

Dyslexia Action

Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy

Diploma Syllabus DADIP61

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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

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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.

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

The Level 5 Diploma (DADIP61) is a comprehensive programme which trains teachers, teaching assistants and support tutors to become qualified specialist teachers and practitioners. The programme is suitable for those working with children or adults and those who are overseas. Participants will gain access to the unique resources of the [Dyslexia Action Literacy Programme \(DALP\)](#) a tailored specialist teaching and teacher-training programme.

Please note: As the components of the diploma pathway form part of a cumulative professional qualification pathway, elements of it cannot be re-taken if failed.

The Level 5 Diploma 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
- 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.

The Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy is suitable for 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. However, the Level 5 Diploma will not be awarded unless one of the pathways or the Fast-Track route is also completed or is evidenced by approved Accreditation of Prior Learning (APL) at the time of application to the course.

Please note:

The Level 5 Diploma is only for those who are interested in literacy teaching. The course is too specialised, detailed and demanding for practitioners whose main focus is literacy assessment. **It is therefore not appropriate as a stepping stone to gain an Assessment Practising Certificate.**

There are two available routes to completing the Level 5 Diploma:

Please note:

Each of the routes has its own verification process to ensure that applicants have:

- sufficient experience of delivering and designing teaching materials
- sufficient knowledge of basic grammar and syntax
- an understanding of the rigorous literacy training programme that they are considering undertaking

The Level 4/5 Pathway Route

The Level 4/5 Pathway Route: this route is suitable for non-graduates and graduates and takes eighteen months to two years to complete. Applicants must have at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting. The verification process in this route is the DACRT60 Pre-registration Qualifier course. This is a short unit designed to appraise participants' baseline knowledge of basic grammar and syntax, as well as teaching activity design. From March 2022 this Pre-registration Qualifier will have to be passed satisfactorily before potential applicants can be accepted onto the Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy (DACRT60). The Pre-registration Qualifier cannot be retaken. Participants who fail the short course cannot re-do it and cannot progress onto DACRT60.

The Level 5 Fast-Track Route

This route is only available for graduates and takes one calendar year to complete. Applicants must have at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting. There is no pre-course qualifier for those taking the fast-track route. The award consists of a series of summative quizzes and written answer assignments designed to ensure that participants have the necessary groundings in general knowledge about literacy difficulties and in grammar and syntax. Participants who fail DAAWD80 cannot re-do the award and cannot progress to DACRT60.

Please note:

Practical teaching with a learner is an essential part of the DACRT60 course. There is a strictly monitored, informed consent process that has to be cleared before the placement, which is undertaken during Unit 3 (DACPD83). This is a short assessment of the learner's literacy skills; this has to take place before the practical teaching can begin.

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

The Pathway Route: Part One: A CPD Certificate

In this pathway the Level 5 Diploma is made up of two separate Certificate courses. Participants are not able to enrol directly for the Diploma; instead, they enrol initially for one of three possible certificate pathway routes.

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

Please see the tables on the following page for details of the pathway programmes available. Full details of the separate units within the Awards can be found in the [CPD Syllabus Brochure](#).

Progression onto the Level 5 Certificate in Strategic Teaching Support (DACRT60) is not automatic on successful completion of one of the pathway Certificates shown in the table below (DACRT51, DACRT56, DACRT67). Participants have to enrol onto the DACRT60 Pre-registration Qualifier short unit. From March 2022 this unit will have to be passed in order for participants to progress onto the Level 5 Certificate in Strategic Teaching Support (DACRT60).

| 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 |
| • DACPD51 Dyslexia and Co-occurring Difficulties | 20 | 2 |
| • DACPD52 Dyslexia: Supporting Individuals with Memory Weaknesses | 20 | 2 |
| • DACPD53 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia | 30 | 3 |
| DAAWD52: Level 4 Award in Developing Literacy Skills in Learners with Dyslexia* | TQT | CREDITS |
| • DACPD84 Developing Reading Skills in Learners with Dyslexia | 30 | 3 |
| • DACPD85 Developing Writing Skills in Learners with Dyslexia | 30 | 3 |
| • DACPD86 Developing Spelling Skills in Learners with Dyslexia | 30 | 3 |
| Total | 160 | 16 |
| 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. Please note Graduates with at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting see DAAWD80 Focal Points for Literacy (120 hours/one term) instead of DACRT51 and move straight to the Level 5 Certificate in Strategic Teaching (DACRT60) | |

| 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 | 3 |
| | 30 | 3 |
| | 30 | 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 | 2 |
| | 30 | 3 |
| | 30 | 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. Please note Graduates with at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting see DAAWD80 Focal Points for Literacy (120 hours/one term) instead of DACRT51 and move straight to the Level 5 Certificate in Strategic Teaching (DACRT60) | |

| 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 | 2 |
| | 20 | 2 |
| | 30 | 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/DACPD85_21 Developing Writing Skills in Learners with Dyslexia DACPD94 Dyslexia in Multilingual Settings | 30 | 3 |
| | 30 | 3 |
| | 30 | 3 |
| | Total | 160 |
| Note s: | 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. Please note Graduates with at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting see DAAWD80 Focal Points for Literacy (120 hours/one term) instead of DACRT51 and move straight to the Level 5 Certificate in Strategic Teaching (DACRT60) | |

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.*

The Pathway Route: Part Two: The Level 5 Specialist Teaching Programme

Progress onto the Level 5 Certificate in Strategic Teaching Support, is only possible if the DACRT60 Pre-registration Qualifier unit has been satisfactorily completed.

The level 5 Certificate course is the second part of the Diploma qualification and provides an introduction to a unique structured specialist teaching programme, the [Dyslexia Action Literacy Programme \(DALP\)](#) that can be used in school or college settings or with individuals in private practice.

DACRT60 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. As this is a professional qualification pathway, no unit can be retaken if failed.

| DADIP61: Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy (Pathway Route) | | | |
|---|---|-----------------------|---------------------|
| Pathway Certificate | One of the following Certificate courses must be completed. | TQT | Credits |
| DACRT51 or DACRT67 or DACRT56 | Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia | 160 | 16 |
| | Level 4 CPD Certificate in Supporting International Learners with Dyslexia | 160 | 16 |
| | Level 5 CPD Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties | 170 | 17 |
| DACRT60: Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy | | | |
| DACRT60 Pre-registration Qualifier | A pre-registration Qualifier to assess: <ul style="list-style-type: none"> sufficient experience of delivering and designing teaching materials sufficient knowledge of basic grammar and syntax an understanding of the rigorous literacy training programme that they are considering undertaking c.10 hours | N/A | N/A |
| 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 for Diploma depending on pathway chosen | 400 or 410 | 40 or 41 |
| Notes: | TQT = Total Qualification Time - an estimate of the number of hours a learner will reasonably be likely to spend in: <ol style="list-style-type: none"> guided learning under the supervision of an online tutor individual preparation, study and assessment Dyslexia Action Credits are mapped against the Ofqual Level 4 and 5 Descriptors. Dyslexia Action Credits are awarded as follows: One credit equals 10 hours of TQT. All elements within the programme must be passed | | |

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

The Fast-Track Route: A one-year programme for graduates

The Diploma in Strategic Teaching Support for Dyslexia and Literacy (Fast-Track Route) is only available to those with a university degree qualification and at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting.

The programme consists of Focal Points for Literacy Award (DAAWD80) and the Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy (DACRT60) all content is at Level 5, which will take one calendar year to complete.

Please note: participants are expected to study the full Diploma course and therefore the individual components of DACRT60 are not available to book separately. Each component must be passed in order to progress to the next part of the course.

The level 5 Diploma course provides an introduction to a unique structured specialist teaching programme, the [Dyslexia Action Literacy Programme \(DALP\)](#) that can be used in school or college settings or with individuals of any reading age in private practice.

| DADIP61: Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy (Fast-Track Route) | | | |
|--|--|--------------|----------------|
| Fast Track Award | | TQT | Credits |
| DAAWD80 | Focal Points for Literacy (Fast-Track award for graduates*). Participants completing this unit progress directly onto DACPD81. <i>This Award is not required for participants who have completed a Pathway Route.</i> | 120 | 12 |
| DACRT60: Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy | | | |
| 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 | 360 |
| Notes: | TQT = Total Qualification Time *Graduates may choose to follow the Pathway route if they prefer. All elements within the programme must be passed. | | |

| DAAWD80: Pre-entry Award: Focal Points for Literacy | | |
|--|--------------------------------------|--------------------|
| Level: 5 | Total Qualification Time: 120 | Credits: 12 |
| <p>This intensive study unit provides a grounding in the key theoretical perspectives and constructs required to gain a firm understanding of how literacy-related difficulties arise and are perpetuated.</p> <p>This unit is not required for entrants who have followed a Pathway Route.</p> | | |
| <p>Learning Outcomes - Participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss a range of factors that can influence literacy acquisition and progression. 2. Demonstrate a sound grasp of the key concepts and terminology necessary to promote progress in learners with delayed literacy development. 3. Demonstrate understanding of the range of factors to consider when supporting learners with decoding and reading comprehension difficulties. 4. Demonstrate understanding of the range of factors to consider when supporting learners with spelling and written expression difficulties. | | |

| DACPD81: Unit 1: Principles of Literacy Intervention for Learners with Dyslexia and other Literacy-related Difficulties | | |
|--|-------------------------------------|-------------------|
| Level: 5 | Total Qualification Time: 60 | Credits: 6 |
| <p>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.</p> | | |
| <p>Learning Outcomes</p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Examine how particular features of a literacy programme can promote learner independence in literacy development 2. Demonstrate understanding of the components of a structured literacy intervention programme 3. 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 programme 4. Discuss how the essential components of a structured, sequential, cumulative multisensory lesson support literacy development. | | |

| DACPD82: Unit 2: Structured, Sequential Literacy Support and the Placement Process | | |
|--|-------------------------------------|-------------------|
| 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 analyse 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</p> <p>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. | | |

| DACPD83: Unit 3: Developing a Literacy Intervention for Learners with Dyslexia or Literacy-related Difficulties | | |
|---|--------------------------------------|--------------------|
| 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</p> <p>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. | | |

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](#) (Sept 2019).

¹ dyslexiaaction.org.uk/level-5-descriptors/

Demands of DACRT60

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. As noted earlier, tutors give guidance via forums, but it is participants' responsibility to work through the unit materials in order to gain professional understanding. Units must be followed sequentially, following the course schedule.

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 in the United States of America by Orton, Gillingham and Stillman and Cox, as well as the British programmes initially developed by Hickey and the team at the Dyslexia Institute - e.g., the Dyslexia Institute Literacy Programme (DILP). The dynamic learning pathways that can be generated by practitioners who are trained to use DALP, contribute to its power as a teacher training tool and teaching intervention programme. The separate dimensions of DALP also make it a challenging tool to master – great dedication and self-study is required to gain competence in its use.

How will I be assessed?

Assessment consists of a mixture of written assignments, practical activities and contributions to Moodle forums. All submissions are uploaded either on Moodle or via links within Moodle. Many quizzes feature in the units, as a means of self-checking knowledge and directing participants to key pieces of information with the course materials.

Expectations of Participants in Units 1 and 2

In Unit 1 (DACPD81) and Unit 2 (DACPD82) participants are expected to work through the many specially devised materials to acquire a theoretical understanding of the [Dyslexia Action Literacy Programme \(DALP\)](#) and the principles of specialist literacy provision. Tutors are available on the forums to give advice and respond to queries from participants. NB: there is no one-to-one tutorial or meeting provision within these units. Participants gain their knowledgebase through readings, structured exercises and the study of case study materials.

Teaching Practice: Working with a Learner

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.

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.

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.*

- **Participants can only teach a learner within a DfE registered state or independent school** and should be covered by the school DBS check and safeguarding arrangements (this does not apply to those based overseas although the school or college should be a registered organisation through the state authority).
- 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 seven and underachieving in literacy (it is not a criteria that the learner has a diagnosis of dyslexia)
- The learner must not have complex or multiple difficulties for example a complicated learning profile or social/ behavioural problems.
- The learner can hold age-appropriate conversations in English and has been educated in a mainly English-speaking environment. 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.
- The learner should not be taking important exams during this period.

N.B. Participants **may not teach:**

- A learner in the participant's own home or in the learner's family home; this is not permitted.
- A family member or close family friend for the Teaching intervention programme.

Required Teaching Practice Hours

Dyslexia Action requires you to undertake a minimum of 20 hours of teaching support during the teaching practice. At least 10 hours of teaching support should be done with one learner individually (not in a group setting). Lessons normally take place on a weekly basis allowing lesson plans to be developed, resources to be prepared and tutor feedback given. Individual lessons can be scheduled for one hour or one-and-a-half hours with the learner (as appropriate for the age and profile of the learner). Successful completion of these teaching hours and other unit-related tasks will enable participants to apply for Associate Membership of The Dyslexia Guild (ADG).

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.

Extension and deferral Process

Extensions and deferrals **may** be considered depending upon individuals' circumstances.

For participants who may require a longer break from study there is a deferral system. Each component can be deferred only twice, and within given timelines, please refer to the course handbook for further information.

Hardware and Software Requirements

Minimum Hardware and Software Requirements

- Windows/Apple (with 'Pages' app or 'Word' free software). We do not support smartphones or tablets or very old Mac/pc machines.
- 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

Email addresses used to register for Dyslexia Action courses need to match the name you are enrolling under on that course. This is insisted upon to support effective tracking of those registering and studying with us and to ensure that professionally appropriate emails are used in the practical modules/units where contact with learners' parents, schools and other external bodies is necessary.

You must have your own personal email account (work email accounts are not accepted). Shared or family email addresses contravene GDPR guidelines and are not suitable for course correspondence. We recommend using Google Mail (Gmail) as this email also gives free access to Google Drive storage.

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, dalpmail@dyslexiaaction.org.uk and moodlesupport@dyslexiaaction.org.uk to your contact list.

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 (ADG) of The Dyslexia Guild**, recognised as the first grade of professional membership for a specialist SpLD 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 **Associate Member ADG with the Guild**.

The CPD Standards Office: All of our Level 4/5 CPD courses are individually accredited by The CPD Standards Office.

Application Information

Course Registration for Level 5 Diploma CPD Pathway Route

The Level 5 Diploma CPD pathway route consists of two parts, to gain the Level 5 Diploma you must first complete one of the certificates below (part one).

Applying for Part one:

Further details for applications can be found at:

1. For the Literacy Pathway (DACRT51):
dyslexiaaction.org.uk/primary-and-secondary-spld-practitioner-teacher-qualifications/
2. For the Adults Pathway (DACRT56):
dyslexiaaction.org.uk/adult-and-fe-he-spld-teacher-practitioner-qualifications/
3. For the International Pathway (DACRT67):
dyslexiaaction.org.uk/spld-qualifications-for-international-teachers-and-practitioners/

Applying for Part two:

Once you have completed one of the above certificates, you should email cpdmail@dyslexiaaction.org.uk to obtain the link to register for part two – DACRT60.

Applying for the Diploma Fast-Track Route

The Level 5 Diploma fast-track route consists of two parts.

Applying for Part one:

Focal Points for Literacy Award (DAAWD80) is available three times a year and start dates are January, April and September. We welcome suitably qualified applicants who have a predominant interest in learning about specialist literacy techniques and are therefore designed for literacy practitioners who can commit to studying aspects of linguistics, phonetics and morphology in some depth.

Further details for applications can be found at:

dyslexiaaction.org.uk/award-80-focal-points-for-literacy/

Applying for Part two:

Once DAAWD80 has been successfully completed, you should email cpdmail@dyslexiaaction.org.uk to obtain the link to register for part two – DACRT60.

Course Start Dates

Pathway start dates for Units and Awards can be found in the [CPD Syllabus Brochure](#).

| Pathway route - dates | | | | | |
|--------------------------------------|---|------------------------------------|--|--|--|
| | | | DACRT60: Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy | | |
| | | | DAAWD85 | | |
| START DATES | DACRT60 Pre-Registration Qualifier (10 hours) | Fast Track Pre-Entry Award DAAWD80 | DACPD81 Unit 1 | DACPD82 Unit 2 | DACPD83 Unit 3 |
| January 2022 Pathway route only | Tuesday 30 Nov- 10 Dec 2021 | n/a | Tuesday 11 January – 18 February 2022 | Tuesday 8 March – 1 st April 2022 | Tuesday 26 April - November 2022 |
| April 2022 Pathway route only | Tuesday 15-25 March 2022 | n/a | Tuesday 26 April – 3 June 2022 | Tuesday 21 June – 15 July 2022 | Tuesday 13 September 2022- March 2023 |
| September 2022 Pathway route only | Tuesday 9-22 August 2022 | n/a | Tuesday 6 September - 14 October 2022 | Tuesday 1 November - 25 November 2022 | Tuesday 6 December 2022 - 26 June 2023 |

| Fast-Track route - dates | | | | | |
|---|---|--|--|---|--|
| | | | DACRT60: Level 5 Certificate in Strategic Teaching Support for Dyslexia and Literacy | | |
| START DATES | DACRT60 Pre-Registration Qualifier (10 hours) | Fast-Track Pre-Entry Award DAAWD80 | DACPD81 Unit 1 | DACPD82 Unit 2 | DACPD83 Unit 3 |
| September 2021 Fast-Track route only | n/a | Tuesday 7 September -26 November 2021 | Tuesday 11 January – 18 February 2022 | Tuesday 8 March – 1 April 2022 | Tuesday 26 April - November 2022 |
| January 2022 Fast-Track route only | n/a | Tuesday 11 January - 1 April 2022 | Tuesday 26 April – 3 June 2022 | Tuesday 21 June – 15 July 2022 | Tuesday 12 September 2022 - March 2023 |
| April 2022 Fast-Track route only | n/a | Tuesday 12 April - 1 July 2022 | Tuesday 6 September – 14 October 2022 | Tuesday 1 November – 25 November 2022 | Tuesday 6 December 2022 – 23 June 2023 |
| September 2022 Fast-Track route only | n/a | Tuesday 6 September – 25 November 2022 | Tuesday 10 January - 17 February 2023 | Tuesday 7 March - 31 March 2023 | Tuesday 25 April - November 2023 |

*Reading weeks:

During reading week(s) the course site remains open but there is no tutor support, reading week dates are as follows:

December, Unit 3 – reading week(s): w/c 19 December and w/c 26 December

April, Unit 3 – reading week(s): w/c 4 April and w/c 11 April

April, Unit 1 – reading week(s): w/c 30 May

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:

| CPD Pathway Route | | |
|--|--|--|
| 2021-22 Fees | Fee Excluding VAT | Fee Including VAT |
| Part one CPD Certificate 51, 56 or 67 | See CPD Brochure for pathway costs and options | |
| Part two DACRT60 | | |
| Pre-Registration Qualifier** | Free of charge | |
| Unit 1: DACPD81 | £535 | £642 |
| Unit 2: DACPD82 | £400 | £480 |
| Unit 3: DACPD83 | £935 | £1,122 |
| Total | £1,870 (Unit 1,2+3 plus pathway cost) | £2,244 (Units 1, 2 & 3 plus pathway cost) |

| Fast-Track Route | | |
|------------------|-------------------|-------------------|
| 2021-22 Fees | Fee Excluding VAT | Fee Including VAT |
| Part one DAAWD80 | £955 | £1, 146 |
| Part two DACRT60 | | |
| Unit 1: DACPD81 | £535 | £642 |
| Unit 2: DACPD82 | £400 | £480 |
| Unit 3: DACPD83 | £935 | £1,122 |
| Total | £2,825 | £3,390 |

**Only required for the Pathway Route

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.

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.

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, representative but not exhaustive examples include:

- 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; or injury to the body, including the brain.
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- 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;

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 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 can be contacted at: dada@dyslexiaaction.org.uk

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 (for those with Qualified Teacher Status (QTS) or qualified specialist practitioner (for those without QTS).

You may be interested in training to become a specialist teacher/practitioner assessor, the current suggested route available is via our sister company Real Training and is as follows:

[Certificate of Competence in Educational Testing \(CCET\)](#) or [Certificate in Psychometric Testing, Assessment and Access Arrangements \(CPT3A\)](#) (an entry essay may be required).

plus

[Dyslexia – Professional Report Writing](#) (an entry essay may be required).

Dyslexia Action currently have a Postgraduate Certificate in Specialist Assessment for Literacy-Related Difficulties under development but this will not be available until 2023.

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.org.uk/

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

Contact Details

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CT1 2NZ

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