



**Middlesex
University
London**

**Dyslexia
Action**

Training and Professional Development

**Postgraduate Programme Syllabus
Certificate(s), Diploma and
MEd in Dyslexia and Literacy
Academic Year 2025-26**

This programme was developed and is delivered and assessed by Dyslexia Action,
awarded by and quality assured by Middlesex University.

From 1 October 2025 v2

- **Postgraduate Certificate:** Specialist Teaching for Literacy-Related Difficulties
- **Postgraduate Diploma:** Specialist Assessment and Teaching for Literacy-Related Difficulties
- **Masters in Education:** Professional Practice in Dyslexia and Literacy
- **Postgraduate Certificate:** Specialist Assessment for Literacy-Related Difficulties*

*Terms apply

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Introduction to Middlesex University London

Introduction to the School of Health and Education

The MEd in Professional Practice in Dyslexia and Literacy is a validated programme of Middlesex University London, School of Health and Education. The school offers a wide range of study opportunities at undergraduate and postgraduate level including diplomas, degrees, short courses and CPD opportunities. Many of the courses are designed and accredited in conjunction with the relevant professional bodies. A number of the programmes are developed with collaborative partners, either in the UK or overseas. This is one of those programmes.

The School of Health and Education is a leading centre for professional education and research in London. Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work-based learning.

About Dyslexia Action Training and Professional Development

Dyslexia Action Training and Professional Development is the delivery partner for this validated programme and is a leading provider of professionally accredited training programmes for specialist teachers and other education professionals. Our training provision includes a range of Continuing Professional Development (CPD) courses at level 4, 5 and 7 and the prestigious postgraduate professional Postgraduate Certificate and Diploma specialist teacher training programmes. All of our courses are designed to promote positive change in the lives of people with dyslexia and literacy difficulties. Dyslexia Action Training first began offering specialist teacher training courses over 50 years ago and continues this today as part of Real Group Ltd.

This programme was developed and is delivered and assessed by Dyslexia Action, awarded by and quality assured by Middlesex University. This means that you will receive a Middlesex award upon successful completion. You will be registered with Middlesex University as a candidate for a qualification of the University. If you wish, you may attend the appropriate Middlesex University graduation ceremony. Information about this will be sent to you when you are finishing your programme of study. Within Middlesex University the programme is linked to the University's School of Health and Education.

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.*

Course Information

With respect to course information, we reserve the right to make changes in syllabus and regulations and without prior notice. While every attempt will be made to ensure that information in this brochure is accurate, it should be treated as a guide only. Full details of the course can be found in the appropriate course handbook. Any fee information is indicative, and will only be confirmed once the online booking for the course opens to candidates.

Explanation of Terms

Candidate:	The person undertaking a certificate or diploma qualification
Learner:	The pupil / student that the course participant does any practical work with
Participant:	The person who is studying on a course
RPL:	Recognition of Prior Learning

Accessibility

If you have queries about the accessibility of this document, please contact our Postgraduate team at pgmail@dyslexiaaction.org.uk directly for advice and 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 belongs 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 e-learning site, please contact Dyslexia Action at the address given in the materials or on the website.

Participants with a Disability

A person is said to be 'disabled' under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

A disability can arise from a wide range of impairments which can be:

- Sensory, 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

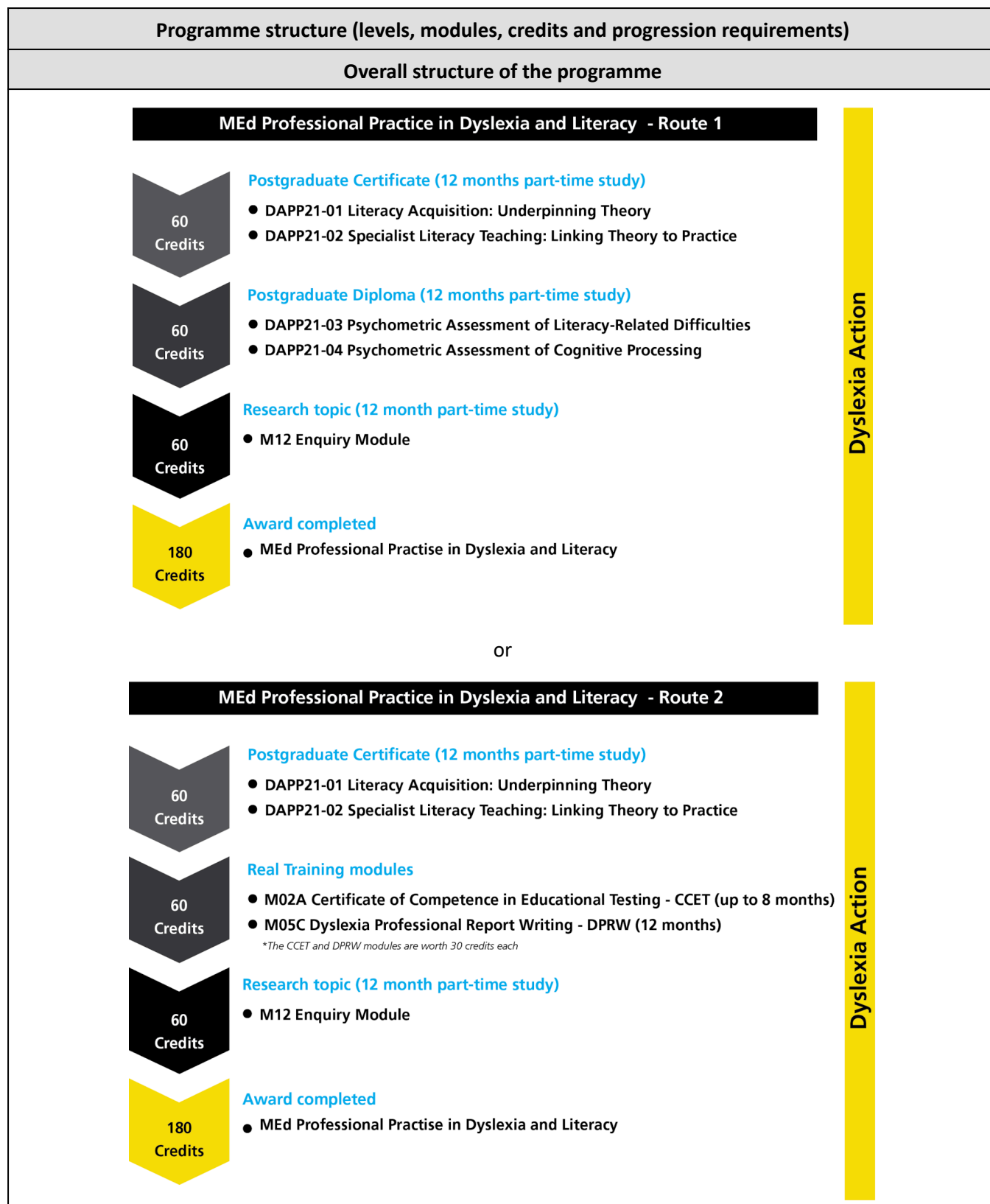
The online training provided by Dyslexia Action Training has an inbuilt flexibility and this enables many participants with disabilities to work without any reasonable adjustments. However, we can be responsive to individual requirements. If you have a disability, we would encourage you to disclose this at the time of application so that we can put in place any support required at an early stage. It is, however, possible to disclose at any time during your studies with us.

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 pgdis@dyslexiaaction.org.uk to request a copy and there is a copy on the Induction Course site. 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 modules you study with us. 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.

Our courses do not meet the criteria for Disabled Student Allowance (DSA). However, Dyslexia Action Training and Professional Development tutors and administrative staff will provide whatever reasonable support they can within the resources available. Please note that we cannot guarantee that a specific special arrangement will be possible but will always review particular requirements in full.

Who is the course for?

The Dyslexia Action MEd in Professional Practice in Dyslexia and Literacy and its associated Certificate(s) and Diploma are a unique and prestigious programme at Master's Level 7 that provides the training for graduates with relevant experience in education to become informed practitioners and specialist teachers and/or assessors. The courses are modular and flexible and are undertaken part time, through online learning. Access is available 24/7 to the Virtual Learning Environment and all modules are tutor supported.



Entry requirements

The Dyslexia Action Postgraduate Certificate and Diploma Programmes in Literacy-Related Difficulties are appropriate for a wide range of professional teachers and specialists who have relevant classroom or student learning support experience, including:

- Qualified teachers at all key stages, special educational needs teachers and co-ordinators (SENCOs)
- Tutors and support staff in Further and Higher Education and other adult educational settings
- Psychologists and Speech and Language Therapists with relevant experience

The programme provides flexibility for learning in a personalised way which enables studying to be fitted around personal and professional commitments.

QUALIFICATIONS

Prospective students will:

- Be employed (recently, within the last two years) in a school or college in a teaching/teaching support role working with learners with literacy difficulties/dyslexia/SpLD in the UK or overseas (for private tutors see below)

Private tutors will:

- As above, private tutoring will partly count as recent and relevant experience and if you hold QTS/PGCE this will strengthen your application
- Recent experience of working in a school/college is essential: If you are not currently school/college-based you will need to demonstrate that you are willing and able to work within an educational setting as part of your professional role. You will need to list a role within a school/college setting on your application i.e., you must find such a role before applying. This role can be voluntary; it does not have to be a teaching or paid role and can be, for example, listening to readers for at least 3 hours a week in a school setting. Please note: a role within a home-setting is not appropriate for safe-guarding reasons
- If you do not have any recent or substantial experience of working in school/college, you will need to show that you have found a placement for the teaching practice Module-02 **BEFORE** you apply
- Have an honours degree or equivalent.
 - o e.g., Bachelor of Arts, Bachelor of Science or Bachelor of Education honours degree plus Qualified Teacher Status (QTS or QTLS) and a minimum of 2 years post qualifying teaching experience.

OR

- o Bachelor of Arts, Bachelor of Science or Bachelor of Education honours degree and a minimum of 2 years post qualifying experience, e.g., further or higher education support, employment support, independent school teaching or experience of psychology or occupational/ speech and language therapy.
- Candidates will need a high level of competence in the use of English, equivalent to at least IELTS 6.5 (with a minimum of 6 in all components) for applicants with English as a Second Language. For further information see the IELTS website ielts.org. See University Regulations for Postgraduate (masters) programmes. mdx.ac.uk/about-us/policies/university-regulations

N.B. Candidates applying for the Diploma part of the programme should normally have a final grade of 1-9 (60%-65%) at Certificate level in order to be considered for this part of the programme. **Applicants not meeting this criterion but with significant post qualification experience will be considered with a supporting reference.**

Specialist Assessment

Assessment is a highly regulated area.

Please note: you should already be qualified as a Specialist SpLD teacher/practitioner before you can carry out training to become a specialist SpLD assessor.

Option one: Those not currently holding any SpLD qualifications

Study and gain the Dyslexia Action [Level 7 Postgraduate Diploma – Specialist Assessment and Teaching for Literacy-Related Difficulties](#) In order to achieve this qualification, you will have to complete the following modules (two years study):

- DAPP21-01 Literacy Acquisition – Underpinning Theory (30 credits)
- DAPP21-02 Specialist Literacy Teaching – Linking Theory to Practice (30 credits)
- DAPP21-03 Psychometric Assessment of Literacy-Related Difficulties (30 credits)
- DAPP21-04 Psychometric Assessment of Cognitive Processing (30 credits)

Option two: Hold an accredited eligible L5 or L7 qualification

1.	Level 5 or Level 7 SpLD teacher/practitioner accredited qualification e.g., the Dyslexia Action Level 5 or 7 programmes
Plus	
2.	Real Training Certificate of Competence in Educational Testing (CCET) Course , L7, 30 credits (and be registered) on the British Psychological Society Register of Qualifications (BPS RQTU) as Test User If you do not hold a degree, you may be asked to complete an entry essay for acceptance on this course.
Plus	
3.	Real Training Dyslexia Professional Report Writing (D-PRW) Course L7, 30 credits If you do not hold a degree, you may be asked to complete an entry essay for acceptance on this course.
Notes • To enrol on the D-PRW module, it is mandatory to have completed CCET or CPT3A, hold current registration with the BPS and hold an eligible Level 5 or 7 SpLD specialist teacher/practitioner qualification such as Dyslexia Action's Level 5 Diploma in Specialist Teaching in Literacy-Related Difficulties (DIST), or Level 7 Certificate in Specialist Teaching in Literacy-Related Difficulties? Which would be eligible for Associate (ADG) membership with The Dyslexia Guild, or an equivalent recognised SpLD membership grade from another recognised professional body • You can take up to eight months to study CCET, the D-PRW course is twelve months. For further information please click on the links above	

Option two: Hold an accredited L7 Specialist Teaching Qualification (gained within the last 5 years with Dyslexia Action)

Dyslexia Action Level 7 Postgraduate Certificate in Specialist Assessment for Literacy-Related Difficulties, includes the following modules:	
1.	DAPP21-03 Psychometric Assessment of Literacy-Related Difficulties, L7, 30 credits
Plus	
2.	DAPP21-04 Psychometric Assessment of Cognitive Processing L7, 30 credits
Notes • Each module requires six months of study • This route will, on successful completion, give you the eligibility to apply for the AMBDA professional accreditation membership level – if the BDA tally of teaching hours has been met. For further information please email: trainingcourses@dyslexiaaction.org.uk	

Study Requirements

All candidates should note that the MEd, Diploma and Certificate programmes are demanding Level 7 programmes. Candidates will need to be able to balance the demands of their studies with existing work and home commitments in order to benefit from the modules and gain the qualifications on offer.

Level 7 work is at Master's level and is more demanding than undergraduate work. You will be required to think and work independently and be proactive about managing your own learning. Work that is considered to be a good standard at undergraduate level is only the groundwork to Level 7. Work is marked more stringently and you will need to step up the intensity of your work and application.

Teaching and assessment practice is required in addition to the academic work and may be set around your existing role or could be specially arranged. In either case you will need to allow for suitable preparation time and for unexpected elements such as having to rearrange lessons due to learner absence or for example when video-recording if technical difficulties occur.

The Level 7 Postgraduate programmes are set at Master's Level. Each 30-credit module is a minimum of 300 hours of study. You will need to set aside approximately 15 notional hours per week (rising to 20 hours during the teaching practicum and at points in other modules when key formative and summative tasks are being undertaken).

Progression Pathway

The Postgraduate Certificate and Diploma programmes in Dyslexia and Literacy offer a completely flexible solution to working at Level 7. The MEd programme takes three years to complete part time. A full-time option is not available.

Each module lasts one semester. The Postgraduate Certificate courses take two semesters (12 months part time) and the Postgraduate Diploma is a further two semesters (two years part time in total). The MEd is then completed by taking a final 60-credit module that lasts one calendar year.

Participants will be able to specialise in either school/college practice (under 16) or adult/college/university practice (over 16) depending on their training and past experience.

Where will I study?

Our MEd in Professional Practice programme is delivered via Virtual Learning Environments (VLEs):

- Regular support from a team of specialist tutors to guide you through the postgraduate level study
 - Module DAPP21-01 delivered on Moodle
 - Module DAPP21-02 delivered on Moodle
 - Module DAPP21-03 delivered on Campus Online TM
 - Module DAPP21-04 delivered on Campus Online TM

Each module will require you to be involved in practical teaching and assessment whilst others are more theoretically based. The core curriculum is delivered by means of a range of e-learning resources. These include presentations, articles, exercises, videos and follow-up activities and tasks for participants to carry out at intervals. There is no attendance required for this course and learning is purely online.

Technical equipment required for the course

You will need a computer with an Internet connection and home **email** account (work emails are not recommended) in order to access the teaching materials and to participate on forums via the VLEs. (Login details will be emailed to you on the day your course starts).

Minimum Hardware and Software Requirements

- Windows/Apple computer
- High Speed Internet connection. (Mobile broadband is not recommended)
- Google Chrome or Mozilla Firefox (Internet Explorer is not supported)
- Microsoft Office/OpenOffice/Google Docs
- Adobe Acrobat Reader/Foxit Reader
- VLC Media Player
- Handbrake file compression software

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 necessary 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.

Please note that 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.

Junk/spam filters

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

Video Recording Equipment

Where required, you will need access to a video recording device and a tripod. We recommend consumer video cameras that can record in MP4 format. You may also use a high-quality webcam, mobile phone or tablet although the final video will have to be converted to MP4 using video compression software.

You will be required to upload your final video in MP4 format. File size should not exceed 600Mb. There is specific guidance on conducting Digital Recording and this is provided in the relevant modules.

Postgraduate Programme Syllabus Outlines

Please note: Individual credit certificates are only awarded when a candidate does not continue to the next module of the award.

Postgraduate Certificate Specialist Teaching for Literacy-Related Difficulties		
Duration: One calendar year part time Each module is one semester (6 months) in duration.		Professional status achievable: Specialist Teacher
DAPP21-01 (one semester)	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02 (one semester)	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
Eligibility for Professional Membership	Specialist teacher professional membership available on application includes: • The Dyslexia Guild Associate Member (ADG) • British Dyslexia Association ATS/APS • Patoss (Associate membership)	
Notes	Candidates must complete all of these modules to achieve this award. See: dyslexiaaction.org.uk/level-7-postgraduate-certificate-specialist-teaching-for-literacy-related-difficulties/	

Postgraduate Diploma Specialist Assessment and Teaching for Literacy-Related Difficulties		
Duration: Two calendar years part time. Each module is one semester (6 months) in duration.		Professional status achievable: Specialist Teacher Assessor
DAPP21-01 (one semester)	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02 (one semester)	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
DAPP21-03 (one semester)	30 credits	Title: Psychometric Assessment of Literacy-Related Difficulties
DAPP21-04 (one semester)	30 credits	Title: Psychometric Assessment of Cognitive Processing
Eligibility for Professional Membership	Specialist teacher/ assessor professional membership available on application includes: • Dyslexia Guild Member (MDG) • Assessment Practising Certificate -SASC • Associate Membership of the BDA (AMBDA or AMBDA FE/HE) – additional teaching hours may be required¹ • Patoss (Full membership)	
Notes	Candidates must complete all of these modules to achieve this award. See: dyslexiaaction.org.uk/level-7-postgraduate-diploma-specialist-assessment-and-teaching-for-literacy-related-difficulties/	

¹ See the section *Required Teaching Practice Hours* below

MEd in Professional Practice in Dyslexia and Literacy - Route one		
Duration: Three calendar years part time		Professional status achievable: Specialist Teacher Assessor
DAPP21-01 (one semester)	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02 (one semester)	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
DAPP21-03 (one semester)	30 credits	Title: Psychometric Assessment of Literacy-Related Difficulties
DAPP21-04 (one semester)	30 credits	Title: Psychometric Assessment of Cognitive Processing
Plus, the following module delivered by Real Training		
M12 (12 months)	60 credits (12 months)	Title: Enquiry Module For further details see: realtraining.co.uk/enquiry-based-send-practice
Eligibility for Professional Membership	Specialist teacher/ assessor professional membership available on application includes: • Dyslexia Guild Member (MDG) • Assessment Practising Certificate – SASC • Associate Membership of the BDA (AMBDA or AMBDA FE/HE) – additional teaching hours may be required² • Patoss (Full membership)	
Notes	Candidates must complete all of these modules to achieve this award. See: dyslexiaaction.org.uk/med-professional-practice-in-dyslexia-and-literacy/	

MEd in Professional Practice in Dyslexia and Literacy - Route two		
Duration: Three calendar years part time		Professional status achievable: Specialist Teacher Assessor
DAPP21-01 (one semester)	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02 (one semester)	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
Plus, the following modules offered by Real Training		
M02A (up to 8 months)	30 credits	Title: Certificate of Competence in Educational Testing
M05C (12 months)	30 credits	Title: Dyslexia: Professional Report Writing
M12 (12 months)	60 credits	Title: Enquiry Module
Eligibility for Professional Membership	Specialist teacher/ assessor professional membership available on application includes: • Dyslexia Guild Member (MDG) • Assessment Practising Certificate – (SASC) • This route <u>will not</u> give you eligibility to apply for the AMBDA membership level with the BDA • Patoss (full membership)	
Notes	Candidates must complete all of these modules to achieve this award. See: dyslexiaaction.org.uk/med-professional-practice-in-dyslexia-and-literacy/	

² See the section *Required Teaching Practice Hours* below

Postgraduate Certificate Specialist Assessment for Literacy-Related Difficulties		
Duration: 18 months part time Each module is one semester (6 months) in duration.		Professional status achievable: Specialist Assessor
DAPP21-03 (one semester)	30 credits	Title: Psychometric Assessment of Literacy-Related Difficulties
DAPP21-04 (one semester)	30 credits	Title: Psychometric Assessment of Cognitive Processing
Eligibility for Professional Membership	Specialist assessor professional membership available on application includes: • Dyslexia Guild Member (MDG) • Assessment Practising Certificate – SASC • Associate Membership of the BDA (AMBDA or AMBDA FE/HE) – additional teaching hours may be required³ • Patoss (Full membership)	
Notes	Please see page 8 for further details as terms apply for application for this certificate.	

³ See the section *Required Teaching Practice Hours* below

Postgraduate Certificate and Diploma

Module aims

DAPP21-01: Literacy Acquisition – Underpinning Theory	
Course content: Participants will be able to: Examine research on literacy acquisition and related difficulties; explore a range of factors that influence typical and atypical communication, language and literacy skills and review the construct of intelligence and how it is applied in learning environments.	
DAPP21-02: Specialist Literacy Teaching - Linking Theory to Practice	
Course content: Participants will be able to: Develop the complex and extensive skill-set needed to be an effective specialist literacy teacher and in order to facilitate literacy understanding in learners; conduct a placement process and deliver a series of structured multisensory learning sessions with a learner* in an educational setting.	
*Guidance will be given on the selection of a learner who should be under 16 for the first 10 hours of teaching in school settings and over 18 for those working in adult settings. Candidates must select a learner from the age range in which they are currently professionally employed.	
DAPP21-03: Psychometric Assessment of Literacy-Related Difficulties	
Course content: Participants will be able to: Gain a firm grounding in key statistical concepts and in-depth knowledge of a complex, standardised literacy assessment tool; gain competence with a reporting protocol for literacy-related difficulties.	
DAPP21-04: Psychometric Assessment of Cognitive Processing	
Course content: Participants will be able to: Gain knowledge of key statistical concepts associated with educational assessment; develop competence with a reporting protocol for the cognitive processing difficulties associated with dyslexia and hone consultative skills.	

Modules delivered by Real Training	
M02A	Certificate of Competence in Educational Testing See: realtraining.co.uk/certificate-of-competence-in-educational-testing-leading-to-the-british-psychological-society-test-user-educational-qualification
M05C	Dyslexia: Professional Report Writing See: realtraining.co.uk/dyslexia-professional-report-writing
M12	Enquiry-Based Module See: realtraining.co.uk/enquiry-based-send-practice

Teaching and Assessment Practice

The Dyslexia Action Postgraduate Programme is a competency-assessed programme. Supervised teaching is an essential part of module DAPP21-02: *Specialist Literacy Teaching - Linking Theory to Practice* and supervised assessment for Modules DAPP21-03 and DAPP21-04. Tutors will supervise the practical work by giving support and feedback on the teaching practice, observed assessment administrations, lesson plans, teaching practice and evaluations. Candidates submit filmed recordings of some of the practical work.

Working with a learner

The learner selected for the teaching intervention programme must be available for the duration of the teaching practice (around 14 school/college weeks). If the learner is going to be away for more than a week during the teaching practice, she/he may not be suitable for this intervention, similarly learners taking examinations may not have the time or focus to fully engage. Tutors will advise on the suitability of chosen learners, based on the information provided, but *it is the responsibility of participants to find and select suitable learners*. Lessons must take place as face-to-face sessions; no on-line version of the teaching programme is currently offered. For the Psychometric Assessment modules, it is important that the learner has not recently (within the past year) been assessed using the assessment tools used within the module.

Please note:

- Participants working with children can only teach a learner within a DfE registered state or independent school with a Unique Reference Number (URN)⁴. See: get-information-schools.service.gov.uk/Search for details of how to find details of schools and schools' URNs (this does not apply to those based overseas, although the school or college should be a registered organisation through the state authority)
- Participants 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)
- For safeguarding reasons, participants cannot teach a learner in the participant's own home or in the learner's family home: this is not permitted
- For reasons of academic and professional integrity, participants cannot teach a family member or close family friend for the teaching intervention programme
- 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
- Learning sessions must be conducted face-to-face not over the internet
- The criteria for selection of a learner for the teaching intervention programme are:
- The learner should have a minimum age of seven⁵
- The learner should be currently underachieving in literacy (it is not a criterion that the learner has a diagnosis of dyslexia)
- The learner must not have a complex learning profile or social/ behavioural problems that will present challenges for the participant in training
- 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.
- Further details on selecting a learner will be given within the appropriate practical modules.

⁴ County Council Inclusion/SEND provision providers without a URN are usually considered suitable as long as the participant can provide:

- The name of county council overseeing provision
- An email for the provision provider that has a .gov.uk email extension

⁵ If you regularly work with children younger than this it may be possible to work with a younger child, but the deciding factor is whether the child's profile will enable you to gain sufficient experience of the application of DALP during your training with us. It may be the case if a younger child is taught that additional exercises may need to be undertaken to demonstrate competence for the purposes of the course.

Required Teaching Practice Hours: MEd in Professional Practice in Dyslexia and Literacy (Route 1)

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). The remaining hours can be carried out with either the same learner or another learner (or a small group of learners). 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 study-related tasks will enable participants to apply for Associate Membership (ADG) of The Dyslexia Guild and membership of other professional bodies (e.g., PATOSS and the British Dyslexia Association).

NB: Practitioners who wish to achieve AMBDA will have to undertake a short additional mentored teaching hours course in order to meet the BDA's stipulated number of teaching hours i.e., 30 hours of teaching support overall.

APRIL COHORT START - MODULES SHOWING ELEMENTS REQUIRING CONTACT WITH LEARNERS		
Module	Teaching/Assessment Element 1	Teaching/Assessment Element 2
Module DAPP21-01 Apr-Sept (year one)	Not applicable	Not applicable
Module DAPP21-02 Oct-Mar (year one)	Course activity: Initial assessment When?: Late October Type of access required: one or two sessions Time required: approx. two hours overall	Course activity: Teaching practicum When?: Late Nov – March Type of access required: one-to-one lessons Time required: 18 hours
	Taught lesson options, either: 8 x 90 minute sessions (weekly) 10 x 90 minute sessions (first four weekly lessons) then 6 x 60 minute sessions (last six weekly lessons) 2 x 45 minute sessions on consecutive days x 8 weeks (see note below) Please note: the first 10 hours teaching must be completed with one pupil, you can then move onto another learner or small group lessons.	
Module DAPP21-03 Apr-Sept (year two)	Course activity: Observed Assessment 1 When?: July Type of access required: one-off assessment Time required: approx. two hours overall	Not applicable
Module 4 DAPP21-04 Oct-Mar (year two)	Course activity: Observed Assessment 2 When?: Nov – Dec Type of access required: one-off assessment Time required: approx. three hours overall	Course activity: Observed Assessment 3 When?: Feb – March Type of access required: one-off assessment Time required: approx. three hours overall

OCTOBER COHORT START - MODULES SHOWING ELEMENTS REQUIRING CONTACT WITH LEARNERS		
Module	Teaching/Assessment Element 1	Teaching/Assessment Element 2
Module DAPP21-01 Oct-Mar (year one)	Not applicable	Not applicable
Module DAPP21-02 Apr-Sept (year one)	Course activity: Initial assessment When? Late April Type of access required: one or two sessions Time required: approx. two hours overall	Course activity: Teaching practicum When? May–Sept Type of access required: one-to-one lessons Time required: 18 hours
	Taught lesson options, either: 8 x 90 minute sessions (weekly) 10 x 90 minute sessions (first four weekly lessons) then 6 x 60 minute sessions (last six weekly lessons) 2 x 45 minute sessions on consecutive days x 8 weeks (see note below) Please note: the first 10 hours teaching must be completed with one pupil, you can then move onto another learner or small group lessons.	
Module DAPP21-03 Oct-Mar (year two)	Course activity: Observed Assessment 1 When? Jan Type of access required: one-off assessment Time required: approx. two hours overall	Not applicable
Module DAPP21-04 Apr-Sept (year two)	Course activity: Observed Assessment 2 When? May–June Type of access required: one-off assessment Time required: approx. three hours overall	Course activity: Observed Assessment 3 When? July–Sept Type of access required: one-off assessment Time required: approx. three hours overall

How is the course taught?

Participants work together to form an online group for the duration of the module. This enables all those involved to get to know one another and to develop a community of learning practice with other students and tutors as the course progresses.

Each module is divided into separate topics and these will be taught by tutors who specialise in that area. You must complete the modules in the sequence given for the particular programme. If you fail a module, you will be able to undertake a resubmission process. However, you will not be able to continue with the next module in the sequence if the preceding module has not been successfully completed. Only one resubmission attempt is allowable.

How is the course assessed?

The assessment strategy for this course covers both theoretical and practical elements and is designed to develop practical skills in specialist teaching and assessment and encourage evaluation of the research and evidence-base, so that theory is integrated into practice. A combination of assessment tools is used and these include:

- Assignments (formative and examined), essays and assessment reports
- Exercises and peer evaluation discussions
- Practical teaching material assignments, case studies
- Quizzes and other online self-assessment instruments
- Reflective reports
- Weekly lesson plans and evaluations (specialist teaching)
- Filmed evidence of assessment administration (psychometric assessment) and teaching practice

Module Assignment Overview

DAPP21-01 Literacy Acquisition - Underpinning Theory

- Contribution to compulsory forums
 - Essay plan
- Essay: (For example) Typical and atypical development of literacy skills with reference to theories and research (3,000 words)
- Poster (For example): Presentation poster (and explanatory notes) exploring the construct of intelligence with reference to theories and research (2,000 words)

DAPP21-02 Specialist Literacy Teaching - Linking Theory to Practice

Formative assessments (for example, would include but not be limited to):

- Quizzes
- Case study analyses
- Literacy programme placement assignment
- Observed Teaching Practice: digital recording of lesson delivery, lesson plan and teaching resources and students' self-evaluation of performance submitted
- Reflective teaching log
- Presentation to peers

Summative assessments

Teaching Skills Portfolio (5,000 words):

- Teaching Higher-order skills
- Critical examination of the theory-base for structured multisensory teaching

- Structured Multisensory Teaching recording of lesson
- Analysis of own teaching practice

DAPP21-03 Psychometric Assessment of Literacy-related Difficulties

Formative assessments (for example, would include but not be limited to):

- Quizzes
- Informal administration of an assessment battery
- Case study
- Observed assessment administration and self-analysis of practice

Summative assessment scheme

- Short Answer Paper (2,000 words):
 - Numerical questions
 - Short answer conceptual questions
 - Short critical piece on the limits of statistical information
 - Questions on accurate test administration and scoring
- Professional literacy-related assessment report (3,000 words)

DAPP21-04 Psychometric Assessment of Cognitive Processing

Formative assessments (for example, would include but not be limited to):

- Quizzes
- Case Study Analysis
- Assessment report

Summative assessments

Assessment Process Portfolio (4,000 words):

- Assessment Report
 - Observed Administration
 - Analysis of own assessment administration practice
- Staff Development activity reflection (1,000 words):
 - Graph summarising feedback
 - Analysis of own effectiveness in a staff development role
 - List of key areas for future professional development in an advisory role

Will I need to have a DBS check?

As a Disclosure and Barring Service (DBS) Enhanced Disclosure is a requirement for those working regularly with children and young people⁶ 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 this will need to be organised with the educational establishment in which your potential learner is schooled. The DBS 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.

Professional Practice Materials

Applicants should note that the Dyslexia Action Postgraduate Certificate and Diploma qualifications are intended for individuals who wish to work as specialist literacy teachers and/or assessors in educational settings.

The Diploma modules (DAPP21-03 & 04) will require significant investment in psychometric assessment test materials which is **in addition to the course fees**. There is a student [Study Purchase Scheme](#) for key assessment test batteries operated by the [Dyslexia Action Shop](#). These test materials are resources that you will be able to use in your future professional practice once you qualify. You may also be able to borrow tests from your school or college.

You will be sent a full list of required resources including assessment tests, practical teaching materials, once you have registered for the relevant module.

Pre-reading

There is no pre-reading required or available.

Tutor Support

DAPP21-01

- Tutor support via forums for general queries
- Individual feedback on summative essay plan
- Drop-in sessions where questions can be asked (done monthly)
- Disability Advisor is available for support (if reasonable adjustments apply)
- Pastoral Support Tutor available for support

DAPP21-02

- Tutor support via forums for general queries
- One-to-one tutor support during the teaching practicum – this starts after the placement (an opening assessment task) findings are uploaded
- A few online meetings (to give key information, to give study tips, answer queries)
- Support via an @dalp email address for queries about teaching practicum logistics, personal matters etc.
- Disability Advisor is available for support (if reasonable adjustments apply)
- Pastoral Support Tutor available for support

DAPP21-03

⁶ And with adult learners who are categorised as vulnerable.

- Tutor support via forums for general queries
- A few online meetings (to give key information, to give advice/tips, answer queries)
- One-to-one tutor support with assessment administration tasks – a dialogue document is built up throughout this and the next module
- Disability Advisor is available for support (if reasonable adjustments apply)
- Pastoral Support Tutor available for support

DAPP21-04

- Tutor support via forums for general queries
- A few online meetings (to give key information, to give advice/tips, answer queries)
- One-to-one tutor support with assessment administration tasks – a dialogue document is built up throughout this and the next module
- Disability Advisor is available for support (if reasonable adjustments apply)
- Pastoral Support Tutor available for support

Professional Memberships: Eligibility

Membership of The Dyslexia Guild

Candidates will automatically become student members of The Dyslexia Guild for the **first** year of their course while they are actively studying on a Postgraduate Certificate or Diploma Programme with Dyslexia Action. The Guild is a membership network and professional association for practitioners in Dyslexia and SpLD, which aims to promote discussion, information and best practice as well as keeping members informed of developments in the field through publication and distribution of topical news, updates and maintenance of an up-to-date library.

See: dyslexiaguild.org.uk/

The Guild provides its members with a wealth of information relating to dyslexia and SpLDs through its online library (the National Resource Centre for Dyslexia), a single easy to access online platform that produces focused search results accessible by members 24/7. The library is supported by a Chartered Librarian and provides a unique, e-resource collection, covering the fields of dyslexia and other co-occurring difficulties. Participants have access to an online collection of over 800 specialist e-books, hard copy books and resources as well as simultaneous access to an online EBSCO database of over 1,600 full-text education and psychology journals.

On completion of the Postgraduate Programme, you will be eligible to apply for the following grades of membership:

- **Associate Member of The Dyslexia Guild (ADG):**
Postgraduate Certificate in Specialist Teaching for Literacy-Related Difficulties
- **Member of The Dyslexia Guild (MDG):**
Postgraduate Certificate Specialist in Assessment for Literacy-Related Difficulties
Postgraduate Diploma Specialist: Assessment and Teaching for Literacy-Related Difficulties

The Postgraduate Certificate and Diploma programmes can also lead to recognition for membership with the BDA subject to completion of their requirement for additional teaching hours which form part of their accreditation criteria.

Assessment Practising Certificate

Candidates who have successfully completed the:

- Postgraduate Certificate: Specialist Assessment for Literacy-Related Difficulties
- Postgraduate Diploma: Specialist Assessment and Teaching for Literacy-Related Difficulties
- MEd: Professional Practice in Dyslexia and Literacy

will be eligible to apply for an Assessment Practising Certificate (APC) in Dyslexia and SpLD through the [Dyslexia Guild](https://dyslexiaaction.org.uk/).

An APC will allow you to carry out diagnostic assessments for Dyslexia/SpLD for the purpose of Disabled Students' Allowances and is recognised by the JCQ for access arrangements.

See: dyslexiaaction.org.uk/assessment-practising-certificate/ for details.

Semester Dates⁷ and Pathway Categories

Please see tables below for semester dates and date pathways. The module close dates are given approximately. The actual submission date will be linked to the last working day in the final month of the course.

Postgraduate Certificate Specialist Teaching for Literacy-Related Difficulties			
Programme Start Date	DAPP21-01		DAPP21-02
	Literacy Acquisition – Underpinning Theory		Specialist Literacy Teaching - Linking Theory to Practice
	Semester 6 months		Semester 6 months
 Oct 2025	7 Oct 2025 - 31 Mar 2026		7 Apr 2026 - 29 Sep 2026
 Apr 2026	7 Apr 2026 - 29 Sep 2026		6 Oct 2026 – 30 Mar 2027

Postgraduate Diploma Specialist Assessment and Teaching for Literacy-Related Difficulties				
Programme Start Date	DAPP21-01	DAPP21-02	DAPP21-03	DAPP21-04
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice	Psychometric Assessment of Literacy-Related Difficulties	Psychometric Assessment of Cognitive Processing
	Semester 6 months	Semester 6 months	Semester 6 months	Semester 6 months
 Oct 2025	7 Oct 2025 - 31 Mar 2026	7 Apr 2026 - 29 Sep 2026	6 Oct 2026 – 30 Mar 2027	TBC
 Apr 2026	7 Apr 2026 - 29 Sep 2026	6 Oct 2026 – 30 Mar 2027	TBC	TBC

MEd: Professional Practice in Dyslexia and Literacy Route one				
Programme Start Date	DAPP21-01	DAPP21-02	DAPP21-03	DAPP21-04
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice	Psychometric Assessment of Literacy-Related Difficulties	Psychometric Assessment of Cognitive Processing
	Semester 6 months	Semester 6 months	Semester 6 months	Semester 6 months
 Oct 2025	7 Oct 2025 - 31 Mar 2026	7 Apr 2026 - 29 Sep 2026	6 Oct 2026 – 30 Mar 2027	TBC
 Apr 2026	7 Apr 2026 - 29 Sep 2026	6 Oct 2026 – 30 Mar 2027	TBC	TBC
Plus	M12 Enquiry Module (Real Training)*		realtraining.co.uk/enquiry-based-send-practice	

MEd: Professional Practice in Dyslexia and Literacy Route two				
Programme Start Date	DAPP21-01	DAPP21-02	MO2A	MO5C
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice	Certificate of Competence in Educational Testing	Dyslexia: Professional Report Writing
	Semester 6 months	Semester 6 months		
 Oct 2025	7 Oct 2025 - 31 Mar 2026	7 Apr 2026 - 29 Sep 2026	realtraining.co.uk/certificate-of-competence-in-educational-testing-leading-to-the-british-psychological-society-test-user-educational-qualification	realtraining.co.uk/dyslexia-professional-report-writing
 Apr 2026	7 Apr 2026 - 29 Sep 2026	6 Oct 2026 – 30 Mar 2027		
Plus	M12 Enquiry Module (Real Training)*		realtraining.co.uk/enquiry-based-send-practice	

Postgraduate Certificate: Specialist Assessment for Literacy-Related Difficulties (specific entry requirements apply)			
Programme Start Date	DAPP21-03		DAPP21-04
	Psychometric Assessment of Literacy-Related Difficulties		Psychometric Assessment of Cognitive Processing
	Semester 6 months		Semester 6 months
 Oct 2025	6 Oct 2026 – 30 Mar 2027		TBC
 Apr 2026	TBC		TBC

⁷ Registration dates for the MEd Enquiry module can be found on the Real Training website at: realtraining.co.uk/enquiry-based-send-practice

Fees for Academic Year 2025- 26

Please note that fees:

- Are reviewed every academic year and may be subject to increase at any time. Fees are for the initial enrolled Programme only and may be subject to increase if a candidate moves to a subsequent Programme or later student cohort
- Are payable by module, one at a time, and must be paid in full before the start of the module or you will be referred to the next available date
- Includes Student Membership of The Dyslexia Guild while the candidate is **actively** studying and for the first year of the programme only.

Fee Schedule	Credits	Price	Price + VAT
Postgraduate Certificate: Specialist Teaching for Literacy-Related Difficulties	60	£4,390	£5,268
Postgraduate Certificate: Specialist Assessment for Literacy-Related Difficulties	60	£4,390	£5,268
Postgraduate Diploma: Specialist Assessment and Teaching for Literacy-Related Difficulties	120	£8,780	£10,536
MEd Enquiry Module (Delivered by Real Training)	60	£2,695	£3,234
MEd Professional Practice in Dyslexia and Literacy	180	£11,475	£13,770

Fee Schedule (per module)	Credits	Price Per Module	Price + VAT
DAPP21-01: Literacy Acquisition – Underpinning Theory	30	£2,195	£2,634
DAPP21-02: Specialist Literacy Teaching – Linking Theory to Practice	30	£2,195	£2,634
DAPP21-03: Psychometric Assessment of Literacy-Related Difficulties	30	£2,195	£2,634
DAPP21-04: Psychometric Assessment of Cognitive Processing	30	£2,195	£2,634
MEd Enquiry Module (Delivered by Real Training)	60	£2,695	£3,234

Please note:

- If your payment is being made by a UK VAT-registered company, you should be able to reclaim the full amount of VAT applied to your course. If you are paying from overseas via a VAT-registered organisation you may be able to reclaim VAT charged under the [electronic cross-border refund system](#). For guidance on reclaiming VAT please visit gov.uk/reclaim-vat
- Courses may be subject to a price increase on 1st October annually

NUS TOTUM PRO Discount Card

Participants studying on the Dyslexia Action Postgraduate Level 7 programmes listed in this brochure may apply for this discount card. Please note that a charge is made for the card:

totum.com/se/student-discount/cat/totum-pro

If you would like to apply for the TOTUM PRO card (previously NUS Extra), please contact us for your unique code. Email: pgmail@dyslexiaaction.org.uk

Application Details for the Postgraduate Courses

Step 1: Download, complete and save the Application Form (which can be found on the relevant course [web page](#) (incomplete applications will not be considered).

Step 2: Create a registration account/or login [here](#)

Upload your completed application form, degree certificate and ID document to the relevant programme page on the website.

Your application will be reviewed by the:

1. Course Administrator who may contact you for additional details
2. Programme Manager for academic suitability and where references may also be taken up

Once your application has been accepted you will be emailed with further details regarding module registration and payment for your first module.

If your application is not accepted, we may be able to offer you an alternative course pathway through our CPD programme.

Terms and Conditions

Dyslexia Action Terms and Conditions can be found online at:

dyslexiaaction.org.uk/terms-and-conditions/

Complaints Procedure

Dyslexia Action Training and Professional Development welcomes comments and suggestions about the services it provides. Participants wishing to make a comment or suggestion about a course, either academic or non-academic, can do so informally by contacting the unit tutors. Individuals who are considering making a complaint may wish to seek advice in the first instance from the Programme Manager who will seek to resolve the matter.

Further details on our Complaints Procedure can be found at:

realgroup.co.uk/downloads/delegate_complaints_procedure.pdf

Contact Details

Professional Programme Administrator

Email: pgmail@dyslexiaaction.org.uk

Tel: + 44 (0)1273-358080 or +44 (0)1784-222304 (pre-sales)

Web: dyslexiaaction.org.uk/postgraduate-level-qualifications-spld/

Dyslexia Action Training and Professional Development Admissions Office
70-72 Stour Street, Canterbury, CT1 2NZ