

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

**CPD, International and Supporting Adults Pathways  
Unit, Award and Pathway Certificate Syllabus**

**September 2023 v.1.1**

The CPD Standards Office

CPD PROVIDER: 50005  
2023 - 2024

[www.cpdstandards.com](http://www.cpdstandards.com)



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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, delegates 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. Delegates 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

**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 delegate does any practical work with

**Delegate** – 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

All rights reserved. All information and material contained within this document and on the website, it is accessed from, is copyright and the copyright belong to Dyslexia Action a trading name of Real Group Ltd. If you wish to apply for permission to use any materials found within the Dyslexia Action Training and Professional Development e-learning site, please contact Dyslexia Action at the address given in the materials or on the website.

## Delegates 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.

See: [gov.uk/definition-of-disability-under-equality-act-2010](https://www.gov.uk/definition-of-disability-under-equality-act-2010)

The online training provided by Dyslexia Action has an inbuilt flexibility and this enables many delegates with disabilities to work without any reasonable adjustments. However, we can be responsive to individual requirements. Our disclosure (DISC) form is sent to any candidate who indicates that they have a disability on our registration form. On the disclosure form you are asked to detail the nature of your disability and to indicate whether you would like a one-week extension on all units/courses you study with Dyslexia Action.

If we have permission for us to disclose, this information will be shared with the Disabilities team, any tutors 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. Delegates with a disability can discuss their individual requirements with the CPD Course Administrator in the first instance [cpdmail@dyslexiaaction.org.uk](mailto:cpdmail@dyslexiaaction.org.uk)

## CPD Syllabus Information

**Syllabus Start Date:** September 2023

**Syllabus End Date:** September 2025 (courses within this syllabus must be commenced before this date)

**Syllabus Completion Date:** September 2026

Please note that in addition to this syllabus document you should also consult the [Terms and Conditions](#) before applying.

If you have successfully completed units/awards from a previous programme syllabus and wish to progress to further units/awards or a Certificate course please contact the CPD administration team (email: [cpdmail@dyslexiaaction.org.uk](mailto:cpdmail@dyslexiaaction.org.uk)) who will inform you of exemptions from previous study.

During the course of each academic year the code numbers, learning outcomes and content of individual unit courses may change to reflect programme development and updating processes. Both old and new learning outcomes will be accepted if delegates wish to take award and Certificate qualifications and/or to follow the Diploma pathway.

## CPD Standards Office Accreditation

Dyslexia Action has been successfully assessed as an online CPD provider by the [CPD Standards Office](#) and has received formal independent CPD accreditation for its online units.

Delegates who complete any of our units will be issued with a CPD Certificate of Completion. This certificate can subsequently be used within a formal CPD record for a professional body or employer.

## Dyslexia Guild Membership

All course delegates 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.

**Special offer-** if you are a student, you can join the Guild, see Affiliate Online or Affiliate membership.

See: [dyslexiaguild.org.uk](http://dyslexiaguild.org.uk)

## Contact Details

### CPD Courses Admissions Office

Dyslexia Action Training and Professional Development

70-72 Stour Street, Canterbury, CT1 2NZ

**Email:** [cpdmail@dyslexiaaction.org.uk](mailto:cpdmail@dyslexiaaction.org.uk)

**Web:** [dyslexiaaction.org.uk](http://dyslexiaaction.org.uk)

**Tel:** + 44 (0)1784 222304



## Our Units and Awards

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

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

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

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

Unit	Unit	Unit
An Award = 3 Units		

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

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

\*Units can also be built up over time to gain Awards (3 units) and then a Certificate (2 awards).

Units are either 2 Dyslexia Action credits (20 hours total qualification time) or 3 Dyslexia Action credits (30 hours total qualification time).

\*\*Each award offered by Dyslexia Action Training is made up of three units. Delegates may register to study the units individually, and build them up into the Dyslexia Action Awards, **or** they can select an Award to begin with and obtain a discount on the fee for the combined units. When taking the award option, all three units within the award must be studied within a period of one year. There is a choice of six start dates for all units and awards within the year: September, November, January, March, May and July.

\*\*\* We offer combinations of two specified awards as certificates. **Please note:** that it is not possible to sign up directly for a Certificate Course. Delegates should sign up for units or awards which combine to make a Certificate.

A combination of **either** of the following certificates - DACRT51 Primary/Secondary, or DACRT56 Supporting Adults, or DACRT67 International, **plus** [Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties \(DIST units 02 & 03\)](#), make up the Level 5 Diploma in Strategic Teaching Support for Dyslexia and Literacy (DIST). See the separate brochure on the Level 5 Diploma (DIST) for further information.

## CPD Pathways and the Level 5 Diploma

The unit Learning Outcomes and Assessment Criteria for all CPD, International and Supporting Adults units are detailed in the Appendix to this brochure. Units form the component parts of the awards and certificates detailed in the following pages but may also be booked as individual units.

**Please note:** that unit content, learning outcomes and assessment criteria may be subject to change.

## Entry Requirements

Applicants should:

- Be qualified to at least level 3 ('A' level) on the UK qualifications framework or have other equivalent qualifications and relevant experience. Teaching assistants must be mentored by a qualified teaching professional whilst on the course.
- Have a **minimum** English language ability level such as: IELTS 6 ([ielts.org/default.aspx](https://ielts.org/default.aspx)) or TOEFL 60-78 points ([ets.org/toefl/](https://ets.org/toefl/))

### Literacy CPD and International CPD Pathways

**Delegates should normally be employed as:**

- Qualified classroom teachers or teaching assistants and be currently (or recently within the last year) employed to work with learners in the primary or secondary education fields in the UK or internationally.

### Supporting Adults CPD Pathway

**Delegates should normally be employed as a:**

- Qualified learning or adult support tutor and be currently (or recently within the last year) employed to work with learners in a further or higher education educational setting or those working in a support function. Please note: the Supporting Adults Programme is a programme for those working with adults with dyslexia and literacy difficulties and is appropriate to a variety of settings. Those who wish to undertake this programme should be instructors, tutors, learning support staff or lecturers.

**Graduates please note:** As an alternative to the pathway routes, we offer a Level 5 Graduate Route: this route is only available for graduates with at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting and takes one calendar year to complete.

See: [Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties \(DIST\)](#)

**Please note:** We reserve the right to request information in support of all applications from a headteacher or other suitably qualified line manager or referee.

## Dyslexia Action Level 4 and 5 CPD Units

CPD UNITS 2021-22 SYLLABUS	Unit Code	Unit Level	Credits	TQT
Dyslexia and Co-occurring Difficulties	DACPD51	4	2	20
Dyslexia: Supporting Individuals with Memory Weaknesses	DACPD52	4	2	20
Structured, Cumulative Multisensory Tuition for Learners with Dyslexia	DACPD53	4	3	30
Developing Reading Skills in Learners with Dyslexia	DACPD84	4	3	30
Developing Writing Skills in Learners with Dyslexia	DACPD85_21	4	3	30
Developing Spelling Skills in Learners with Dyslexia	DACPD86	4	3	30
Supporting Adults with Dyslexia and Co-occurring Difficulties	DACPD91	4	3	30
Supporting Study Skills in Adults with Dyslexia	DACPD92	5	3	30
Developing Writing Skills in Adults with Dyslexia	DACPD93	5	3	30
Dyslexia in Multilingual Settings	DACPD94	5	3	30
Developing Literacy Skills with Assistive Technology	DACPD96	5	3	30
Developing Numeracy Skills in Learners with Dyslexia and Dyscalculia	DACPD99	4	3	30

### Total Qualification Time and Credits

Total Qualification Time (TQT) is an estimate of the number of hours a learner will reasonably be likely to spend in guided learning, under the supervision of an online tutor, and individual preparation, study and assessment. Dyslexia Action Credits are awarded as follows: One credit equals 10 hours of TQT.



## Unit Level Descriptors

Level 4- and 5-unit courses are mapped against the Ofqual Level Descriptors<sup>1</sup> as follows:

### Level 4

#### **Knowledge Descriptor (the holder...)**

- Has practical, theoretical or technological knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- Can analyse, interpret and evaluate relevant information and ideas.
- Is aware of the nature of approximate scope of the area of study or work.
- Has an informed awareness of different perspectives or approaches within the area of study or work.

#### **Skills Descriptor (the holder can...)**

- Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.
- Review the effectiveness and appropriateness of methods, actions and results.

### Level 5

#### **Knowledge Descriptor (the holder...)**

- Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.
- Can analyse, interpret and evaluate relevant information, concepts and ideas.
- Is aware of the nature and scope of the area of study or work.
- Understands different perspectives, approaches or schools of thought and the reasoning behind them.

#### **Skills Descriptor (the holder can...)**

- Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.
- Use relevant research or development to inform actions.
- Evaluate actions, methods and results.

For comparison, typical Level 4 qualifications include Higher National Certificates and Certificates of Higher Education. Typical Level 5 qualifications include Higher National Diplomas, Diplomas of Higher Education and Foundation Degrees. Levels 4 and 5 broadly equate to years one and two of an undergraduate programme.

For further details on qualification levels see [Qualifications can cross boundaries](#).

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

## Where will I study?

All of our courses are online and all communication is conducted using email. For this reason, you will need a computer with an Internet connection and a valid personal email account. Course teaching materials will be found on our Virtual Learning Environment (VLE) [Campus Online™](#). You need to ensure you have the IT skills and tools to complete a fully online-delivered course independently. Campus Online login details will be emailed to you prior to the start of your studies.

Dyslexia Action uses the Virtual Learning Environment (VLE) Campus Online as the method of delivery.

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 delegates to carry out.

## How will I be taught?

All learning is online via supplied materials on our online platform, Campus Online. There are no 'live' or 'taught' sessions; all learning is self-directed. You will be required to carry out online, written tasks and upload these to the online portal.

Delegates will be supported by a tutor who is an experienced practitioner in the field of dyslexia. Delegates also work together with their fellow delegates on the course via contributions to activities and discussions on Campus Online forums. This enables all those involved to develop a community of learning with each other and with tutors.

## Demands of a Unit Course

Although the courses are delivered through online learning, enabling a flexible form of study, delegates will need to develop good personal time management and be prepared for the study skills relevant to e-learning including IT skills. Delegates will require a quiet and clear space in which to work. Delegates will need to be able to balance the demands of their studies with existing work and home commitments in order to gain the qualification.

The courses are managed by tutors who will be expecting delegates to fully engage with the course from the outset. Delegates are required to contribute to the discussion forum on the course site. The forums help delegates to learn, test out, develop and refine ideas.

## Pre-reading

There is no pre-reading required. We do however suggest you join The Dyslexia Guild which provides a wide range of benefits to members and also gives you free access to online resources to continue your professional development. [dyslexiaguild.org.uk](http://dyslexiaguild.org.uk)

## Is practical work with a learner required?

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

## IT Hardware and Software Requirements

1. A stable internet connection
2. While our platform is mobile responsive, we recommend accessing the training on a desktop or laptop computer.
3. A web browser (e.g., Microsoft Edge, Google Chrome, Safari)
4. Access to Microsoft Word and PowerPoint. A free alternative is Google Docs, a cloud-based service offered with a Google Mail account.
5. A PDF reader such as Adobe Acrobat Reader. If you don't have it on your computer then please download and install the reader before the start of your course: [get.adobe.com/uk/reader](http://get.adobe.com/uk/reader)

## 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](mailto:cpdmail@dyslexiaaction.org.uk), [campusonline@realtraining.co.uk](mailto:campusonline@realtraining.co.uk) and [admin@realgroup.co.uk](mailto:admin@realgroup.co.uk) to your contact list.*

## Induction

We advise using the first week of the course as an introduction/familiarisation period to prepare you for studying the online course with Dyslexia Action. Delegates are advised to read and download the study guide provided (keep a copy to hand as it details important assignment submission and certificate issue dates), tutor support is also available during this first week.

## Study Time

Each CPD Unit course requires 20 – 30 hours of study. September, November, January, March, May and July units run over a period of 7 weeks (including induction) with Unit assignments due in after 7 weeks. Delegates may be required to study a few weeks beyond the course period if any re-submissions are required. This could result in an overlap between completing one Unit and starting the next Unit within an Award.

Delegates can expect to spend several hours a week online, even if they download materials and work offline.

**Please note:** Assignment submissions must be made on the due date. A charge will be made for late submissions.

## Unit Assignments

Each unit has an assignment portfolio for delegates to work through. The assignment portfolio has been designed to allow delegates to extract the key points of the unit materials without having to write extensive answers. The portfolio contains different exercises consisting of short answers, filling in tables and writing personal responses or reflections. Word count ranges are given for each assignment portfolio exercise; delegate responses must fall within the stated word count range.

Assignments must be submitted to the tutor via Campus online by the given deadline date. There is a **Key List of Dates** for each course given in the **CPD Programme Study Guide**. Delegates may submit their unit assignment portfolio in advance of the deadline date, but it will not be marked until this date.

Successful assignment portfolios are awarded a pass grade. Delegates may also:

- Re-submit (delegates may be asked to amend and re-submit some elements of the assignment portfolio)
- Withdraw (for delegates who withdraw from the course or who do not submit the assignment by the deadline date)

### **Dyslexia Action Unit and Award Qualifications**

Delegates who successfully complete an individual unit/award qualification will receive a Dyslexia Action unit or award certificate. Delegates who fail to complete all units of an award will receive a Dyslexia Action unit Certificate for each unit they have passed.

### **Dyslexia Action Transcript**

Delegates who complete sufficient individual units to make up an award or Certificate qualification will receive a Dyslexia Action certificate and transcript showing the units within the qualification. A certificate and transcript will be issued for the Diploma qualification.

**It is the responsibility of the delegate to inform us if they change address or if they have a different postal address to the address given on the application form.** If we are not informed, a charge will be made for re-posting any correspondence including certificates and transcripts. Award and Certificate delegates may request additional Dyslexia Action unit certificates. A charge of £30 inclusive of VAT, plus postage, per individual certificate, will be made.

## CPD Courses - Registration and Fees

### Course Registration

Registration for all courses is online only. The CPD registration deadline for **online** payments is the Wednesday prior to the start of the course, for other payment methods 2 weeks before the course start date. Your registration will be checked to see if entry criteria are met and course joining details will then be sent.

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

### Fees and Discount Offers

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

When a pathway Award is booked, delegates must study the three units on the given dates and complete the three individual Units within a **one-year** period from the date that the first unit is booked.

All payments must be made in Pounds Sterling (GBP) **before** the start of the course. Please refer to [Terms and Conditions](#) for payment terms. VAT is applicable on all courses. If you do not pay online at the time of registration by debit/credit card and choose to pay later by cheque or bank transfer an invoice will be raised upfront with an additional fee of £30 inclusive of VAT.

### Course Start Dates

2023/2024 CPD Course Start dates (includes a one week induction period)	Total number of weeks (including induction)	Pay later/invoice upfront registrations close*	Credit/debit card registrations close*
<b>Wed 13 September 2023</b>	<b>7</b>	30 August	6 September
<b>Wed 15 November 2023</b>	<b>7</b>	1 November	8 November
<b>Wed 17 January 2024</b>	<b>7</b>	3 January	10 January
<b>Wed 13 March 2024</b>	<b>7</b>	28 February	6 March
<b>Wed 08 May 2024</b>	<b>7</b>	24 April	1 May
<b>Wed 10 July 2024</b>	<b>8</b>	26 June	3 July
*Subject to course numbers/spaces available <b>N.B.</b> Please note that we reserve the right to change/cancel course dates and /or schedules subject to booking numbers.			

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

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

## Appendix 1: Dyslexia Action Units and Learning Outcomes

### Dyslexia and Co-occurring Difficulties (DACPD51)

Level 4: Total qualification time 20 hours

This Level 4 Unit provides an introduction to key elements of current research and practice in dyslexia and conditions that commonly co-occur with it. It aims to provide an understanding of current theories of dyslexia and the impact that dyslexia and co-occurring difficulties have on performance in a range of settings.

#### LEARNING OUTCOMES\* The delegate will be able to:

1. Identify key features of dyslexia and examine a range of current definitions of dyslexia
2. Identify the key features of conditions that commonly co-occur with dyslexia
3. Recognise the impact that dyslexia, and the overlap with conditions that commonly co-occur with it, has on day-to-day living and academic progress

#### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Award:

**Level 4 CPD Award in Perspectives on Dyslexia (DAAWD51)**

### Dyslexia: Supporting Individuals with Memory Weaknesses (DACPD52)

Level 4: Total qualification time 20 hours

This Level 4 Unit explores some of the different aspects of memory and aims to promote an understanding of the barriers that working memory weaknesses can create within learning environments. It introduces a more analytical approach to teaching, providing practitioners with the opportunity to reflect upon their own practice and to consider how it can be tailored to strategically support learners with dyslexia and working memory weakness.

#### LEARNING OUTCOMES\* The delegate will be able to:

1. Demonstrate understanding of cognition and some aspects of memory
2. Describe the barriers that working memory weaknesses can create within learning/work environments for individuals with dyslexia
3. Demonstrate an understanding of learning differences and know how to organise a more effective and inclusive learning/work environment

#### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Awards:

**Level 4 CPD Award in Perspectives on Dyslexia (DAAWD51)**

**Level 5 CPD Award in Learning Support for Adults with Dyslexia (DAAWD60)**

## Structured, Cumulative Multisensory Tuition for Learners with Dyslexia (DACPD53)

Level 4: Total qualification time 30 hours

This Unit introduces the practitioner to the concepts of structured, cumulative, multisensory learning. The links between attention, memory and multisensory input are explained. The need for structured, explicit intervention is examined. The practitioner should be able to design lessons to maximise learning potential as a result of this Unit.

### LEARNING OUTCOMES \* The delegate will be able to:

1. Describe the principles of structured, cumulative multisensory tuition
2. Demonstrate understanding of the role of structure in supporting learners with dyslexia
3. Demonstrate understanding of the link between multisensory input, attention and memory

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Award:

**Level 4 CPD Award in Perspectives on Dyslexia (DAAWD51)**

## Developing Reading Skills in Learners with Dyslexia (DACPD84)

Level 4: Total qualification time 30 hours

This Unit gives practitioners the knowledge to compare recent models of reading skills and to understand their relevance to readers with dyslexia who are learning English or other alphabetic languages. It examines the phonological, morphological and orthographic processes that underlie reading competence and explains why explicit, structured tuition can help build language awareness in learners with dyslexia. It also considers the difficulties that readers with dyslexia can face when accessing print.

### LEARNING OUTCOMES\* The delegate will be able to:

1. Demonstrate understanding of the impact of dyslexia on the acquisition and development of reading skills
2. Understand how learners typically acquire and develop reading skills
3. Demonstrate understanding of strategies that can assist learners with dyslexia with reading
4. Identify support strategies for developing higher reading skills

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Awards:

**Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia (DAAWD52)**

**Level 4 CPD Award in Supporting International Learners with Dyslexia (DAAWD67)**

## Developing Writing Skills in Learners with Dyslexia (DACPD85\_21)

Level 4: Total qualification time 30 hours

The Unit is designed to increase understanding of the processes involved in developing writing skills and to provide strategies for use in the classroom. Although the focus is on how to nurture the development of writing skills in learners with dyslexia, the approach will benefit a wide range of learners struggling to acquire effective writing skills.

### LEARNING OUTCOMES \* The delegate will be able to:

1. Identify the impact of dyslexia on the acquisition and development of writing skills
2. Identify how learners typically acquire and develop writing skills
3. Demonstrate understanding of writing strategies that can assist learners

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Awards:

**Level 5 CPD Award in Developing Literacy Skills in Learners with Dyslexia (DAAWD52)**

**Level 4 CPD Award in Supporting International Learners with Dyslexia (DAAWD67)**

## Developing Spelling Skills in Learners with Dyslexia (DACPD86)

Level 4: Total qualification time 30 hours

This Unit provides the knowledge, skills and understanding for teachers and teaching assistants to support learners with dyslexia to develop spelling skills. Although the focus is on how to nurture the development of spelling skills in learners with dyslexia, the approach will benefit a wide range of learners struggling to acquire effective spelling skills.

### LEARNING OUTCOMES\* The delegate will be able to:

1. Identify the sub-skills necessary for learners to acquire spelling skills
2. Recognise the role of phonological awareness in supporting learners with dyslexia with spelling
3. Describe a variety of techniques to support learners with spelling
4. Discuss the components of an effective spelling programme for learners

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Award:

**Level 5 CPD Award in Developing Literacy Skills in Learners with Dyslexia (DAAWD52)**



## Supporting Adults with Dyslexia and Co-occurring Difficulties (DACPD91)

Level 4: Total qualification time: 30 hours

This Unit provides a framework for the support of adults with dyslexia and co-occurring difficulties in a variety of post-compulsory education environments. The holistic requirements of the individual will be considered, as well as the barriers that adults can face once they leave school. A range of barriers to competent performance, including the operating environment will be examined as a foundation to identify appropriate provision. The materials in the unit will be pertinent to those supporting adults in further or higher education in work-based training and apprenticeships or other environments in which learning takes place with adults.

### LEARNING OUTCOMES \* The delegate will be able to:

1. Demonstrate an understanding of underlying cognitive factors in dyslexia and co-occurring factors
2. Recognise the impact dyslexia has on day-to-day adult life
3. Identify what support can be provided by the setting and locate external agencies that also offer support

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Award:

**Level 5 CPD Award in Supporting Adults with Dyslexia and Co-occurring Difficulties (DAAWD59)**

## Supporting Study Skills in Adults with Dyslexia (DACPD92)

Level 5: Total qualification time 30 hours

This Unit begins with a consideration of what we mean by study skills. It goes on to explore the barriers to learning that can impede the development of study skills in adults with dyslexia and the methods that can improve their access to learning.

### LEARNING OUTCOMES \* The delegate will be able to:

1. Identify the skills and attributes needed by the adult for effective self-study
2. Identify the difficulties that adults with dyslexia may experience in developing study skills
3. Describe a range of strategies that will develop study skills in adults with dyslexia
4. Critically reflect current practice and offer suggestions for improvements

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Awards:

**Level 5 CPD Award in Supporting Adults with Dyslexia and Co-occurring Difficulties (DAAWD59)**

## Developing Writing Skills in Adults with Dyslexia (DACPD93)

Level 5: Total qualification time 30 hours

The Unit is designed to increase understanding of the processes involved in developing writing skills and to provide strategies for use in the learning or work environment. Although the focus is on how to nurture the development of writing skills in adults with dyslexia, the approach will benefit a wide range of learners struggling to acquire effective writing skills.

### LEARNING OUTCOMES \* The delegate will be able to:

1. Identify how learners typically acquire and develop writing skills
2. Identify the impact of dyslexia on the acquisition and development of writing skills
3. Evaluate the writing skills of an adult with dyslexia
4. Demonstrate understanding of writing strategies that can assist adults with dyslexia

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Award:

**Level 5 CPD Award in Learning Support for Adults with Dyslexia (DAAWD60)**

## Dyslexia in Multilingual Settings (DACPD94)

Level 5: Total qualification time 30 hours

This Unit course explores the challenges presented when supporting multilingual learners with dyslexia. The learner's cultural context will be considered, together with the impact this has on learning and progress. The key components for supporting multilingual learners will be examined with a view to identifying appropriate support strategies for multilingual learners with dyslexia.

### LEARNING OUTCOMES \* The delegate will be able to:

1. Recognise the learner's cultural context and the impact this has on learning
2. Demonstrate ways that dyslexia can be identified in multilingual learners
3. Demonstrate how learning processes are affected by multilingualism and dyslexia
4. Identify the key components of effective support for multilingual learners with dyslexia

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Awards:

**Level 4 CPD Award in Supporting International Learners with Dyslexia (DAAWD67)**

**Level 5 CPD Award in Learning Support for Adults with Dyslexia (DAAWD60)**

## Developing Literacy Skills with Assistive Technology (DACPD96)

Level 5: Total qualification time 30 hours

This unit provides resources that support the development of literacy skills through the use of assistive technology in learning environments and in the workplace. It will introduce approaches utilising assistive technology that can enable individuals with dyslexia and diverse needs to overcome barriers that add pressure to literacy, planning and organisational tasks. It will show how assistive technology enables individuals to complete literacy tasks successfully with a focus on cultivating learner autonomy. The emphasis of this unit is on critical evaluation of relevant teaching strategies and creating individual assistive technology 'toolkits' to support a range of needs.

### LEARNING OUTCOMES \* The delegate will be able to:

1. Identify the importance of assistive technology in the context of the legislative environment
2. Identify how assistive technology can support individuals across different learning and workplace settings
3. Analyse the importance of assistive technology in the context of memory and organisational skills
4. Review the assistive technology context for the individual and determine appropriate technology for their use

### Notes:

\*Unit content and learning outcomes may be subject to change.

This Unit contributes to the following Award:

**Level 5 CPD Award in Supporting Adults with Dyslexia and Co-occurring Difficulties (DAAWD59)**

## Developing Numeracy Skills in Learners with Dyslexia and Dyscalculia (DACPD99)

Level 4: Total qualification time 30 hours

This unit examines the processes involved in mathematical thinking and how they link to aspects of memory and attention. The difficulties that learners with dyslexia and co-occurring difficulties can have with numeracy are explained. The association of 'number sense' (numerosity) with dyscalculia is also examined. The unit explores theory, offers some practical ideas and provides the practitioner with the fresh perspective necessary to effectively use structured, cumulative multisensory teaching to promote numeracy development in learners where it is stalled or significantly delayed.

### LEARNING OUTCOMES\* The delegate will be able to:

1. Identify the cognitive attributes necessary for the development of numeracy skills
2. Identify the difficulties that learners with dyslexia may experience when developing numeracy skills
3. Discuss the importance of relational understanding in mathematical development
4. Identify the difficulties that learners with dyscalculia may experience when developing numeracy skills
5. Apply the principles of structured, cumulative, sequential, multisensory learning when teaching numeracy

### Notes:

\*Unit content and learning outcomes may be subject to change.

**Delegates who wish to study for an Award** may swap DACPD99 for another unit (within some awards). Please refer to Appendix 2 on the following page (information within notes section).

## Appendix 2: Dyslexia Action Awards and Certificates

1. The Literacy CPD Programme Pathway		
Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia (DACRT51)		
Level 4 Award in Perspectives on Dyslexia (DAAWD51)	TQT	CREDITS
<ul style="list-style-type: none"> <li>Dyslexia and Co-occurring Difficulties (DACPD51)</li> <li>Dyslexia: Supporting Individuals with Memory Weaknesses (DACPD52)</li> <li>Structured, Cumulative Multisensory Tuition for Learners with Dyslexia (DACPD53)</li> </ul>	20 20 30	2 2 3
Level 4 Award in Developing Literacy Skills in Learners with Dyslexia (DAAWD52)*	TQT	CREDITS
<ul style="list-style-type: none"> <li>Developing Reading Skills in Learners with Dyslexia (DACPD84)</li> <li>Developing Writing Skills in Learners with Dyslexia (DACPD85/DACPD85_21)</li> <li>Developing Spelling Skills in Learners with Dyslexia (DACPD86)</li> </ul>	30 30 30	3 3 3
<b>Notes:</b>	<b>Total</b>	160 16
<p>TQT = Total Qualification Time</p> <p>* If you wish to study DACPD99 (Numeracy and Dyscalculia) instead of one of the units within DAAWD52 please contact <a href="mailto:cpdmail@dyslexiaaction.org.uk">cpdmail@dyslexiaaction.org.uk</a> for further information.</p> <p>Delegates who successfully complete both awards 51 and 52 can progress to the <a href="#">Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST units 02 &amp; 03)</a></p> <p><b>Please note:</b> Graduates with at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting see: <a href="#">Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST)</a></p>		

2. The Supporting Adults CPD Programme Pathway		
Level 5 CPD Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties (DACRT56)		
Level 5 Award in Supporting Adults with Dyslexia and Co-occurring Difficulties (DAAWD59)	TQT	CREDITS
<ul style="list-style-type: none"> <li>Supporting Adults with Dyslexia and Co-occurring Difficulties (DACPD91)</li> <li>Supporting Study Skills in Adults with Dyslexia (DACPD92)</li> <li>Developing Literacy Skills with Assistive Technology (DACPD96)</li> </ul>	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"> <li>Dyslexia: Supporting Individuals with Memory Weaknesses (DACPD52)</li> <li>Developing Writing Skills in Adults with Dyslexia (DACPD93)</li> <li>Dyslexia in Multilingual Settings (DACPD94)</li> </ul>	20 30 30	2 3 3
<b>Notes:</b>	<b>Total</b>	170 17
<p>TQT = Total Qualification Time</p> <p>* If you wish to study DACPD99 (Numeracy and Dyscalculia) instead of DACPD93 or 94 within DAAWD60 please contact <a href="mailto:cpdmail@dyslexiaaction.org.uk">cpdmail@dyslexiaaction.org.uk</a> for further information.</p> <p>Delegates who successfully complete both awards 59 and 60 can progress to the <a href="#">Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST units 02 &amp; 03)</a></p> <p><b>Please note:</b> Graduates with at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting see: <a href="#">Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST)</a></p>		

3. The International CPD Programme Pathway		
Level 4 CPD Certificate in Supporting International Learners with Dyslexia (DACRT67)		
Level 4 Award in Perspectives on Dyslexia (DAAWD51)	TQT	CREDITS
<ul style="list-style-type: none"> <li>Dyslexia and Co-occurring Difficulties (DACPD51)</li> <li>Dyslexia: Supporting Individuals with Memory Weaknesses (DACPD52)</li> <li>Structured, Cumulative Multisensory Tuition for Learners with Dyslexia (DACPD53)</li> </ul>	20 20 30	2 2 3
DAAWD67: Level 4 Award in Supporting International Learners with Dyslexia*	TQT	CREDITS
<ul style="list-style-type: none"> <li>Developing Reading Skills in Learners with Dyslexia (DACPD84)</li> <li>Developing Writing Skills in Learners with Dyslexia (DACPD85/DACPD85_21)</li> <li>Dyslexia in Multilingual Settings (DACPD94)</li> </ul>	30 30 30	3 3 3
<b>Notes:</b>	<b>Total</b>	160 16
<p>TQT = Total Qualification Time</p> <p>* If you wish to study DACPD99 (Numeracy and Dyscalculia) instead of DACPD84 or 85 within DAAWD67 please contact <a href="mailto:cpdmail@dyslexiaaction.org.uk">cpdmail@dyslexiaaction.org.uk</a> for further information.</p> <p>Delegate s who successfully complete both awards 51 and 67 can progress to the <a href="#">Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST units 02 &amp; 03)</a></p> <p><b>Please note:</b> Graduates with at least two years recent and relevant teaching or learning support experience in a dyslexia/literacy support setting see: <a href="#">Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST)</a></p>		