

**Dyslexia Action
Level 5 Diploma in Strategic Teaching Support
for Dyslexia and Literacy**

**Diploma Syllabus (DADIP61)
also includes information for DACRT60
2019 v1**

The CPD Standards Office

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British Dyslexia
Association

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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.

Disclaimer

This document is subject to regular revision and replaces any earlier version produced by Dyslexia Action. Whereas every effort has been made to ensure the accuracy of the information contained in this document, Dyslexia Action Training and Professional Development is unable to provide any warranty concerning the accuracy or completeness of any information contained herein and in the associated website. Dyslexia Action reserves the right to make changes to the information given and to change the content of courses. Applicants will receive additional, current information during the admissions process and on joining their chosen course.

Dyslexia Action Training and Professional Development assumes no responsibility or liability for any injury, loss or damage incurred as a result of any use or reliance upon the information and material contained within its publications or downloaded from its website.

Explanation of Terms

APEL – Accreditation of Prior Experience and Learning

Candidate – The person undertaking an award or unit qualification

CPD – Continuing Professional Development

Hours of Learning Time - This includes all the learning activities that are required to achieve the learning outcomes. Hours of Learning Time includes: preparation before the course begins such as induction activities; familiarisation with the course outline and recommended reading; participation in online activities such as forums and group activities and private study and assessment activities both during and after the course ends.

Learner – The pupil / student that the course participant does any practical work with

Participant – The person who is studying on a course

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 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 – The 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: dyslexiaguild.co.uk

Special offer- if you are a student you can join the Guild see Affiliate membership: dyslexiaguild.co.uk

Contact Details

CPD Courses Admissions Office

Dyslexia Action Training and Professional Development

Centurion House

London Road

Staines upon Thames

TW18 4AX

Email: cpdmail@dyslexiaaction.org.uk

Web: dyslexiaaction.org.uk

Tel: + 44 (0)1784 222304



The Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy (DADIP61)

The Diploma is a comprehensive programme which trains teachers, teaching assistants and support tutors to become qualified specialist teachers and practitioners. It is made up of a number of separate parts. Participants are not able to enrol directly for the Diploma; instead they enrol initially for one of two awards that combine to make up a certificate as shown below (DACRT51, 56 or 67) and then the Certificate in Strategic Teaching Support course, DACRT60 which completes the Diploma.

The programme is suitable for those working with children or adults and those who are overseas. The programme and pathways comprise specialist training and study, comprising approximately 400 hours of learning time. Participants will gain access to the unique resources of the Dyslexia Action Literacy Programme (DALP) a tailored specialist teaching programme.

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

PART ONE: A CPD Programme Certificate Pathway

Each of the following Certificate pathways is made up of two awards, each comprising three units. Participants can choose from **one** of three possible Certificate pathways below, depending on their work setting:

Either:

1. **The Literacy CPD Programme Pathway (DACRT51)** for teachers and TAs working in Great Britain (primary/secondary) [further details](#)

or

2. **The Supporting Adults CPD Programme Pathway (DACRT56)** for tutors/training staff/those in FE/HE working with adults (16 plus) and those working with adults overseas [further details](#)

or

3. **The International CPD Programme Pathway (DACRT67)** for teachers and TAs working overseas (primary/secondary) [further details](#)

Please see the tables on the following page.

| 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. | |

Total Qualification Time and Credits

Total Qualification Time (TQT) is an estimate of the number of hours a learner will reasonably be likely to spend in:

- 1) guided learning under the supervision of an online tutor
- 2) individual preparation, study and assessment

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

Level Descriptors

Our courses are mapped against the Ofqual Level 5 Descriptors¹ which are 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.

Level 4 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.

Level 5 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.

Typical Level 5 qualifications include Higher National Diplomas, Diplomas of Higher Education and Foundation Degrees. 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

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

On completion of **one** of the Pathways listed in Part 1, participants can progress to the Level 5 Certificate in Strategic Teaching Support, a specialist teacher training course. This level 5 Certificate course is the second part of the Diploma qualification and provides an introduction to a structured specialist teaching programme that can be used in school or college settings or with individuals of any reading age in private practice.

The Certificate in Strategic Teaching Support for Dyslexia and Literacy consists of **three Mandatory units** all at Level 5. Please note that these units are not available as separate units; participants study the full Certificate course. Each unit must be passed in order to progress to the next unit of the course.

| DACRT60: Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy | | | |
|---|--|------------|----------------|
| Mandatory Units Level 5 | All units within the Certificate course must be passed | TQT | Credits |
| DACPD81 | Principles of literacy intervention for learners with dyslexia and other Literacy-related difficulties | 60 | 6 |
| DACPD82 | Structured, sequential literacy support and the placement process | 40 | 4 |
| DACPD83 | Developing a literacy Intervention for learners with dyslexia or literacy related difficulties | 140 | 14 |
| | Total | 240 | 24 |
| Notes: | TQT = Total Qualification Time Participants who successfully complete either Certificate 51, 56 or 67 can progress to the DACRT60 Certificate in Strategic Teaching Support course. | | |

This course is designed to:

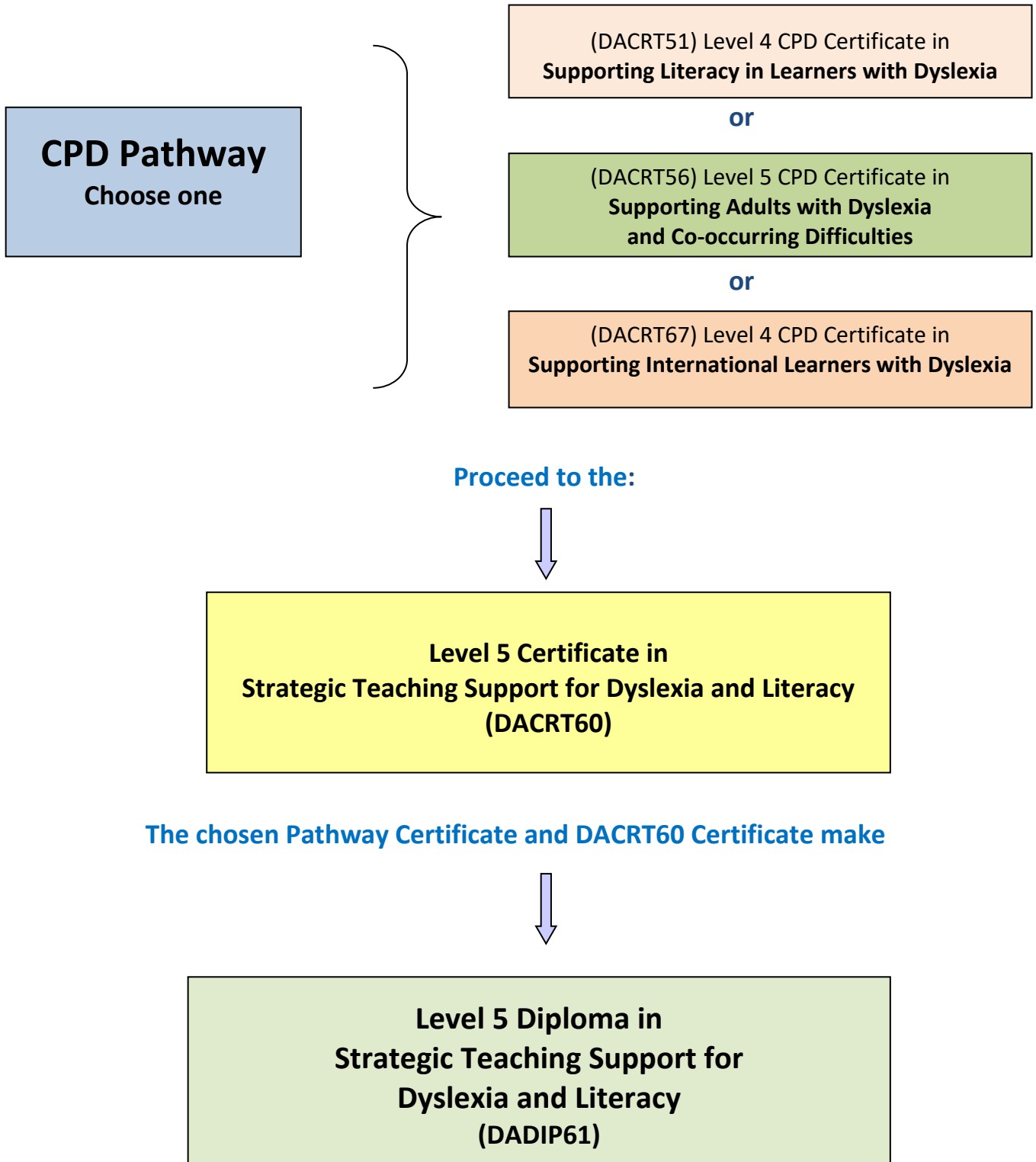
- Provide participants with the technical knowledge and skills needed to put into practice the theoretical understanding gained from prior study
- Provide the technical knowledge necessary to foster language awareness in learners with dyslexia
- Give an in-depth understanding of the rationale for some tried and tested resources; DALP
- Explain the placement process to provide participants with the necessary background knowledge and skills to place learners at the correct stage of an intervention programme
- Provide advice and practice in structured lesson planning to ensure that participants learn to apply the principles of structured, sequential, cumulative multisensory tuition during the practical teaching intervention programme
- Give successful participants the knowledge and skills to place learners on, and deliver, an appropriately individualised, structured, cumulative multisensory literacy programme

Diagram to show the Level 5 Diploma Progression Pathway

Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy (DADIP61)

Participants who successfully complete a CPD Pathway Certificate (part 1) and the Certificate in Strategic Teaching Support DACRT60 (part 2) will qualify for the:

Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy DADIP61 as in the diagram below.



Who can apply for the teaching course, DACRT60?

DACRT60 The Certificate in Strategic Teaching Support for Dyslexia and Literacy can be studied by candidates who have **completed and received results** for any of the Pathway Certificates listed in Part 1 of this syllabus:

- **Literacy CPD Programme Pathway DACRT51**
- **Supporting Adults CPD Programme Pathway DACRT56**
- **International CPD Programme Pathway DACRT67**

Accreditation of Prior Learning (APL) may be considered where the content varies from that given above.

Qualified specialist teachers with a Level 5 or Level 7 specialist SpLD teaching qualification who wish to gain an introduction and practical experience of the Dyslexia Action Literacy Programme are also eligible to apply for the Certificate course (DACRT60).

Candidates should normally start the Level 5 CPD Certificate in Strategic Teaching Support within two years of passing the pre-requisite Pathway Certificate.

Applications will be reviewed by a panel before a place can be offered.

Learning outcomes

| Unit 1: Principles of Literacy Intervention for Learners with Dyslexia and other Literacy-related Difficulties (DACPD81) | | |
|--|-------------------------------------|-------------------|
| Level: 5 | Total Qualification Time: 60 | Credits: 6 |
| This unit raises awareness of the key elements and rationale of effective literacy intervention practice using the Dyslexia Action Literacy Programme (DALP) as an example. Participants will explore the complex relationships between sounds and development. The analysis of the different strands of DALP will enable participants to appreciate the range of factors to consider when planning strategic, structured support for learners with dyslexia and literacy-related difficulties. | | |
| Learning Outcomes Participants will be able to: <ol style="list-style-type: none">1. Examine how particular features of a literacy programme can promote learner independence in literacy development2. Demonstrate understanding of the components of a structured literacy intervention programme3. Demonstrate understanding of the range of factors to consider when designating an entry point for a learner with a simple literacy profile in a structured literacy intervention programme4. Discuss how the essential components of a structured, sequential, cumulative multisensory lesson support literacy development. | | |

| Unit 2: Structured, Sequential Literacy Support and the Placement Process (DACPD82) | | |
|--|-------------------------------------|-------------------|
| Level: 5 | Total Qualification Time: 40 | Credits: 4 |
| <i>N.B. Participants cannot study DACPD82 if they have not passed DACPD81.</i> | | |
| <p>This unit is designed to enable participants to collect placement data and to develop the necessary knowledge and skills to ascertain a learner’s ideal entry point on the Dyslexia Action Literacy Programme (DALP). Further in-depth analysis of the different strands of DALP will enable participants to reflectively and effectively plan strategic, structured support for learners with dyslexia and literacy-related difficulties.</p> | | |
| <p>Learning Outcomes Participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the morphological components of a structured literacy intervention programme 2. Demonstrate understanding of the range of factors to consider when designating an entry point for a learner with a complex literacy profile in a structured literacy intervention programme 3. Discuss how the essential components of a structured, sequential, cumulative multisensory lesson support multi-dimensional literacy development. | | |

| Unit 3: Developing a Literacy Intervention for Learners with Dyslexia or Literacy-related Difficulties (DACPD83) | | |
|---|--------------------------------------|--------------------|
| Level: 5 | Total Qualification Time: 140 | Credits: 14 |
| <i>N.B. Participants cannot study DACPD83 if they have not passed DACPD81 and DACPD82.</i> | | |
| <p>This unit is designed to enable the practitioner to plan and deliver a series of structured literacy lessons to a learner. Participants will put their knowledge of the Dyslexia Action Literacy Programme (DALP), gained from earlier units, into practice. A range of additional activities is undertaken to enable the participant to develop a varied portfolio of strategic teaching support skills.</p> | | |
| <p>Learning Outcomes Participants will be able to:</p> <ol style="list-style-type: none"> 1. Prepare a structured, cumulative multisensory teaching intervention for a learner with literacy difficulties based upon the findings of a placement process 2. Conduct a teaching intervention with a learner with literacy difficulties based on a structured literacy intervention programme 3. Reflect upon a teaching intervention programme with a particular learner. | | |

Teaching and Assessment Practical Work

Practical teaching is an essential part of the DACRT60 course. Candidates are required to submit evidence of teaching practice throughout the units. Unit tutors supervise the practical elements and give support and feedback on the teaching materials, assignments, lesson plans and evaluations and reports.

Film recordings of teaching practice are made with the appropriate permissions from the school, learners and parents and within the terms of the Data Protection Act (1998). Recordings are usually submitted using a file upload facility - specific directions will be given in the units or by the designated tutor.

Dyslexia Action Literacy Programme

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

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 metacognitive learning and the development of metalinguistic awareness to the forefront of practice.

Please note: To complete the Specialist Teaching Diploma (a CPD Pathway + Level 5 Certificate DACRT60) takes approximately 18 months to two years of study. Applicants may accelerate the pathway only by studying more than one unit at a time within the pathway only (upon successful completion of the first unit) within the first two awards. No more than 3 units can be studied at the same time.

Working with a learner

Participants will be expected to select a learner whose age range is equivalent to the age range of learners they are working with at the time of making their application to the course with Dyslexia Action.

The criteria for selection of a learner for the Teaching Intervention Programme are:

- Minimum age of 7
- Underachieving in literacy (it is not a criteria that the learner has a diagnosis of dyslexia)
- English must be the language the learners predominantly use in school to access the curriculum. Learners who are struggling with English as an additional language are not suitable for the practical elements of the courses. All lessons within the Teaching Intervention Programme must be delivered in English.
- Avoid a learner with a complicated learning profile or with social or behavioural problems.
- Avoid a learner taking important exams during this period.
- **Participants can only teach a learner within a managed educational setting.**
- **Teaching a learner in the participant's own home or in the learner's family home is not permitted.**
- **Participants may not work with a family member or close family friend for the Teaching Intervention Programme.**

The learner selected for the Teaching Intervention Programme must be available for the duration of the teaching practice (around 14 weeks). The placement is undertaken during unit 2, DACPD82, and then teaching practice during unit 3, DACPD83. If the learner is going to be away for more than 2-3 weeks during the teaching practice she/he may not be suitable for this intervention.

It is the responsibility of participants to select suitable learners to work with. 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.

Where will I study?

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. This course includes a Teaching Intervention Programme which the participant will undertake with one learner within their school/work environment.

How will I be assessed?

Assessment is continuous and will include written assignments, practical activities and contribution to Moodle forums. As part of the assessment of practical tutoring, participants will be required to record a minimum of one lesson with their learner for tutor observation.

Assignments will be submitted to the tutor via Moodle on a regular basis.

There are no examinations.

Minimum Hardware and Software Requirements

- Windows/Apple computer. We do not support smartphones or tablets
- High Speed Internet connection
- Google Chrome or Mozilla Firefox (Internet Explorer is not supported)
- Microsoft Office/Open Office/Google Docs
- Adobe Acrobat Reader/Foxit Reader/VLC Media Player

Internet connection

For the purpose of viewing online videos, broadband connection with a liberal bandwidth usage policy (5GB) is highly advisable. The basic course content can also be accessed via mobile broadband or even dial-up using smart phones and tablets, but the learning experience will likely be diminished and some video/audio content may not be accessible.

Email Account

You must have your own personal email account (work email accounts are not accepted). We recommend using Google Mail because it gives you access to free cloud-based software that you can use to open course teaching materials.

Despite all the precautions important emails from Dyslexia Action might be filtered as junk/spam. To avoid this problem please add cpdmail@dyslexiaaction.org.uk and moodlesupport@dyslexiaaction.org.uk to your contact list.

Will I need to have a DBS check?

As a Disclosure and Barring Service (DBS) Enhanced Disclosure is a requirement for working with children and young people, the person you choose to use for any practical teaching should normally be someone within your school or workplace, where you will already have a DBS Enhanced Disclosure. If you do not currently have a DBS check then you should allow AT LEAST 6 WEEKS to process any DBS application and this must be in place before any face-to-face work with a learner.

Please visit: gov.uk/disclosure-barring-service-check for further information.

We reserve the right to request this information from you or to terminate a programme where we feel it is not in the interests of the learner to continue. 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.

Demands of the teaching course

The Level 5 Certificate in Strategic Teaching Support is a demanding and intensive course which generally takes around 8-10 months to complete, part time. The Certificate requires an average of **10 hours of study per week**. This includes the time needed for planning and delivering the Teaching Intervention Programme. Units must be followed sequentially, following the course schedule.

Candidates must be able to undertake a Teaching Intervention Programme within the third unit of the Diploma programme. This intervention will be over a period of around 14 weeks and will comprise a combination of supervised and mentored teaching. Participants are required to find a learner to work with whose main difficulties are with literacy and who is not currently receiving any other form of specialist teaching support.

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

Candidates who have completed earlier Dyslexia Action syllabus Units on the **CPD, International or Supporting Adults Programmes** should have successfully completed a minimum of two Awards to be eligible for the Strategic Teaching Certificate (DACRT60) course. Accreditation of Prior Learning will normally be applied where the content varies from that given above.

Accreditation

Dyslexia Action courses have been in existence for over 40 years and have a national respected profile in specialist teacher training and support. Our courses meet a number of accreditation criteria reflecting the importance we place on the quality of our courses and high standards of teaching and learning which are intrinsic to our programmes:

The Dyslexia Guild: The Level 5 Diploma in Strategic Teaching Support confers eligibility for **Associate Membership of The Dyslexia Guild –ADG**, recognised as the first grade of professional membership for a specialist teacher/practitioner.

British Dyslexia Association: The Level 5 Diploma is accredited by the British Dyslexia Association (BDA) and confers eligibility for Approved Teacher Status (ATS or ATS FE/HE) or Approved Practitioner Status (APS), equivalent to **ADG with the Guild**.

The CPD Standards Office: All of our CPD courses are individually accredited by The CPD Standards Office.

The British Accreditation Council: Dyslexia Action is an accredited online training provider through Real Group Ltd.

Course Registration

Applying for a CPD Pathway

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

Further details can be found at:

1. For the Literacy Pathway:
dyslexiaaction.org.uk/primary-and-secondary-spld-practitioner-teacher-qualifications/
2. For the Adults Pathway:
dyslexiaaction.org.uk/adult-and-fe-he-spld-teacher-practitioner-qualifications/
3. For the International Pathway:
dyslexiaaction.org.uk/spld-qualifications-for-international-teachers-and-practitioners/

Applying for the Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy Course

Once you have completed and received results for the prerequisite pathway Certificate as above then to join this course please register at: dyslexiaaction.org.uk/level-5-certificate-in-dyslexia/

Completed applications will be reviewed by the CPD Programme Manager prior to the offer of a place. Payment should be made online following the details sent to you following a formal offer.

Course Start Dates

Pathway start dates for Units and Awards can be found in the CPD Syllabus document.

| DACRT60 | Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy | | |
|-------------------------|---|---------------------------------|--|
| Certificate Start Dates | Dates for Unit 1 DACPD81 | Dates for Unit 2 DACPD82 | Dates for Unit 3 DACPD83 (Teaching Intervention Programme) |
| September 2018 | 19 September – 31 October 2018 | 7 November – 5 December 2018 | 9 January – April/May 2019 |
| *January 2019 | 7 January – 15 February 2019 | 25 February – 27 March 2019 | 1 April - August 2019 |
| April 2019 | 29 April – 14 June 2019 | 24 June – 19 July 2019 | 2 September – December 2019 |
| September 2019 | 2 September – October 2019 | 28 October – November 2019 | 6 January 2020 – April 2020 |

* January 2019 cohort:

Please note that participants in this cohort are required to complete their teaching practice (Unit 3) before the UK summer holidays commence, i.e. mid-to-late July. This could cause problems for anyone working in FE/HE or Independent/International schools whose summer term ends early.

Dyslexia Action Training and Professional Development reserves the right to change course start dates and/or schedules and the right to cancel any programme where candidate numbers are insufficient to warrant the course taking place. In this case candidates will be offered places on alternative programmes or a full refund of fees will be available.

Course Fees

Level 5 Specialist Teacher Training Programme Fees

Flexible payment options are available and the costs are broken down as follows:

| Certificate in Strategic Teaching Support for Dyslexia and Literacy | | |
|---|-------------------|-------------------|
| 2018 Fees | Fee Excluding VAT | Fee Including VAT |
| Unit 1: DACPD81 | £535 | £642 |
| Unit 2: DACPD82 | £400 | £480 |
| Unit 3: DACPD83 | £935 | £1,122 |
| Total | £1, 870 | £2,244 |

All payments must be made in Pounds Sterling (GBP) **before** the start of the course/unit. Please refer to Terms and Conditions for payment terms. VAT is applicable on all courses. If you choose to pay later by cheque or bank transfer an invoice will be raised with an additional fee of £30 inclusive of VAT.

All fees are subject to an annual increase.

Progression after the Diploma

Once you have completed and passed the Level 5 CPD Diploma in Strategic Teaching Support for Dyslexia and Literacy (DADIP61) you will be a qualified specialist teacher/practitioner. You may then be interested in training to become a specialist teacher/practitioner assessor through the **Level 7 Professional Certificate in Assessment Practice for Dyslexia and Literacy**. Full details can be found at:

dyslexiaaction.org.uk/assessment-practice-for-dyslexia-and-literacy/

Certification

Dyslexia Action Certificate and Transcript

Candidates who have successfully completed all three units of the Level 5 Certificate in Strategic Teaching Support will be issued with a qualification certificate and a transcript. Candidates who only complete the first or second unit will be issued with a Unit certificate.

Participants who have successfully completed two Dyslexia Action Certificates – one from a CPD pathway and the DACRT60 will qualify for the Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy. A certificate and transcript will be issued.

Contact Details

CPD Courses Admissions Office

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