your card (charity donations, gourmet card extra etc.)
5. ALL – NUS card queries must be directed to www.nus.org.uk or www.cards.nusextra.co.uk/
6. Please use your Moodle Username as and when directed.

Contact Details and Website Links

Postgraduate Admissions Office

Dyslexia Action Training and Professional Development
Centurion House
London Road
Staines-upon-Thames
TW18 4AX

Email: pgmail@dyslexiaaction.org.uk

Web: www.dyslexiaaction.org.uk/training-become-specialist-teacher
www.dyslexiaaction.org.uk/training-become-specialist-assessor

Tel: + 44 (0)1784 222 304