

Dyslexia Action
Continuing Professional Development

Level 7 Courses for Qualified Professionals
SpLD Specialist Courses for teachers and assessors

Syllabus, Dates and Fees
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www.dyslexiaaction.org.uk

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Introduction

The courses detailed in this brochure are provided primarily for professionals who are qualified in teaching and/or assessment of dyslexia and specific learning difficulties. They are designed to refresh and update professional knowledge and practice. All materials are provided online with the exception of Assessment Tests which can be purchased from the [Dyslexia Action Shop](#).

Continuing Professional Development (CPD) is essential for specialist teachers, assessors and practitioners; it helps you to stay at the forefront of information in the field by updating your knowledge and professional practice.

Disclaimer

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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.

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Demands of the courses

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 successfully complete the units.

The courses are managed by tutors who will be expecting participants to fully engage with the courses from the outset. There is no requirement to be online at any specific time during your course.

Registration

Registrations close one week before course start date. Registration for all courses is online only. Your registration will be checked to see if entry criteria are met and course joining details will then be sent to you.

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 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.

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 CPD induction course. 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 units/courses you study with Dyslexia Action. 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. Participants with a disability can discuss their individual requirements with the Disabilities Advisor. The Disabilities Administrator should be contacted in the first instance: dada@dyslexiaaction.org.uk

Dyslexia Guild Membership

All course participants are strongly encouraged to become members of The Dyslexia Guild, a membership body which welcomes all individuals with a professional interest in dyslexia and specific learning difficulties (SpLD).

Who can join? Dyslexia/SpLD specialist teachers and assessors, teaching assistants, SENCos, learning support staff and tutors from further and higher education, speech and language therapists, psychologists and librarians. The Guild maintains the National Training and Resource Centre for Dyslexia and SpLD and provides a wide range of benefits to members. These include online resources, a vibrant and topical journal, Dyslexia Review, as well as an e-newsletter. Guild members are able to renew their Assessment Practising Certificate through the association and meet annually to network at the Summer Conference.

See: <https://dyslexiaaction.org.uk/da-guild/>

Special offer- all the courses listed in this document offer a discount if you are a member of The Dyslexia Guild.

Specialist SpLD Courses for qualified teachers

Course Code	Course Description	Suitable for
DAEXT716	Developing Placement Processes to Effectively Target Specialist Support	Specialist Teacher
DAEXT717	Developing Phonemic Awareness in Learners	Specialist Teacher
DAEXT718	Promoting Word-building and Sentence Analysis Skills in Learners	Specialist Teacher
DAEXT719	Working with Syllables-Using Syllable Patterns to support the reading and spelling of longer words	Specialist Teacher
DAEXT720	Using Morphology to enhance reading comprehension	Specialist Teacher

Entry Requirements

These CPD courses are part of a Level 7 Specific Learning Difficulties (SpLD) practitioner extension programme and therefore participants must have already qualified as specialist SpLD teachers (ADG Dyslexia Guild or ATS/APS British Dyslexia Association or equivalent). Suitable qualifying courses include, but are not restricted to:

- Dyslexia Action Level 7 Professional/Postgraduate Certificate or Diploma qualifications in Dyslexia and Literacy
- Dyslexia Action Level 5 Diploma in Strategic Teaching Support
- Dyslexia Action Alpha to Omega Level 4/5 course
- Dyslexia Institute Postgraduate Certificate or Diploma qualifications
- Hornsby Postgraduate Diploma in Specialist Teaching
- Other BDA Accredited Level 7 Specialist Teaching qualifications

Individuals who do not meet the criteria but are interested in specialist teaching may apply to the Dyslexia Action [Level 5 Diploma in Strategic Teaching Support](#).

How are the courses delivered?

The courses run over a period of four weeks with the reflective task due at the end of the course. To get the most out of the learning experience we would recommend a minimum of 7.5 hours per week study time per course. Each course includes a set of resources to help participants become familiar with our online learning platform, Moodle.

Each of the courses is managed by a specialist online tutor who will promote debate and offer advice on the unit forums. The tutor also reviews the Professional Development Log: the reflective log which participants produce during their studies to demonstrate critical engagement with the course materials.

A Certificate of Verified CPD is produced for those participants who upload a Professional Development Log that demonstrates high-quality interaction with and understanding of the course materials (10 verified CPD hours in total).

Fees

£295+VAT non-Guild Members per unit

£285+VAT Guild Members per unit

All fees are subject to an annual increase.

Course Dates (courses run over a period of 4 weeks)

	DAEXT716	DAEXT717	DAEXT718	DAEXT719	DAEXT720
	Placement Processes	Phonemic Awareness	Word Building	Working with Syllables	Morphology
January 2019		16 th			16 th
March 2019	13 th		13 th		
May 2019		8 th		8 th	8 th
July 2019					
Sept 2019	11 th	11 th	11 th	11 th	11 th

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

The Dyslexia Action Literacy Programme (DALP) is a comprehensive specialist literacy programme. The programme has been developed by the postgraduate tutor team at Dyslexia Action; it provides a pathway, for learners at **all stages** of reading development, through individual placement identification.

DALP builds upon previous works by Orton, Gillingham and Stillman, Hickey, the Dyslexia Institute (Literacy Programme – DILP) and Hornsby, which all promoted the concept of structured, cumulative learning. Using this as a central tenet, DALP brings meta-cognitive learning and the development of meta-linguistic awareness to the forefront which, with the placement process as the underpinning strand of the specialist literacy support scheme, enables the practitioner to further extend their reach to those with dyslexia and literacy difficulties.

This series of short courses provides experienced practitioners with access to elements of the DALP programme, through a series of masterclasses, to enable them to refresh and extend their professional practice. The first course in the core series is the **Placement Process** however practitioners may choose to select any of the programmes in any order. The **Morphological Analysis** course is a masterclass that provides an additional extension to the core series and as such may be selected by any practitioner who has relevant experience in literacy teaching.

No prior knowledge of the programme is needed, though participants are expected to have a working knowledge of a structured, multi-sensory literacy programme or hold a qualification in specialist teaching or speech therapy. Materials are provided online for participants to download and print as required.

Developing Placement Processes to Effectively Target Specialist Support DAEXT716

The course will be of interest to practitioners wishing to develop tailored, multisensory literacy interventions for learners. Study of specific placement processes will enable practitioners to develop their own systems to appraise learners' individual learning requirements.

LEARNING OUTCOMES* The participant will be able to:
1. Critically evaluate a range of placement systems
2. Interpret placement findings in terms of a particular placement system
3. Justify the compilation of a set of placement materials for a particular purpose.
Notes: *Content and learning outcomes may be subject to change.

Developing Phonemic Awareness in Learners DAEXT717

This course demonstrates a strategic method of introducing learners with literacy-difficulties to the mapping of sounds to letters and letters to sounds. Each learning point gives the practitioner key facts to ensure the smooth facilitation of learning and a range of resources to support the delivery of the new phoneme/grapheme. The standard learning points develop cumulatively in a highly structured way. A method of delivering the extended learning points in a more individualised way is also demonstrated.

The course aims to give practitioners the confidence to create their own phonemic learning points using the extensive range of examples of strategies and resources provided within the unit's substantial materials.

LEARNING OUTCOMES* The participant will be able to:
1. Appraise the importance of dialogue and metalinguistic awareness in the development of phonemic awareness
2. Develop precisely tailored learning resources to support understanding of phoneme-grapheme and grapheme-phoneme links
3. Create a structured learning pathway to support phonemic awareness in learners with literacy-related difficulties
Notes: *Content and learning outcomes may be subject to change.

Promoting Word-building and Sentence Analysis Skills in Learners

DAEXT718

This course covers learning points associated with punctuation, syntax and suffixing. It provides practitioners with a structured and meaningful approach to literacy tuition. It demonstrates how to develop metalinguistic awareness in learners, so that learners can identify some key word classes and units of meaning within words (prefixes and suffixes). Spelling is also examined in this unit, especially within the context of unaccented syllables – a key area of difficulty for many learners.

LEARNING OUTCOMES* The participant will be able to:
1. Discuss the importance of metacognition when developing punctuation skills and sentence analysis in learners.
2. Critically examine the efficacy of a set of learning points designed to enhance suffixing skills in learners
3. Strategically support the spelling of vowels in unaccented syllables
Notes: *Content and learning outcomes may be subject to change.

Working with Syllables-Using Syllable Patterns to support the reading and spelling of longer words

DAEXT719

This course covers the sub-skills necessary to ensure learners develop confidence in word attack strategies. It demonstrates methods to introduce the concept of 'long' and 'short' vowel sounds to learners and how to link this to the decoding of words of more than one syllable. Some common syllable patterns are covered to give practitioners the resources they need to promote the reading and spelling of a wide range of longer words.

LEARNING OUTCOMES* The participant will be able to:
1. Strategically support learners to decode a wide range of polysyllabic words
2. Promote a structured approach to spelling polysyllabic words
Notes: *Content and learning outcomes may be subject to change.

Using Morphology to enhance reading comprehension

DAEXT720

This course gives practitioners the opportunity to study and reflect upon a range of affixes and word-roots, which build cumulatively to give a structured understanding of how to strategically support reading comprehension using morphological units.

The materials provided in the morphology course are designed to give specialist practitioners the knowledge, strategies and materials they need to conduct interactive word-building and word-exploration sessions. The materials for each masterclass can be adapted by the user to suit learners of all ages including adults in a range of settings. The masterclasses can be used in both one-to-one tuition and group settings to promote the structured understanding of units of meaning within words.

LEARNING OUTCOMES* The participant will be able to:
1. Discuss the key features of a structured, multisensory morphological teaching programme
2. Critically examine a range of ways that morphemes can be used to enhance reading comprehension
3. Design a morphological teaching resource
Notes: *Content and learning outcomes may be subject to change.

Specialist SpLD Courses for qualified assessors

Course Code	Course Description	Suitable for
DAAPCONL	Applying for and Renewing an Assessment Practising Certificate (APC) SASC Approved – 5 hours	Specialist Assessor
Entry Requirements		
<p>Participants must have already qualified as specialist SpLD assessors (MDG Dyslexia Guild, AMBDA British Dyslexia Association or equivalent). Suitable qualifying courses include, but are not restricted to:</p> <ul style="list-style-type: none"> • Dyslexia Action Professional Certificate in Assessment Practice for Dyslexia and Literacy • Dyslexia Action Professional/Postgraduate Diploma in Dyslexia and Literacy • Dyslexia Institute Diploma qualifications • Hornsby Postgraduate Diploma in Specialist Teaching • Other BDA Accredited Level 7 Specialist Assessor qualifications <p>Please note this course is a preparatory course before applying for an Assessment Practising Certificate (APC). For further details on making an application for an APC please click here.</p>		
How are the courses delivered?		
<ul style="list-style-type: none"> • 12 hours of online learning conducted over a 4-week period • Tutor support throughout the duration of the course. 		
Fees		
<p>£205+VAT non-Guild Members per unit £195+VAT Guild Members per unit All fees are subject to an annual increase.</p>		
Course Dates (courses run over a period of 4 weeks)		
13 March 2019		
08 May 2019		

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

This specialist assessment CPD training course covers current best practice for those seeking to **gain or renew an Assessment Practising Certificate (APC)**.

There will be a focus on assessments for post 16-year olds and meeting the Report Writing requirements for Disabled Student Allowances (DSAs), however this is also applicable for those working with wider age ranges and needing to update professional practice.

Our trainers are experienced, qualified specialists in assessment report writing and assessment testing for dyslexia/SpLD working to the SpLD Assessment Standards Committee (SASC) criteria.

LEARNING OUTCOMES* The participant will be able to:
1. Identify the criteria for Assessment Practising Certificate (APC) Renewal
2. Demonstrate a sound understanding of important basic APC statistical constructs such as the normal distribution curve and confidence intervals
3. Confidently interpret and review sections of dyslexia/SpLD assessment reports from other practitioners
4. Recognise the characteristics that distinguish an assessment report for the purposes of the Disabled Students Allowance (DSA) and that meets the SASC APC renewal criteria
5. Recognise the critical importance of reflection to continuing professional development for the specialist assessor professional
6. This course will give you the principles of and a detailed review of the requirements of a competent assessment report for DSA purposes but it does not offer an individual mentoring service
Notes: *Content and learning outcomes may be subject to change.

Course Code	Course Description	Suitable for
DACPD802	Examining the Test of Memory and Learning 2 (TOMAL2) SASC Approved – 5 hours	Specialist Assessor
Entry Requirements		
<p>Participants must have already qualified as specialist SpLD assessors (MDG Dyslexia Guild, AMBDA British Dyslexia Association or equivalent). Suitable qualifying courses include, but are not restricted to:</p> <ul style="list-style-type: none"> • Dyslexia Action Professional Certificate in Assessment Practice for Dyslexia and Literacy • Dyslexia Action Professional/Postgraduate Diploma in Dyslexia and Literacy • Dyslexia Institute Diploma qualifications • Hornsby Postgraduate Diploma in Specialist Teaching • Other BDA Accredited Level 7 Specialist Assessor qualifications <p>Please note this course is a preparatory course before applying for an Assessment Practising Certificate (APC). For further details on making an application for an APC please click here.</p>		
How are the courses delivered?		
<ul style="list-style-type: none"> • 30 hours of online learning, conducted over a 4-week period • This course is registered as Approved CPD with SASC and meets the requirements for 5 hours of approved CPD for the purposes of APC renewal (subject to the assignment being reviewed as being of a satisfactory standard) • A Certificate of Verified CPD is produced for those participants who upload a Professional Practice Portfolio that demonstrates interaction with and understanding of the course materials (10 hours CPD total) • Tutor support throughout the duration of the course • This Unit equates to Level 7 on the National Qualifications Framework (NQF) and the Qualifications and Credit Framework (QCF) See: http://ofqual.gov.uk/help-and-advice/comparing-qualifications/ • Participants must complete the assignments and cannot be given access as 'read only' courses 		
Fees		
<p>£295+VAT non-Guild Members per unit £285+VAT Guild Members per unit All fees are subject to an annual increase.</p>		
Course Dates (courses run over a period of 4 weeks)		
13 March 2019		
11 September 2019		

Please note: Dyslexia Action Training and Professional Development reserves the right to change course start dates and/or schedules subject to numbers

This course gives an opportunity to look in-depth at an assessment battery that is designed to measure several areas of memory and learning potential (for example, aptitude with visual and configural information, aptitude holding and manipulating sound information, associative learning etc.).

There are data analysis exercises to help improve your interpretation of subtest findings and statistical quizzes to check your understanding of key terminology and rubrics. The course also provides the opportunity to discuss and examine some current assessment practices/conventions including some more advanced statistical methods.

LEARNING OUTCOMES* The participant will be able to:
1. Critically examine the subtests of a learning and memory assessment battery
2. Examine a variety of ways in which performance can be reported and represented within assessment reports.
Notes: *Content and learning outcomes may be subject to change.

Contact Details

CPD Courses Admissions Office

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