

**Dyslexia Action
Level 4 and 5
Continuing Professional Development Programme**

**CPD, International and Supporting Adults Pathways
Unit, Award and Pathway Certificate Syllabus
September 2018- August 2019 v1
(Part 1 of 2)**

The CPD Standards Office

CPD PROVIDER: 50005
2016 - 2018

www.cpdstandards.com



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TABLE OF CONTENTS

Introduction	3
CPD Syllabus Information	3
CPD Standards Office Accreditation	3
Contact Details.....	3
Our Units and Awards	4
CPD Pathways and the Level 5 Diploma	4
Entry Requirements	5
Demands of a Unit Course	5
Dyslexia Action Level 4 and 5 CPD Units	6
Total Qualification Time and Credits	6
Unit Level Descriptors.....	7
Study Time	8
Pre-reading	8
Unit Assignments	8
Is practical work with a learner required?.....	8
CPD Courses - Registration and Fees	9
Course Registration.....	9
Fees and Discount Offers	9
Course Start Dates	9
Qualification Certificates	10
Appendix 1: Unit Learning Outcomes and Assessment Criteria	11
Appendix 2: Dyslexia Action Awards and Certificates	23

Introduction

Dyslexia Action 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 fellow professionals and 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 Syllabus Information

Syllabus Start Date: September 2018

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) who will inform you of exemptions from 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

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Our Units and Awards

The Dyslexia Action Level 4 and 5 CPD Programme consists of independent unit short courses.

All our units are available as independent stand alone courses. Some of the units contribute towards a pathway to specialist teacher training.

Units* (appendix 1) are worth either 2 Dyslexia Action credits (20 hours total qualification time) or 3 Dyslexia Action credits (30 hours total qualification time):

Unit

Awards** (appendix 2) are made up of 3 specified Units:

Unit	Unit	Unit
An Award = 3 Units		

A **CPD Pathway Certificate***** (appendix 2) is made up of 2 specified Awards:

Unit	Unit	Unit	Unit	Unit	Unit
Award			Award		
A CPD Pathway Certificate is made up of 2 Awards/6 Units					

*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. When taking the award option, all three units within the award must be studied within a period of one year. There is a choice of six start dates for all units and awards within the year: September, November, January, March, May and July.

*** We offer combinations of two specified awards as certificates. Please note that it is not possible to sign up directly for a Certificate Course. Participants should sign up for units or 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). See the separate brochure on the Level 5 Diploma (DADIP61) for further information.

CPD Pathways and the Level 5 Diploma

The unit Learning Outcomes and Assessment Criteria for all CPD, International 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.

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) or TOEFL 60-78 points (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.

Demands of a Unit Course

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 forum on the course site. The forums help participants to learn, test out, develop and refine ideas.

Dyslexia Action Level 4 and 5 CPD Units

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

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 guided learning, under the supervision of an online tutor, and individual preparation, study and assessment. Dyslexia Action Credits are awarded as follows: One credit equals 10 hours of TQT.

Unit Level Descriptors

Level 4 and 5 unit courses are mapped against the Ofqual Level Descriptors¹ 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.

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 \(June 2017\)](#):

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

Induction

A free online induction course is released to all participants **two weeks before each unit start date** to help participants prepare for studying an online course with Dyslexia Action. Tutor support is available during the induction phase and there is a short induction assignment. Returning participants do not have to work through the induction course again but can refer to important course information on the induction site.

Study Time

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. Participants may be required to study a few weeks beyond the course period if any re-submissions are required. This could result in an overlap between completing one unit and starting the next unit within an award, if participants register to study on successive units, e.g. September and November.

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/

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 date's document for each course; this document 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)

Is practical work with a learner required?

The level 4 and 5 unit courses **do not require** any practical work with a learner or group of learners.

CPD Courses - Registration and Fees

Course 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.

Once one unit has been passed, participants can register to study up to three units at the same time.

Fees and Discount Offers

Fees	First Unit	Second Unit	Third Unit	Fee Excluding VAT	Total Fee Inc VAT
Normal Plan (Units paid individually)	£295 + VAT	£295 + VAT	£295 + VAT	£885	£1,062
Discounted Plan (Saving of £30)	Pay for all three units upfront (in the form of an Award) at £285 + VAT each			£855	£1,026

When an award is booked, participants must study the three units within a **one-year** period from the date that the first unit is booked. Detailed instructions and the choice of unit dates will be confirmed with the participants before the start of the first unit, participants must email the CPD Administration team with their choice of dates for the second and third unit.

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 may be subject to a pay later fee and an annual increase.

Course Start Dates

2018 - 2019 Induction Course Start dates	2018 - 2019 CPD Course Start dates
2 nd May 2018	16 th May 2018
27 th June 2018	11 th July 2018
5 th September 2018	19 th September 2018
31 st October 2018	14 th November 2018
9 th January 2019	23 rd January 2019
6 th March 2019	20 th March 2019
1 st May 2019	15 th May 2019
26 th June 2019	10 th July 2019
N.B. Please note that we reserve the right to change/cancel course dates and/or schedules subject to booking numbers.	

Any units within awards can be studied individually on the start dates above.

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

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. 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.

LEARNING OUTCOMES* The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Identify key features of dyslexia and examine a range of current definitions of dyslexia	1.1 Explain the language used 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

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.

LEARNING OUTCOMES* The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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

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.

LEARNING OUTCOMES * The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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

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.

LEARNING OUTCOMES* The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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

DAAWD67: Level 4 CPD Award in Supporting International 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.

LEARNING OUTCOMES * The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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

DAAWD67: Level 4 CPD Award in Supporting International 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.

LEARNING OUTCOMES* The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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

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.

LEARNING OUTCOMES * The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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.

LEARNING OUTCOMES * The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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.

LEARNING OUTCOMES * The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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.

LEARNING OUTCOMES * The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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:

DAAWD67: Level 4 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.

LEARNING OUTCOMES * The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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:

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

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.

LEARNING OUTCOMES* The participant will be able to:	ASSESSMENT CRITERIA The participant can:
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

Participants who wish to study for an award – DACPD99 may be swapped with another unit within some awards. Please contact cpdmail@dyslexiaaction.org.uk for further information.

Appendix 2: Dyslexia Action Awards and Certificates

1. The Literacy CPD Programme Pathway		
DACRT51: Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia		
DAAWD51: Level 4 Award in Perspectives on Dyslexia	TQT	CREDITS
<ul style="list-style-type: none"> DACPD51 Dyslexia and Co-occurring Difficulties DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses DACPD53 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia 	20 20 30	2 2 3
DAAWD52: Level 4 Award in Developing Literacy Skills in Learners with Dyslexia*	TQT	CREDITS
<ul style="list-style-type: none"> DACPD84 Developing Reading Skills in Learners with Dyslexia DACPD85 Developing Writing Skills in Learners with Dyslexia DACPD86 Developing Spelling Skills in Learners with Dyslexia 	30 30 30	3 3 3
Total		160
Notes:	TQT = Total Qualification Time * If you wish to study DACPD99 (Numeracy and Dyscalculia) instead of one of the units within DAAWD52 please contact cpdmail@dyslexiaaction.org.uk for further information. Participants who successfully complete both awards 51 and 52 can progress to the DACRT60 Certificate in Strategic Teaching Support course.	

2. The Supporting Adults CPD Programme Pathway		
DACRT56: Level 5 CPD Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties		
DAAWD59: Level 5 Award in Supporting Adults with Dyslexia and Co-occurring Difficulties	TQT	CREDITS
<ul style="list-style-type: none"> DACPD91 Supporting Adults with Dyslexia and Co-occurring Difficulties DACPD92 Supporting Study Skills in Adults with Dyslexia DACPD96 Developing Literacy Skills with Assistive Technology 	30 30 30	3 3 3
DAAWD60: Level 5 Award in Learning Support for Adults with Dyslexia*	TQT	CREDITS
<ul style="list-style-type: none"> DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses DACPD93 Developing Writing Skills in Adults with Dyslexia DACPD94 Dyslexia in Multilingual Settings 	20 30 30	2 3 3
Total		170
Notes:	TQT = Total Qualification Time * If you wish to study DACPD99 (Numeracy and Dyscalculia) instead of DACPD93 or 94 within DAAWD60 please contact cpdmail@dyslexiaaction.org.uk for further information. Participants who successfully complete both awards 59 and 60 can progress to the DACRT60 Certificate in Strategic Teaching Support course.	

3. The International CPD Programme Pathway		
DACRT67: Level 4 CPD Certificate in Supporting International Learners with Dyslexia		
DAAWD51: Level 4 Award in Perspectives on Dyslexia	TQT	CREDITS
<ul style="list-style-type: none"> DACPD51 Dyslexia and Co-occurring Difficulties DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses DACPD53 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia 	20 20 30	2 2 3
DAAWD67: Level 4 Award in Supporting International Learners with Dyslexia*	TQT	CREDITS
<ul style="list-style-type: none"> DACPD84 Developing Reading Skills in Learners with Dyslexia DACPD85 Developing Writing Skills in Learners with Dyslexia DACPD94 Dyslexia in Multilingual Settings 	30 30 30	3 3 3
Total		160
Notes:	TQT = Total Qualification Time * If you wish to study DACPD99 (Numeracy and Dyscalculia) instead of DACPD84 or 85 within DAAWD67 please contact cpdmail@dyslexiaaction.org.uk for further information. Participants who successfully complete both awards 51 and 67 can progress to the DACRT60 Certificate in Strategic Teaching Support course.	