



**Middlesex
University
London**

**Dyslexia
Action**

Training and Professional Development

**Postgraduate Programme Syllabus
Certificate(s), Diploma and
Masters in Dyslexia and Literacy
Academic Year 2026-27**

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

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 Dyslexia Action Postgraduate programme in Dyslexia and Literacy is validated by 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

Dyslexia Action Training 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 Certificate(s), Diploma and Masters specialist teacher/practitioner 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/practitioner 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. 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 versions. Every effort has been made to ensure the accuracy of the information contained in this document and Dyslexia Action Training is unable to provide any warranty concerning the accuracy or completeness of any information contained herein and on 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 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

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 document is accurate, it should be treated as a guide only. Full details of the course can be found in the course handbook. Any fee information is indicative, and will only be confirmed once the online booking for the course opens.

Explanation of Terms

Candidate:	The person undertaking a certificate, diploma or Masters 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 virtual learning environment, please contact Dyslexia Action.

Who is the Programme for?

The Dyslexia Action Postgraduate Programmes in Dyslexia and Literacy and its associated Certificate(s), Diploma and Masters 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 to the Virtual Learning Environment is available 24/7 and all modules are tutor supported.

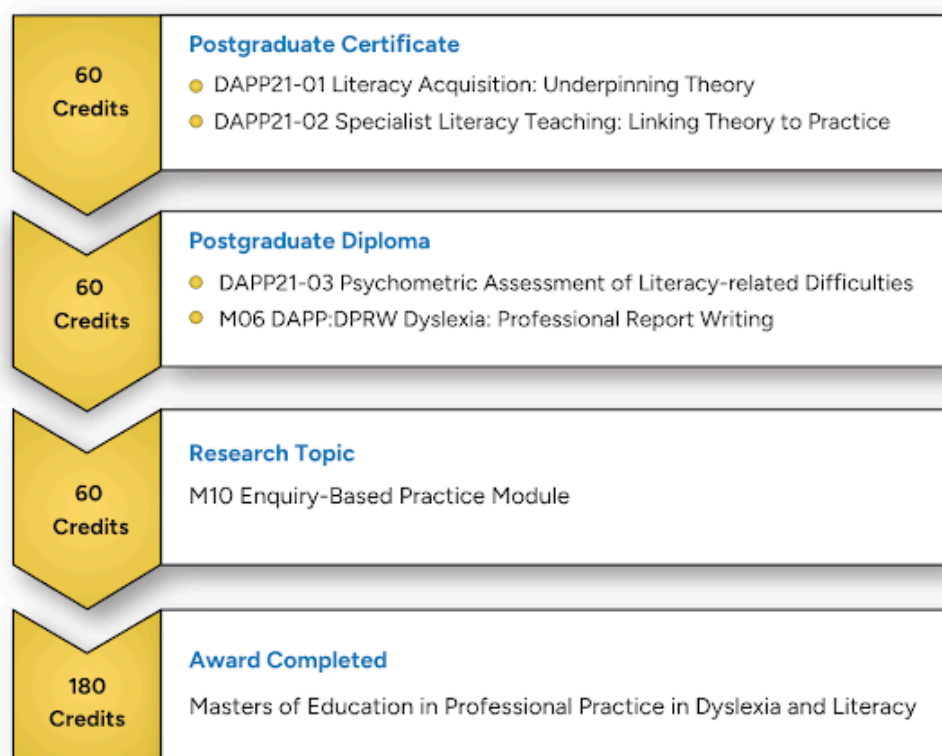
The Dyslexia Action Postgraduate Certificate, Diploma and Masters Programmes in Literacy-Related Difficulties are appropriate for a wide range of educational specialists who have recent and relevant classroom or student learning support experience, including:

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

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

Overall structure of the programme

Masters of Education in Professional Practice in Dyslexia and Literacy - Route 1



OR

Masters of Education in Professional Practice in Dyslexia and Literacy - Route 2



Entry requirements

QUALIFICATIONS

Prospective students will have:

- Recent and relevant experience (at least two years) in a school or college in a teaching/teaching support role
- An honours degree or equivalent
- GCSE Maths grade C/4 or higher (or equivalent)
- Candidates with English as an additional language will need a high level of competence in the use of English, equivalent to a GCSE result of C/4 or an IELTS result of at least 6.5 (with a minimum of 6.0 in all components)
- See Regulations for Postgraduate (masters) programmes:
realgroup.co.uk/postgraduate-programme-regulations/

Private tutors:

Private tutoring will partly count as recent and relevant experience and if you hold QTS/PGCE this will strengthen your application. You will need:

- 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

Applicants who do not fulfil all the requirements above may be considered for 'special entry' if they can demonstrate other relevant academic and professional experience. Such applicants are advised to apply in the first instance and fully explain their experience in their application statement.

Teaching and Assessment Practice

The Dyslexia Action Postgraduate Programme is a competency-assessed programme.

- Supervised teaching is an essential part of DAPP21-02
- Supervised assessment is an essential part of DAPP21-03 and DAPP-D:PRW

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 will 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. 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/college with a Unique Reference Number (URN)¹. See: get-information-schools.service.gov.uk/Search to find school and college URNs (this does not apply to those based overseas, although the school/college should be a registered organisation through the state authority). This can be a voluntary placement and you must be covered by the organisation's DBS
- Participants should be covered by the organisation's DBS check and safeguarding arrangements (this does not apply to those based overseas, although the school/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 programme with Dyslexia Action
- Learning sessions must be conducted face-to-face not virtually
- The criteria for selection of a learner for the teaching intervention programme are:
 - The learner should have a minimum age of seven²
 - 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

¹ 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

² 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.

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 prior to starting DAPP21-02.

Required Teaching Practice Hours

Dyslexia Action requires you to undertake a minimum of 20 hours of teaching support during the teaching practice. At least 14 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.

Become a Dyslexia Assessor

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: For 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:

Option one:

- 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)
- DAPP-D:PRW Dyslexia:Professional Report Writing (30 credits)

Option two:

- DAPP21-01 Literacy Acquisition – Underpinning Theory (30 credits)
- DAPP21-02 Specialist Literacy Teaching – Linking Theory to Practice (30 credits)
- M02 CCET Certificate of Competence in Educational Testing (30 credits)
- M06 D:PRW Dyslexia:Professional Report Writing (30 credits)

Option two:

**Already hold Real Training's CCET Qualification
or a Level 5 or 7 SpLD Teacher/Practitioner Qualification?**

1.	Level 5* or Level 7 SpLD teacher/practitioner accredited qualification e.g., the Dyslexia Action Level 5 or 7 programmes or recognised equivalent * A Level 5 SpLD qualification does not meet the entry requirements for completion of a Level 7 Certificate, Diploma, or Masters, but can be used in the pathway to becoming an assessor
Plus	
2.	Real Training's Certificate of Competence in Educational Testing (CCET) Course and hold current registration with the BPS RQTU (BPS RQTU) as Test User
Plus	
3.	Real Training's Dyslexia Professional Report Writing (D-PRW) Course
Notes • To enrol on the D-PRW module, it is mandatory to have completed: - Real Training's CCET course and hold <u>current</u> registration with the BPS, and - Hold a level 5 or 7 SpLD eligible SpLD teacher/practitioner qualification eligible for membership of The Dyslexia Guild membership at Associate- ADG level (not ADG FE/HE), or 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	

If you have previously studied a level 7 programme with Dyslexia Action and are interested in studying our Postgraduate Certificate in Specialist Assessment for Literacy-Related Difficulties please contact trainingcourses@dyslexiaaction.org.uk for further advice.

Study Requirements

The Level 7 Postgraduate programmes are set at Master's Level and are 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.

You will need to set aside approximately 15 notional hours per week for your studies, rising to 20 hours during the teaching practice and at points in other modules when key formative and summative tasks are being undertaken.

How is the programme taught?

Learning and teaching will be via distance education using our online Virtual Learning Environment, Campus Online. Campus Online provides functionality that will:

- Guide you through the module, giving guidance about the completion of the module's learning experiences
- Allow you to manage and track your progress through the activities and assessments
- Allows the flexibility for you to work at your own pace, around your individual schedule and to revisit all materials at any point in your studies
- Enable you to submit your evidence and assignments, and receive feedback from your tutor.

Campus Online also supports a collaborative learning environment and the creation of a community of practice.

Participants will gain knowledge and understanding through a wide-range of interactive activities including:

- Directed reading of selected papers, book chapters, specialist online materials
- Real-world case study examples
- Videos and other learning materials
- Critical analysis of current research
- Problem based and enquiry-based learning scenarios
- The application of new theoretical and professional knowledge
- Practical activities and reflection on own practice, structured through 'learning log' online entries.

You will need to complete the relevant modules in the sequence given for your chosen 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.

Where will I study?

Our programme is delivered via our bespoke Virtual Learning Environment, Campus Online.

Modules will require you to be involved in practical teaching and assessment whilst others are more theoretically based. The core curriculum is delivered through 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.

Will I need a DBS?

As a Disclosure and Barring Service (DBS) Enhanced Disclosure is a requirement for those working regularly with children and young people³ 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 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

The Diploma modules (DAPP21-03 and DAPP-D:PRW, CCET and D:PRW) 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](#).

[DAPP21-03 and DAPP-D:PRW study purchase scheme](#)

[CCET and D:PRW study purchase scheme](#)

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. As a Dyslexia Action delegate, you are eligible for a discount via purchases from the shop. Please contact the Shop team for further information.

Pre-reading

There is no pre-reading required or available.

³ And with adult learners who are categorised as vulnerable.

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 in Specialist Teaching for Literacy-Related Difficulties		
Duration: 14 months part-time		Professional status achievable: Specialist Teacher/Practitioner
DAPP21-01	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
Eligibility for Professional Membership	Specialist teacher/practitioner 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/	

Option one (standard route): Postgraduate Diploma in Specialist Assessment and Teaching for Literacy-Related Difficulties		
Duration: 30 months part-time		Professional status achievable: Specialist Teacher/Practitioner-Assessor
DAPP21-01	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
DAPP21-03	30 credits	Title: Psychometric Assessment of Literacy-Related Difficulties
DAPP-D:PRW	30 credits	Title: Dyslexia: Professional Report Writing
Eligibility for Professional Membership	Specialist teacher/practitioner-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) ● 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/	

Option two (alternative route): Postgraduate Diploma in Specialist Assessment and Teaching for Literacy-Related Difficulties		
Duration: 30-32 months part-time		Professional status achievable: Specialist Teacher/Practitioner-Assessor
DAPP21-01	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
Real Training M02 CCET	30 credits	Title: Certificate of Competence in Educational Testing (CCET)
Real Training M06 D:PRW	30 credits	Title: Dyslexia: Professional Report Writing
Eligibility for Professional Membership	Specialist teacher/practitioner-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) ● 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/	

Option one: Masters of Education in Professional Practice in Dyslexia and Literacy		
Duration: 42 months part-time		Professional status achievable: Specialist Teacher/Practitioner-Assessor
DAPP21-01	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
DAPP21-03	30 credits	Title: Psychometric Assessment of Literacy-Related Difficulties
DAPP-D:PRW	30 credits	Title: Dyslexia: Professional Report Writing
M10 Enquiry-Based Practice	60 credits	Title: Enquiry-Based Practice
Eligibility for Professional Membership	Specialist teacher/practitioner-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) • 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/	

Option two: Masters of Education in Professional Practice in Dyslexia and Literacy		
Duration: 42-44 months part-time		Professional status achievable: Specialist Teacher/Practitioner-Assessor
DAPP21-01	30 credits	Title: Literacy Acquisition – Underpinning Theory
DAPP21-02	30 credits	Title: Specialist Literacy Teaching - Linking Theory to Practice
Real Training M02 CCET	30 credits	Title: Certificate of Competence in Educational Testing (CCET)
Real Training M06 D:PRW	30 credits	Title: Dyslexia: Professional Report Writing
M10 Enquiry-Based Practice	60 credits	Title: Enquiry-Based Practice
Eligibility for Professional Membership	Specialist teacher/practitioner-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) • 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/	

Option one: Postgraduate Certificate in Specialist Assessment for Literacy-Related Difficulties		
Duration: 18 months part-time		Professional status achievable: Specialist Assessor
You must already hold a Dyslexia Action Level 7 Specialist Teacher/Practitioner qualification to study these two modules (terms apply)		
DAPP21-03	30 credits	Title: Psychometric Assessment of Literacy-Related Difficulties
DAPP-D:PRW	30 credits	Title: Dyslexia: Professional Report Writing
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) • Patoss (Full membership)	
Notes	Please check page 8 for further details as terms apply for application for this certificate.	

Option two: Postgraduate Certificate in Specialist Assessment for Literacy-Related Difficulties		
Duration: 20 months part-time		Professional status achievable: Specialist Assessor
You must hold an eligible Level 7 Specialist Teacher/Practitioner qualification to study these two modules (terms apply)		
Real Training M02 CCET	30 credits	Title: Certificate of Competence in Educational Testing (CCET)
Real Training M06 D:PRW	30 credits	Title: Dyslexia: Professional Report Writing
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) • Patoss (Full membership)	
Notes	Please check page 8 for further details as terms apply for application for this certificate.	

Postgraduate Certificate and Diploma

Module Aims, Learning Outcomes and Assessment Criteria

The assessment strategy for this programme 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.

DAPP21-01: Literacy Acquisition – Underpinning Theory 30 credits
Module aims: Critically examine the research on literacy acquisition and related difficulties, considering both its applications and limitations. To explore the nature of bias in cognition and to enable practitioners to appreciate its influence in learning environments.
Learning outcomes: On successful completion of this module, the delegate will be able to: 1. Evaluate a range of current research perspectives on literacy acquisition and dyslexia 2. Critically examine the influence of a range of factors on the acquisition of literacy skills 3. Appraise the role that bias plays in teachers' judgements and actions.
Assessment: Formative: (for example, could include but not be limited to) ● Contribution to Compulsory Forum 1: Cognitive processes underlying learning ● Contribution to Compulsory Forum 2: Bias ● Essay Plan – Compulsory task including an appraisal of initial knowledge of the topic before undertaking research for the essay. Summative: ● Essay, 3,000 words: Topics associated with literacy acquisition with reference to theories and research, including a 500 word reflection on how your understanding of literacy acquisition has developed during this module with reference to your essay plan. Poster/blog/presentation: ● An audience-focused piece (and explanatory notes if necessary) exploring the role of bias in teachers' perceptions and actions, with reference to theories and research. The piece should address how outcomes for learners can be affected by teacher bias. In order to pass the module, the student will be required to achieve: An overall aggregate of 50% (grade 16) with a minimum of 50% (grade 16) in each assessment component.
Tutor support: ● 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
See: DAPP21-01 Module Narrative

DAPP21-02: Specialist Literacy Teaching - Linking Theory to Practice 30 credits
Module aims: To develop the complex and extensive skill-set needed to be an effective specialist literacy teacher/practitioner. To instil the importance of the promotion of metalinguistic awareness and learner* independence in literacy learning through teaching intervention planning, lesson planning and lesson delivery. To provide an opportunity to explore own development in specialist literacy expertise.
Learning outcomes: On successful completion of this module, the delegate will be able to: 1. Plan specialist literacy support sessions tailored to meet an individual learner's requirements 2. Deliver a structured, multisensory literacy intervention programme that effectively addresses the individual study requirements of a learner with literacy-related difficulties 3. Critically reflect on experiences of specialist literacy practice making links with theory and research.
Assessment: Formative: (for example, could include but not be limited to) • Quizzes: comprehensive quizzes covering key module content • Case study analyses – to practise and reflect upon the literacy placement process • Literacy programme placement assignment: tutor reviewed to ensure the teaching intervention outline is appropriate for each learner • Observed Teaching Practice: digital recording of lesson delivery, lesson plan and teaching resources and students' self-evaluation of performance submitted for in-depth tutor review • Teaching Skills Development Dialogue document (TSDD): compiled during the main (DALP-based) teaching practicum to capture student-tutor dialogue. Summative: Demonstration of specialist lesson planning and practical teaching: Submit a plan and digital recording of a structured, multisensory lesson to demonstrate competent practice. Critical reflection on practice: • Analysis of own teaching practice using a 'Performance Analysis Checklist' and a digital recording of a lesson • Critical examination of the theory-base for structured, multisensory teaching with reference to own professional experience • Additional Teaching Diary: to demonstrate application of theory and skills developed during the module. Specification (e.g. word count, duration etc) 1) Completion of the given structured lesson plan template; 2) Submission of a 60-90 minute recording of a teaching session (as appropriate); 3) Reflection: 900-1100 words 4) Additional Teaching Diary In order to pass the module, the student will be required to achieve: An overall aggregate of 50% (grade 16) with a minimum of 50% (grade 16) in each assessment component.
Tutor support: • 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
*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.
See: DAPP21-02 Module Narrative

DAPP21-03: Psychometric Assessment of Literacy-Related Difficulties 30 credits

Module aims:

To give practitioners a grounding in key statistical concepts and in-depth knowledge of a complex, standardised literacy assessment tool. To explore the principles of psychometric assessment via the use of a standardised literacy assessment tool. To familiarise practitioners with a reporting protocol for literacy-related difficulties. To lay the key foundations for the role of specialist teacher/practitioner-assessor.

Learning outcomes:

On successful completion of this module, the delegate will be able to:

1. Accurately process and interpret statistical and psychometric information relevant to the context
2. Compile a critical evaluation of administration practice that demonstrates a grasp of psychometric assessment commensurate with this stage of training
3. Construct an assessment report that effectively appraises literacy-related difficulties
4. Critically reflect on experiences of report-writing in order to refine future professional practice.

Assessment:

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

- Quizzes: comprehensive quizzes covering key statistical content for practice of score calculation, key concept retention etc
- Informal administration of a relevant assessment battery with a family member or colleague – reflection on what has been learnt via a forum
- Case study – sifting evidence to explain/interpret performance
- Observed Administration: digital recording of assessment administration, score sheets etc. and students' self-evaluation of performance submitted for in-depth tutor review.

Summative:

Literacy-related Assessment Report (for example):

Construct a professional literacy-related assessment report, 3,500 words

Critical reflection on practice (for example):

- A recording of a test administration
- An administration self- evaluation checklist
- An evaluation of strengths and areas for development in test administration
- Reflect upon your own practice in report-writing and areas for future development.

In order to pass the module, the student will be required to achieve:

An overall aggregate of 50% (grade 16) with a minimum of 50% (grade 16) in each assessment component.

Tutor support:

- 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

See: [DAPP21-03 Module Narrative](#).

DAPP-D:PRW Dyslexia: Professional Report Writing 30 credits

Module aims:

Dyslexia Professional Report Writing aims to equip students with an understanding of the aetiology of dyslexia, the role of cognitive processing and its impact on attainment in dyslexia and the co-occurrence of other SpLDs with dyslexia. This foundation of knowledge will allow students to administer and score standardised tests with accuracy and validity, integrating all assessment data in order to reach a secure diagnosis mapped to a current definition of dyslexia. Within their setting students will be able to confidently write diagnostic assessments that meet current SpLD Assessment Standards Committee (SASC) criteria.

Learning outcomes:

On successful completion of this module, the delegate will be able to:

1. An in-depth understanding of the risk and resilience factors linked to dyslexia and the importance of background information
2. Demonstrate advanced awareness of professional conduct within SpLD assessment by accurately administering and scoring SASC Test Evaluation Committee (STEC) approved standardised tests
3. Demonstrate in-depth understanding of qualitative data during the assessment process to enhance diagnostic conclusions
4. Demonstrate comprehensive understanding of report writing techniques by integrating assessment findings to draw robust conclusions and recommendations
5. Demonstrate advanced understanding of professional proficiency within SpLD assessment by producing a written report which meets SASC APC criteria.

Assessment:

Formative Assessment

- Assessor Toolkit: Build a bank of key resources to support professional development.
- Knowledge Checks: Complete ongoing practice activities and quizzes.
- Assessment Practice: Develop assessment administration and report-writing skills aligned with SASC guidelines across two distinct practice reports:
- Report & Video 1: Submit a full, original dyslexia assessment report (SASC compliant) alongside a video demonstration of administering standardised subtests.
- Report & Video 2: Submit a second original assessment report and administration video conducted with a second examinee, incorporating feedback from Report 1 and Video 1.

Summative Assessment

Final Portfolio: A third independent assessment portfolio comprising Written Report 3 and Video Submission 3 conducted with a third examinee.

In order to pass the module, the student will be required to achieve:

The pass mark is a high external benchmark set by SASC and sits at 77%.

Tutor Support:

- One-to-one tutor support to develop diagnostic assessment skills
- Individual feedback on three assessment administrations
- Individual feedback on three written reports
- Disability Advisor is available for support (if reasonable adjustments apply)
- Pastoral Support Tutor available for support

See: [DAPP-D:PRW Module Narrative](#)

Real Training <u>M02 Certificate of Competence in Educational Testing - CCET 30 credits</u>
Module aims: Certificate of Competence in Educational Testing aims to embed fundamental, good assessment practice into students assessment work and will enable them to use tools – particularly psychometric tools – to make the right judgements about: where children are; how they have progressed; whether they have progressed and what the next steps are for their education. In addition the module meets the requirements of the British Psychology Society (BPS) for inclusion on their Register of Qualified Test Users.
Learning outcomes: On successful completion of this module, the delegate will be able to: 1. Hold an in-depth understanding of the purposes of testing and assessment 2. Critically analyse theories about testing and psychometrics, and how these can relate to a person's characteristics and environment 3. Understand the statistical concepts fundamental to psychometric testing 4. Use specialist knowledge to make informed choices about different types of tests and alternative types of assessment and how to administer and interpret these assessments 5. Adhere to the legislative and policy framework related to educational assessment, data protection and the Equality Act 6. Interpret and communicate (in written form and orally) assessment findings in a way that is intelligible to a lay person.
Assessment: You will need to produce the following: ● 9 Multiple-choice quizzes ● Recording of test administration (including scoring sheets) ● Creation of a permission request form ● Essay on intelligence, testing and discrimination (1500-2000 words) ● Review a psychometric test ● Scoring sheets for a 2nd test administration ● Assessment Report ● Recording of an oral feedback session ● Critique of a computer generated report ● Fairness and discrimination case study
Tutor support: ● Enjoy dedicated specialist support from a broad range of experienced tutors ● Receive expert tutor guidance throughout the module ● Disability Advisor is available for support (if reasonable adjustments apply) ● Pastoral Support Tutor available for support
See: M02 CCET Module Narrative

Real Training

[M06 Dyslexia: Professional Report Writing - D:PRW](#) 30 credits

Module aims:

Dyslexia Professional Report Writing aims to equip students with an understanding of the aetiology of dyslexia, the role of cognitive processing and its impact on attainment in dyslexia and the co-occurrence of other SpLDs with dyslexia. This foundation of knowledge will allow students to administer and score standardised tests with accuracy and validity, integrating all assessment data in order to reach a secure diagnosis mapped to a current definition of dyslexia. Within their setting students will be able to confidently write diagnostic assessments that meet current SpLD Assessment Standards Committee (SASC) criteria.

Learning outcomes:

On successful completion of this module, the delegate will be able to:

1. An in-depth understanding of the risk and resilience factors linked to dyslexia and the importance of background information
2. Demonstrate advanced awareness of professional conduct within SpLD assessment by accurately administering and scoring SASC Test Evaluation Committee (STEC) approved standardised tests
3. Demonstrate in-depth understanding of qualitative data during the assessment process to enhance diagnostic conclusions
4. Demonstrate comprehensive understanding of report writing techniques by integrating assessment findings to draw robust conclusions and recommendations
5. Demonstrate advanced understanding of professional proficiency within SpLD assessment by producing a written report which meets SASC APC criteria.

Assessment criteria:

Formative Assessment

- Assessor Toolkit: Build a bank of key resources to support professional development.
- Knowledge Checks: Complete ongoing practice activities and quizzes.
- Assessment Practice: Develop assessment administration and report-writing skills aligned with SASC guidelines across two distinct practice reports:
- Report & Video 1: Submit a full, original dyslexia assessment report (SASC compliant) alongside a video demonstration of administering standardised subtests.
- Report & Video 2: Submit a second original assessment report and administration video conducted with a second examinee, incorporating feedback from Report 1 and Video 1.

Summative Assessment

Final Portfolio: A third independent assessment portfolio comprising Written Report 3 and Video Submission 3 conducted with a third examinee.

In order to pass the module, the student will be required to achieve:

The pass mark is a high external benchmark set by SASC and sits at 77%.

Tutor Support:

- One-to-one tutor support to develop diagnostic assessment skills
- Individual feedback on three assessment administrations
- Individual feedback on three written reports
- Disability Advisor is available for support (if reasonable adjustments apply)
- Pastoral Support Tutor available for support

See: [D:PRW Module Narrative](#)

Real Training

M10 Enquiry-Based Practice 60 credits

Module aims:

Enquiry-Based Practice aims to develop the skills and knowledge for students to produce culturally relevant and responsive services that make a positive difference. Students will build upon their ability to link theory and practice demonstrated in prior modules by developing an understanding of the process of research, as applied to their own practice. After critically engaging with a body of knowledge related to students' chosen research topic they will carry out a piece of enquiry-based practice allowing them opportunities to reflect on both policy and procedure within their own and other educational settings.

Learning outcomes:

On successful completion of this module, the delegate will be able to:

1. Hold a systemic understanding of research paradigms: positivist, interpretivist and mixed methods
2. Critically evaluate which approaches to use in their research design: case study, action research, experimental/quasi experimental, appreciative inquiry
3. Apply The RADIO (Research and Development in Organisations) model
4. Hold advanced knowledge of a range of methods of data collection
5. Critically evaluate the literature and body of evidence/knowledge related to the topic area of their enquiry
6. Apply research ethics and codes of conduct as applied to enquiry-based practice
7. Conduct and write up a literature search related to a specific area of SEND
8. Critique the literature/research evidence base related to a specific area of SEND or inclusive practice that is the focus for their enquiry
9. Design, implement, analyse and write up a piece of enquiry-based practice, including ensuring that all ethical issues are addressed.

Assessment:

Formative assessment

Six tutorials and self evaluation questionnaires to self-check knowledge and understanding through the module.

A 2000 word research proposal which includes ethical consideration must be signed off prior to any recruitment of participants or data collection. It has to be given formal ethical approval by a second tutor who has no other knowledge of the delegate.

Delegates will complete a donated proforma that gives details of the following:

- Research questions and aims
 - Methodology
 - Methods
 - Data collection
 - Data analysis
 - Ethical considerations: voluntary informed consent, right to withdraw, confidentiality
- This task to be completed after CA2 has been approved and tutorial 4 has taken place

Additionally three formative tasks are submitted to tutors before their ethics proposal is completed:

- Research Methodology - Read examples of research aims and questions. Complete the table by matching each example to a methodological approach: positivist, anti positivist, qualitative and quantitative. Write a 500 word reflective commentary on the strengths and limitations of each methodological approach
- Approaches to research - Choose one suggested research project. Complete a table in order to note key features of the approach, key assumptions about the nature of knowledge (relate to AP1 which involves looking at positivist, anti positivist, qualitative and quantitative) and how this approach would investigate the selected project focus. Write a 500-word reflective commentary that considers whether one particular approach appeals/does not appeal and the reasons. Reflect on how this activity has helped to focus thinking about your proposed project
- A critique of two published papers that are relevant to the proposed research topic. All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.

Summative assessment

- Critical Analysis Portfolio: Complete a literature review of the topic area of your research, which demonstrates how you have used key literature to formulate your research aims and questions for the subsequent enquiry (5000 words)
- Practice Analysis: Account of a piece of enquiry-based SEND practice (7000 words)

Tutor Support:

- Enjoy dedicated specialist support from a broad range of experienced tutors
- Receive expert tutor guidance throughout the module
- Disability Advisor is available for support (if reasonable adjustments apply)
- Pastoral Support Tutor available for support

See: [Enquiry-Based Practice Module Narrative](#)

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.

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.

Technical equipment required for the course

Minimum Hardware and Software Requirements

Windows/Apple computer with an internet browser and word processing programme (please note we cannot accept Apple Pages files). We do not support smartphones or tablets or very old Mac/pc machines

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, campusonline@realtraining.co.uk. For IT assistance contact help@realtraining.co.uk

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. There is specific guidance on conducting Digital Recording and this is provided in the relevant modules.

Professional Membership

Complimentary 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, Diploma or Masters 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 in Specialist Assessment and Teaching for Literacy-Related Difficulties
Master of Education in Professional Practice in Dyslexia and Literacy

The Postgraduate Certificate, Diploma and Masters programmes can also lead to recognition for a variety of SpLD membership bodies, including our affiliated body - [The Dyslexia Guild](#).

Assessment Practising Certificate

Candidates who have successfully completed the:

- Postgraduate Certificate in Specialist Assessment for Literacy-Related Difficulties
- Postgraduate Diploma in Specialist Assessment and Teaching for Literacy-Related Difficulties
- Master of Education in Professional Practice in Dyslexia and Literacy

will be eligible to apply for an Assessment Practising Certificate (APC) in Literacy through The [Dyslexia Guild](#).

An APC will allow you to carry out diagnostic assessments for Dyslexia 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.

Cohort Dates

Please see tables below for start dates and pathways.

Postgraduate Certificate in Specialist Teaching for Literacy-Related Difficulties		
Programme Start Date	DAPP21-01	DAPP21-02
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice
October 2026	6 October 2026	6 April 2027
April 2027	6 April 2027	5 October 2027

Route one: Postgraduate Diploma in Specialist Assessment and Teaching for Literacy-Related Difficulties				
Programme Start Date	DAPP21-01	DAPP21-02	DAPP21-03	DAPP-D:PRW
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice	Psychometric Assessment of Literacy-Related Difficulties	Dyslexia: Professional Report Writing
October 2026	6 October 2026	6 April 2027	5 October 2027	Runs on the 15th of January, May & September each year
April 2027	6 April 2027	5 October 2027	4 April 2028	Runs on the 15th of January, May & September each year

Route two: Postgraduate Diploma in Specialist Assessment and Teaching for Literacy-Related Difficulties				
Programme Start Date	DAPP21-01	DAPP21-02	M02	M06
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice	Real Training's Certificate of Competence in Educational Testing (CCET)	Real Training's Dyslexia: Professional Report Writing (D:PRW)
October 2026	6 October 2026	6 April 2027	Various dates available	Runs on the 15th of January, May & September each year
April 2027	6 April 2027	5 October 2027	Various dates available	Runs on the 15th of January, May & September each year

Route one: Masters in Professional Practice in Dyslexia and Literacy				
Programme Start Date	DAPP21-01	DAPP21-02	DAPP21-03	DAPP-D:PRW
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice	Psychometric Assessment of Literacy-Related Difficulties	Dyslexia: Professional Report Writing
October 2026	6 October 2026	6 April 2027	5 October 2027	Runs on the 15th of January, May & September each year
April 2027	6 April 2027	5 October 2027	4 April 2028	Runs on the 15th of January, May & September each year
Plus	M10 Enquiry Module (Real Training)		Runs on the 15th of January, May & September each year realtraining.co.uk/enquiry-based-send-practice	

Route two: Masters in Professional Practice in Dyslexia and Literacy				
Programme Start Date	DAPP21-01	DAPP21-02	M02	M06
	Literacy Acquisition – Underpinning Theory	Specialist Literacy Teaching - Linking Theory to Practice	Real Training’s Certificate of Competence in Educational Testing (CCET)	Real Training’s Dyslexia: Professional Report Writing (D:PRW)
October 2026	6 October 2026	6 April 2027	Various dates available	Runs on the 15th of January, May & September each year
April 2027	6 April 2027	5 October 2027		
Plus	M10 Enquiry Module (Real Training)		Runs on the 15th of January, May & September each year realtraining.co.uk/enquiry-based-send-practice	

Route one: Postgraduate Certificate: Specialist Assessment for Literacy-Related Difficulties (specific entry requirements apply)		
Programme Start Date	DAPP21-03	DAPP-D:PRW
	Psychometric Assessment of Literacy-Related Difficulties	Dyslexia: Professional Report Writing
October 2026	6 October 2026	Runs on the 15th of January, May & September each year
April 2027	6 April 2027	Runs on the 15th of January, May & September each year

Route two: Postgraduate Certificate: Specialist Assessment for Literacy-Related Difficulties (specific entry requirements apply)		
Programme Start Date	M02	M06
	Real Training's Certificate of Competence in Educational Testing (CCET)	Real Training's Dyslexia: Professional Report Writing (D:PRW)
October 2026	Various dates available	Runs on the 15th of January, May & September each year
April 2027	Various dates available	Runs on the 15th of January, May & September each year

Module Fees for Academic Year 2026-27

Please note that module 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
- Includes Student Membership of The Dyslexia Guild while the candidate is **actively** studying and for the first year of the programme only.

Fee Schedule (per module)		Credits	Price Per Module	Price + VAT
DAPP21-01: Literacy Acquisition – Underpinning Theory		30	£2,265	£2,718
DAPP21-02: Specialist Literacy Teaching – Linking Theory to Practice		30	£2,395	£2,874
DAPP21-03: Psychometric Assessment of Literacy-Related Difficulties		30	£2,395	£2,874
DAPP-D:PRW: Dyslexia: Professional Report Writing		30	£2,835	£3,402
M02: Certificate of Competence in Educational Testing (CCET) (Delivered by Real Training)	Online	30	£1,750	£2,100
M02: Certificate of Competence in Educational Testing (CCET) (Delivered by Real Training)	Intensive	30	£2,295	£2,754
M06: D:PRW: Dyslexia: Professional Report Writing (Delivered by Real Training)		30	£2,835	£3,402
M10 Enquiry-Based Practice (Delivered by Real Training)		60	£2,795	£3,354

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

NUS TOTUM PRO Discount Card

Participants studying on the Dyslexia Action Postgraduate Level 7 programmes 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 Programme

Step 1: Find Your Programme Page

Go to the webpage for the course you wish to apply for:

- [Postgraduate Certificate – Specialist Teaching for Literacy-Related Difficulties](#)
- [Postgraduate Diploma – Specialist Assessment and Teaching for Literacy-Related Difficulties](#)

Step 2. Submit Your Application

- Scroll down the page and find the **'How to Apply'** section
- Click the **'Apply Now'** link
- **Before applying**, make sure you have the following documents ready to upload:
 - Qualification certificate(s)
 - Degree certificate(s)
 - Photo ID document
- **Confirmation:** You will receive a notification once your application has been submitted correctly.

Step 3. Application Review

Your application will be reviewed by the:

1. PG Administrator who may contact you for additional details
2. Programme Manager for academic suitability, references may also be taken up at this time

Step 4. Next Steps (Decision)

- You will receive a decision on the outcome of your application once it has been reviewed.

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 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:

[Customer-Complaints-Handling-Process.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