



Dyslexia Action

Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties (DIST)

Programme Syllabus

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Introduction

Dyslexia Action courses have been in existence for 50 years and have a nationally respected profile in specialist teacher training and support. Our courses meet a number of accreditation criteria reflecting the importance we place on the quality of our courses and high standards of teaching and learning which are intrinsic to our programmes.

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

The CPD Standards Office: All our Level 4/5 CPD-brand courses are individually accredited by [The CPD Standards Office](#).

About Dyslexia Action Training

Dyslexia Action courses are designed to strengthen the expertise and confidence of teachers, teaching assistants and support tutors in order to ensure the progress and achievement of children/adults with literacy difficulties and special educational needs. Our courses allow professionals to develop and enhance their current skills and understanding. Whilst studying Dyslexia Action courses, delegates will question what currently takes place in their learning environment and will learn new theories and strategies. They will learn from fellow professionals and will share their experiences and discuss issues via the course forums. Our Level 4 and 5 units, awards, certificates and diploma courses are mapped to level descriptors¹ and build towards qualifications. They are not awareness courses. Delegates must complete the assignments and cannot be given access as 'read only' courses.

Disclaimer

This document is subject to regular revision and replaces any earlier version produced by Dyslexia Action. Whereas every effort has been made to ensure the accuracy of the information contained in this document, Dyslexia Action Training and Professional Development is unable to provide any warranty concerning the accuracy or completeness of any information contained herein and in the associated website. Dyslexia Action reserves the right to make changes to the information given and to change the content of courses. Applicants will receive additional, current information during the admissions process and on joining their chosen course. *Dyslexia Action Training and Professional Development assumes no responsibility or liability for any injury, loss or damage incurred as a result of any use or reliance upon the information and material contained within its publications or downloaded from its website.*

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.

¹ See Appendix for further details.

Explanation of Terms

Candidate:	The person undertaking a certificate, diploma or Masters qualification
CPD:	Continuing Professional Development
Learner:	The pupil / student that the course delegate does any practical work with
Delegate:	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 CPD team at cpdmail@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 diploma designed for?

The Level 5 Diploma is a comprehensive programme which trains teachers, teaching assistants and support tutors to become qualified specialist teachers and practitioners. The programme is suitable for those working with children or adults and those who are overseas. Please note, that as the components of the diploma pathway form part of a cumulative professional qualification pathway, elements of it cannot be retaken if failed.

The Level 5 Diploma will enable you to:

- Acquire a comprehensive understanding of literacy acquisition and gain the technical knowledge to foster language awareness in learners with literacy difficulties (including dyslexia)
- Get to grips with a literacy skills audit tool and use it to plan a bespoke literacy intervention programme
- Develop the expertise to use the [Dyslexia Action Literacy Programme \(DALP\)](#) which endorses a multifaceted approach to literacy teaching. Learning points cover knowledge of phoneme-grapheme correspondences, parts of speech, basic punctuation, suffixing skills and working with polysyllabic words
- Plan comprehensive individualised literacy sessions that are structured, cumulative and multisensory
- Analyse learners' literacy performance with precision and accuracy using the International Phonetic Alphabet (IPA)
- Develop the skills to mentor and advise non-specialist staff on effective strategies for supporting learners with literacy challenges within your educational setting.

Why choose the Diploma in Specialist Teaching for Literacy-Related Difficulties?

- We believe in equipping our delegates with a deep understanding of literacy difficulties, so they are able to adapt lessons and materials in order to meet individual learner needs, including differences in working memory capacity and processing load
- This highly respected course has been developed by specialist teachers who have decades of teaching experience
- Our tutors on this course are all SpLD experts, with specialist expertise in this field, with key milestones to help keep you on track
- No other courses offer training on the engaging and highly effective [Dyslexia Action Literacy Programme \(DALP\)](#) that can be used across all age groups
- Enjoy flexible learning. Fit in your studies around work and personal commitments, with key milestones to help keep you on track
- Benefit from individual support and detailed feedback from your tutor as you create your lesson plans, make formative records and work through a reflective journal together.

Entry Requirements

There are three available routes to completing the Level 5 Diploma. They each have their own entry requirements.

Standard (Graduate Route) Entry Requirements

Qualifications and experience

Prospective candidates will have:

- Recent and relevant experience (at least two years) in a school or college in a teaching/teaching support role
- A degree or equivalent²
- 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)

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.

NB: The Standard Route takes approximately one year to complete. Approximate maximum durations are given in the table below as in DIST02 and DIST03 school/college holidays may elongate the course run and leeway is also built in to some extent. Each unit of study has its own summative deadline date set, and this is the definitive course-end parameter.

Diploma in Specialist Teaching for Literacy-related Difficulties (Standard Route)		
Unit Number	Title	Approximate Duration
DIST01	Understanding Literacy Difficulties	10 weeks
DIST02	Foundations for Building Structured Literacy Teaching Interventions	18 weeks
DIST03	Extending Specialist Literacy Teaching Skills	15 weeks

² Foundation degrees do not meet the entry requirements of this course.

CPD Pathway Route Entry Requirements

Qualifications and experience

Prospective candidates will have:

- Recent and relevant experience (at least one year) in a school or college in a teaching/teaching support role
- 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)

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.

Diploma in Specialist Teaching for Literacy-related Difficulties (Standard Route)		
One of the following CPD certificate courses must be completed and is accepted (after application process) as RPL for DIST01:		
• DACRT51-SCH: Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia, OR: • DACRT67-INTL: Level 4 CPD Certificate in Supporting International Learners with Dyslexia, OR: • DACRT56-ADU: Level 5 CPD Certificate in Supporting Adults with Dyslexia and Co-occurring Difficulties. These certificates will take one year to complete. Once a single unit within a certificate has been passed (without re-submission), delegates can request to study up to two Units at the same time.		
In addition, both the following units must be successfully completed to gain the full diploma qualification:		
Unit Number	Title	Approximate Duration
DIST02	Foundations for Building Structured Literacy Teaching Interventions	18 weeks
DIST03	Extending Specialist Literacy Teaching Skills	15 weeks

There is an application process to join DIST02 (once you have passed the CPD certificate relevant to you). Only applicants who have suitable experience, the required CPD certificate and interest in literacy teaching will be accepted. NB: The CPD Pathway Certificate gained is equivalent to the DIST01 unit of study for Recognition of Prior Learning (RPL) purposes.

Recognition of Prior Learning Entry Requirements

Qualifications and experience

Prospective candidates will have:

- Level 5 or Level 7 specialist teaching qualification recognised by Dyslexia Action as equivalent to our own, who wish to gain an introduction and practical experience of the [Dyslexia Action Literacy Programme \(DALP\)](#). However, important conditions apply. Please see the External RPL section below for further details.
- 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)

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.

Diploma in Specialist Teaching for Literacy-related Difficulties (RPL Route)		
One of the following courses must be completed and is accepted (after application process) as RPL for DIST01:		
• Dyslexia Action Professional/Postgraduate Certificates (University of York, Middlesex University) • Dyslexia Action Diploma qualifications in Dyslexia and Literacy (University of York) • Dyslexia Institute Postgraduate Certificate or Diploma qualifications • Hornsby Postgraduate Diploma in Specialist Teaching • Hornsby Distance Learning (HDL3) Course • Hornsby Distance Learning (HDL4) Course • Hornsby Diploma Distance Learning in the teaching of students with specific learning difficulties/dyslexia		
In addition, both the following units must be successfully completed to gain the full diploma qualification:		
Unit Number	Title	Approximate Duration
DIST02	Foundations for Building Structured Literacy Teaching Interventions	18 weeks
DIST03	Extending Specialist Literacy Teaching Skills	15 weeks

Practitioners who are already qualified specialist teachers can apply for the diploma. Potential applicants with a previous specialist teaching qualification recognised by us will be offered one of two possible entry pathways:

- Entry to DIST02.** Direct entry to DIST02 depends upon the recognition status of the previous qualifications gained; these must be approved by a Recognition of Prior Learning (RPL) process as being equivalent to the general theory on literacy learning unit of study (DIST01) at the time of application to the course. If the qualification is more than ten years old and other CPD log evidence is not available or not recognised as sufficient, direct entry to DIST02 is not available
- Entry to the Standard Route of the diploma.** We reserve the right to require entry onto the full diploma if general theory knowledge in the previous qualification is not recognised as being current, or if the qualification is more than ten years old and other CPD log evidence is not available or not recognised as sufficient for RPL purposes.

Level 5 Diploma Learning Outcomes

DIST01: Understanding Literacy Difficulties		
Level: 5	Indicative average study hours per week: 12	Duration: 10 weeks (approx.)
This introductory study unit provides a grounding in the key theoretical perspectives and constructs required to gain a firm understanding of how literacy-related difficulties arise and are perpetuated. It is designed to give graduate delegates the opportunity to acquire a grounding in the sources of literacy difficulties. There is tutor support, but study is expected independently with the tutor providing a monitoring role. DIST01 is not required for entrants who have followed the CPD Certificate Pathway Route, or who have had an application for recognition of prior learning accepted. Learning Outcomes - delegates will be able to: 1. Discuss a range of factors that can influence literacy acquisition and progression 2. Demonstrate a sound grasp of the key concepts and terminology necessary to promote progress in learners with delayed literacy development 3. Demonstrate understanding of the range of factors to consider when supporting learners with decoding and reading comprehension difficulties 4. Demonstrate understanding of the range of factors to consider when supporting learners with spelling and written expression difficulties		
DIST02: Foundations for Building Structured Literacy Teaching Interventions		
Level: 5	Indicative average study hours per week: 15	Duration ³ : 15 - 18 weeks (approx.)
The second diploma unit of study raises awareness of the key elements and rationale of effective literacy intervention practice using the Dyslexia Action Literacy Programme (DALP) as an example. The analysis of the different strands of DALP will enable delegates to appreciate the range of factors to consider when planning strategic, structured support for learners with dyslexia and literacy-related difficulties. Delegates analyse placement data in order to develop the necessary knowledge and skills to ascertain a learner's ideal entry point on the Dyslexia Action Literacy Programme (DALP). A short series of specialist literacy sessions is delivered under the supervision of an experienced specialist literacy teacher, to give practitioners preliminary experience in the delivery of tailored learning resources for a specific learner. Learning Outcomes - delegates will be able to: 1. Demonstrate understanding of the essential components of a structured literacy intervention programme 2. Employ a placement process to gather evidence upon which to base a literacy intervention programme 3. Demonstrate understanding of the range of factors to consider when designating an entry point for a learner in a structured literacy intervention programme 4. Deliver a short series of structured, cumulative multisensory teaching sessions under the supervision of a qualified specialist literacy teacher		
DIST03: Extending Specialist Literacy Teaching Skills		
Level: 5	Indicative average study hours per week: 15	Duration ⁴ : 10-15 weeks (approx.)
The final diploma unit of study is designed to enable the practitioner to gain the necessary experience to independently plan and deliver a series of structured literacy lessons to a learner. Delegates will put their knowledge of the Dyslexia Action Literacy Programme (DALP) gained from the previous units of study into practice by taking the lead in the lesson planning process. A range of additional activities is undertaken to enable the delegate to develop a varied portfolio of strategic teaching support skills. Learning Outcomes delegates will be able to: 1. Independently prepare a series of structured, cumulative multisensory teaching sessions for a learner with literacy difficulties based upon the findings of a placement process 2. Effectively conduct a teaching intervention with a learner with literacy difficulties based on a structured literacy intervention programme 3. Discuss how the essential components of a structured, sequential, cumulative multisensory lesson support multi-dimensional literacy development 4. Critically reflect upon the effectiveness of own teaching sessions and the resources used within them		

³ This will vary depending upon where school/college holidays fall in the teaching calendar.

⁴ This will vary depending upon where school/college holidays fall in the teaching calendar and the number of sessions selected for the practicum.

Teaching Practice

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 delegates 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:

- Delegates working with children can only teach a learner within a DfE registered state or independent school/college with a Unique Reference Number (URN)⁵. 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
- Delegates 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, delegates cannot teach a learner in the delegate's own home or in the learner's family home: this is not permitted
- For reasons of academic and professional integrity, delegates cannot teach a family member or close family friend for the teaching intervention programme
- Delegates 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 seven⁶
 - 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 delegate 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

⁵ County Council Inclusion/SEND provision providers without a URN are usually considered suitable as long as the delegate can provide:

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

⁶ 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

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 delegates to apply for Associate Membership (ADG) of The Dyslexia Guild and membership of other professional bodies.

The Dyslexia Action Literacy Programme (DALP)

Delegates on the teaching course use the [Dyslexia Action Literacy Programme \(DALP\)](#). This specialist literacy training programme has been developed by the specialist tutor team at Dyslexia Action in response to the need for a programme that, through individual placement identification, provides a flexible pathway to accommodate each learner's literacy profile. DALP builds upon previous works in the United States of America by Orton, Gillingham, Stillman and Cox, as well as the British programmes initially developed by Hickey and the team at the Dyslexia Institute - e.g., the Dyslexia Institute Literacy Programme (DILP). The dynamic learning pathways that can be generated by practitioners who are trained to use DALP, contribute to its power as a teacher training tool and teaching intervention programme. The separate dimensions of DALP also make it a challenging tool to master – great dedication and self-study is required to gain competence in its use. The 'indicative average study hours per week' are approximations only and hours may rise during the highly demanding practical teaching section of the diploma.

Study Requirements

The Level 5 Diploma offers an in-depth and rewarding learning experience for individuals passionate about the intricacies of literacy teaching. Its comprehensive and rigorous curriculum is specifically designed to develop expertise in this area.

Anyone joining the diploma must understand that it is a demanding professional qualification requiring intensive study, particularly during the practical teaching aspect of the course where expertise in specialist literacy practice is being acquired. The process of skills acquisition is highly demanding, but it needs to be in order that you are properly equipped to provide effective strategic support once you gain the diploma.

There are three parts to the diploma; the individual components are not available to book separately. Each component must be passed in order to progress to the next part of the course. Delegates are given only one chance to resubmit an assignment that has not passed on first submission.

This is a professional qualification pathway, no unit of study can be retaken. If the resubmitted work is not of passing standard, the delegate is deemed to have failed the unit of study and cannot progress to the next stage of the diploma (see Extension and Deferral Process further down and [Terms](#) you agreed to upon application).

Demands of DIST 02 and 03

Each of the parts of the diploma is demanding and intensive. As noted earlier, tutors give guidance via forums and written feedback, but it is delegates' responsibility to work through the course materials in order to gain professional understanding. The DALP tutors are there to advise delegates and support the growth of self-initiated professional understanding and the development of competence in specialist literacy teaching. They are not provided to intensively coach delegates until delegates gain competence.

How will I be assessed?

There is quite a variety in the assignments for the diploma as a whole. These include reflective tasks, compulsory forums, conducting and reflecting upon your own performance in lesson delivery, designing higher order skills tasks for learners etc. All submissions are uploaded within Campus Online. Many quizzes feature in the units, as a means of self-checking knowledge and directing delegates to key pieces of information within the course materials. Undertaking the quizzes should be seen as the means to an end, not as an end in itself. The end being the development of essential underpinning knowledge.

Delegates are given one chance to resubmit an assignment that has not passed on first submission. **Please note** as this is a professional qualification pathway, no unit of study can be retaken. If the resubmitted work is not of passing standard, the delegate is deemed to have failed the unit of study and cannot progress to the next stage.

Expectations of delegates

This diploma is a challenging professional qualification pathway and it should not be undertaken lightly. The structured teaching practicum undertaken in DIST02-DIST03 is particularly intensive. The study hours during the early stages rise markedly as the foundations of specialist teaching knowledge are being acquired. For a breakdown of the main tasks in the diploma see the section *Teaching Practice Outline Dates*, below.

Unit Assignment Overview

For a breakdown of the main tasks in the diploma see the section *Teaching Practice Outline Dates*, below.

Tutor Support

DIST01

- Tutor support via a Questions forum
- Tutor support for compulsory forums – responses to the forums are monitored many but not all are individually responded to
- Disability Advisor is available for support (if reasonable adjustments apply)

DIST02

- 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 dalpmail@dyslexiaaction.org.uk for queries about teaching practicum logistics, personal matters etc.
- Disability Advisor is available for support (if reasonable adjustments apply)

DIST03

- Tutor support via forums for general queries
- One-to-one tutor support during the teaching practicum – this continues until the summative tasks are completed
- Support via dalpmail@dyslexiaaction.org.uk for queries about teaching practicum logistics, personal matters etc.
- Disability Advisor is available for support (if reasonable adjustments apply).

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 people⁷The 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 delegate or learner being engaged in this programme.

Pre-reading for DIST

There is no pre-reading required. As a student of this programme, you are eligible for a **complimentary one-year membership** to The Dyslexia Guild, which includes library access for the duration of your active studies. To activate these benefits, please email: library@dyslexiaaction.org.uk.

⁷ And with adult learners who are categorised as vulnerable.

Hardware and Software Requirements

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.

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 cpdmail@dyslexiaaction.org.uk, dalpmail@dyslexiaaction.org.uk, campusonline@realtraining.co.uk to your contact list. For IT assistance contact help@realtraining.co.uk

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 delegates 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 at dada@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.

Course Start Dates

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

The SASC teaching hour requirement is met by conducting an independent study - some of these may be done within the DIST02-03 course span but a designated 6-week period is given at the end of DIST03 to enable completion of these hours specifically. This extra time is not indicated in the tables below as the independent study is not an examined piece of work. It is likely that most delegates will have to build in further weeks of learner-contact time into their schedules beyond the DIST03 end dates given below.

Standard Diploma (Graduate) Route Dates - DIST01, 02 & 03			
START DATES	DIST01	DIST02	DIST03
September 2026 - approx. 12 months	Tuesday 1 September 2026 Friday 6 November 2026	Tuesday 5 January 2027 Friday 16th April 2027	Tuesday 4 May 2027 Friday 6th Aug 2027
January 2027 - approx. 15 months. Includes an extended break over the summer period	Tuesday 5 January 2027 Friday 26 March 2027	Tuesday 7 September 2027 Friday 17 December 2027	Tuesday 18th January 2028 Friday 21 April 2028
April 2027 - approx. 12 months	Tuesday 6 April 2027 Friday 18 June 2027	Tuesday 7 September 2027 Friday 17 December 2027	Tuesday 18th January 2028 Friday 21 April 2028

CPD Certificate Pathway and RPL Route Dates - DIST02 & 03 only			
START DATES	DIST01 (n/a)	DIST02	DIST03
September 2026 (6-7 months)	Not applicable as would have studied DACRT51/DACRT-SCH, ADU or INTL as alternative route	Tuesday 1 September 2026 - Friday 11th December	Tuesday 12 January 2027 - Friday 16th April 2027
January 2027 (6-7 months)	Not applicable as would have studied DACRT51/DACRT-SCH, ADU or INTL as alternative route	Tuesday 5 January 2027 - Friday 16th April 2027	Tuesday 4 May 2027 - Friday 6th August 2027

Teaching Practice Outline Dates

The tables below give an outline of the assignments and when learner-contact time is required for the different cohort start points. NB: the SASC teaching hours can partly be fulfilled within DIST02 and DIST03 - but in most cases the completion of them will extend beyond the DIST03 end dates indicated in the tables above.

September - Standard Route Cohort Start - DIST01, 02 & 03		
Unit	Teaching/Assessment Element 1	Teaching/Assessment Element 2
DIST01 Sept	No requirement	No requirement
DIST02 Jan	Course activity: Initial assessment (placement process) When?: approximately early February Type of access required: one or two sessions Time required: approx. two hours for placement process	Course activity: Teaching practicum (Part One) When?: approximately March Type of access required: one-to-one lessons (weekly) Time required: Both 8 sessions and 10 sessions schedules: 3 x 90 min. lessons (or 2 x 45 mins in the same week). Please note, that if you are teaching 2 x 45 mins, they should be on consecutive days
DIST03 May	Course activity: Teaching practicum (Part Two) When?: approximately May Type of access required: one-to-one lessons (weekly) Time required: 8-session schedule continuation: 5 x 90 min. lessons (or 2 x 45 mins in the same week) 10-session schedule continuation: 1 x 90 mins and 6 x 60 mins lessons	Course activity: Short reflective task When?: approximately July Type of access required: No learner contact time
SASC Teaching Hours	These hours are contained within an assignment known as the Independent Study. These contact teaching hours are obligatory and must be done before you can successfully complete your training. Generally the same learner will be used as for the teaching practicum. The activities in these teaching hours are less structured than in the teaching practicum and they are not tutor monitored during their delivery.	

January Standard Route Cohort Start - DIST01, 02 & 03		
Unit	Teaching/Assessment Element 1	Teaching/Assessment Element 2
DIST01 Jan	No requirement	No requirement
DIST02 Sept	Course activity: Initial assessment (placement process) When?: approximately late Sept/early October Type of access required: one or two sessions Time required: approx. two hours for placement process	Course activity: Teaching practicum (Part One) When?: approximately late October/early Nov Type of access required: one-to-one lessons (weekly) Time required: Both 8 sessions and 10 sessions schedules: 3 x 90 min. lessons (or 2 x 45 mins in the same week). * Please note, that if you are teaching 2 x 45 mins, they should be on consecutive days
DIST03 Jan	Course activity: Teaching practicum (Part Two) When?: approximately Jan onwards Type of access required: one-to-one lessons (weekly) Time required: 8-session schedule continuation: 5 x 90 min. lessons (or 2 x 45 mins in the same week) 10-session schedule continuation: 1 x 90 mins and 6 x 60 mins lessons	Course activity: Short reflective task When?: approximately March - July Type of access required: No learner contact time
SASC Teaching Hours	These hours are contained within an assignment known as the Independent Study. These contact teaching hours are obligatory and must be done before you can successfully complete your training. Generally the same learner will be used as for the teaching practicum. The activities in these teaching hours are less structured than in the teaching practicum and they are not tutor monitored during their delivery.	

April Standard Route Cohort Start - DIST01, 02 & 03		
Unit	Teaching/Assessment Element 1	Teaching/Assessment Element 2
DIST01 Apr	No requirement	No requirement
DIST02 Sept	Course activity: Initial assessment (placement process) When?: approximately late Sept/early October Type of access required: one or two sessions Time required: approx. two hours for placement process	Course activity: Teaching practicum (Part One) When?: approximately late October/early Nov Type of access required: one-to-one lessons (weekly) Time required: Both 8 sessions and 10 sessions schedules: 3 x 90 min. lessons (or 2 x 45 mins* in the same week). *Please note, that if you are teaching 2 x 45 mins, they should be on consecutive days
DIST03 Jan	Course activity: Teaching practicum (Part Two) When?: approximately Jan onwards Type of access required: one-to-one lessons (weekly) Time required: 8-session schedule continuation: 5 x 90 min. lessons (or 2 x 45 mins in the same week) 10-session schedule continuation: 1 x 90 mins and 6 x 60 mins lessons	Course activity: Short reflective task When?: approximately March - July Type of access required: No learner-contact time
SASC Teaching Hours	These hours are contained within an assignment known as the Independent Study. These contact teaching hours are obligatory and must be done before you can successfully complete your training. Generally the same learner will be used as for the teaching practicum. The activities in these teaching hours are less structured than in the teaching practicum and they are not tutor monitored during their delivery.	

January and September - CPD Pathway and RPL Routes Cohort Start - DIST01 (N/A), 02 & 03		
Unit	Teaching/Assessment Element 1	Teaching/Assessment Element 2
DIST02 Sept	Course activity: Initial assessment (placement process) When?: approximately late Sept/early October Type of access required: one or two sessions Time required: approx. two hours for placement process	Course activity: Teaching practicum (Part One) When?: approximately late October/early Nov Type of access required: one-to-one lessons (weekly) Time required: Both 8 sessions and 10 sessions schedules: 3 x 90 min. lessons (or 2 x 45 mins* in the same week) *Please note, that if you are teaching 2 x 45 mins, they should be on consecutive days
DIST03 Jan	Course activity: Teaching practicum (Part Two) When?: approximately Jan onwards Type of access required: one-to-one lessons (weekly) Time required: 8-session schedule continuation: 5 x 90 min. lessons (or 2 x 45 mins in the same week) 10-session schedule continuation: 1 x 90 mins and 6 x 60 mins lessons	Course activity: Short reflective task When?: approximately March - July Type of access required: No learner contact time
SASC Teaching Hours	These hours are contained within an assignment known as the Independent Study. These contact teaching hours are obligatory and must be done before you can successfully complete your training. Generally the same learner will be used as for the teaching practicum. The activities in these teaching hours are less structured than in the teaching practicum and they are not tutor monitored during their delivery.	

Course Fees

There are two ways of making payment for the diploma units of study – either by paying an upfront, one-off sum, or paying by instalments (if you plan to pay in instalments the payment must be made before the start of each Unit).

All payments must be made in Pounds Sterling (GBP) – payment schedules are set out above. Please refer to [Terms and Conditions](#) for payment terms. VAT is applicable on all courses. If you choose to pay later by cheque or bank transfer an invoice will be raised with an additional fee of £30 inclusive of VAT. Individual unit prices may be subject to an annual increase on 1 October.

STANDARD DIPLOMA (GRADUATE) ROUTE – ONE-OFF PAYMENT FEES			
	Fee Excluding VAT	Fee Including VAT	Timing of Payment
DIST – Standard Diploma (DIST-1, 02 & 03)	£3,795	£4,554	Payment terms are 30 days from receipt of invoice, or immediately if the course starts in less than 30 days

STANDARD DIPLOMA ROUTE – INSTALMENT PAYMENTS			
	Fee Excluding VAT	Fee Including VAT	Timing of Payment
DIST Instalment 1:	£1,290	£1,548	Payment terms are 30 days from receipt of invoice, or immediately if the course starts in less than 30 days
DIST Instalment 2:	£1,290	£1,548	Payment terms are 30 days from receipt of invoice, or immediately if the course starts in less than 30 days
DIST Instalment 3:	£1,290	£1,548	Payment terms are 30 days from receipt of invoice, or immediately if the course starts in less than 30 days
Total	£3,870	£4,644	

CPD PATHWAY or RPL ROUTE - ONE-OFF PAYMENT FEES			
	Fee Excluding VAT	Fee Including VAT	Timing of Payment
DIST CPD Pathway Route DIST02 & 03:	£2,580	£3,096	Payment terms are 30 days from receipt of invoice, or immediately if the course starts in less than 30 days
DIST External RPL Pathway DIST02 & 03:	£2,580	£3,096	

CPD PATHWAY or RPL ROUTE – INSTALMENT PAYMENTS			
CPD Certificate-SCH, INTL or ADU	See relevant CPD Certificate Pathway syllabus for costs and options		
	Fee Excluding VAT	Fee Including VAT	Timing of Payment
DIST Instalment 1 (for DIST02):	£1,290	£1,548	Payment terms are 30 days from receipt of invoice, or immediately if the course starts in less than 30 days
DIST Instalment 2 (for DIST03):	£1,290	£1,548	Payment terms are 30 days from receipt of invoice, or immediately if the course starts in less than 30 days
Total	£2,580	£3,096	

Extension and Deferral Process

The diploma is an integrated study programme, which contains a tutor-supervised practical element. It is therefore expected that delegates register for the diploma and work through without any unscheduled breaks. Short extensions to the summative deadline date are possible in DIST01. In DIST Parts 2 and 3 a teaching calendar schedules a completion pathway, and it is expected that delegates complete this practical part of the course without an extension, using the leeway built into the teaching calendar. Dyslexia Action reserves the right to levy an additional tutor support fee in cases where delegates do not complete the course by the final teaching calendar deadline, if one-to-one tutor support is still required. See *The Default Extension Period System* subsection below. For delegates who have unforeseen mitigating circumstances there is a deferral system.

DIST01

A deferral can only be granted once within DIST1 and there is a fee of £150 (inclusive of £25 VAT)

DIST02 and DIST03

There are a maximum of two deferrals permitted overall within DIST02 and DIST03 combined - the units are treated as an integrated whole for progression monitoring purposes. There is a fee of £360 (inclusive of £60 VAT).

Full details can be found in the course handbook(s).

Default Extension Period System

The Default Extension Period (DEP) system has been implemented to give delegates who have fallen behind the set diploma schedule a final chance to submit. It is called the 'default' extension period as you fall into this system if you do not submit all your work for Unit 3 by the date set. A levy is charged if you fall into this category, as you have exceeded the amount of tutor and administrative support time covered by the fees paid. The charge is £150 plus VAT. The length of this extension period depends upon the cohort in which you are studying exact dates for the start of the period will vary slightly but the end date is set:

1. delegates starting DIST02 in January the DEP will run from the day after the course end date in July until October 31st in the same calendar year.
2. delegates starting DIST02 in September the DEP will run from the day after the course end date in March/early April until June 30th in the same calendar year.

delegates who are working abroad whose term dates vary markedly from UK academic year dates should contact dalpmail@dyslexiaaction.org.uk at the time when it is clear that further time to complete the course is required.

You can opt out of the DEP system. This is in effect equivalent to withdrawing from the course. In this case you will not be charged, and you will leave the diploma when you opt out. In most cases this will mean that you receive certificates for the units you have successfully completed.

Exit Awards

The expected exit qualification is the same for delegates from each of the potential application categories (Standard Diploma, CPD Certificate Pathway and external RPL):

- Candidates successfully completing DiST01, DIST02 and DIST03 of the Standard Diploma Route exit with the *Diploma in Specialist Teaching for Literacy-Related Difficulties*
- Candidates successfully completing a CPD Pathway Certificate (DACRT51/DACRT-SCH, 67/INTL or 56/ADU) and DIST02 and DIST03 of the diploma exit with the *Diploma in Specialist Teaching for Literacy-Related Difficulties*
- Candidates entering the programme at DIST02 with external RPL that successfully complete DIST02 and DIST03 of the diploma exit with the *Diploma in Specialist Teaching for Literacy-Related Difficulties*.

Rarely, there may be reasons why progression through the three parts of the diploma is not possible for delegates. There are early exit awards in such cases:

- Candidates successfully completing DIST01 of the Standard Diploma Route can exit with the *Understanding Literacy Difficulties Award*
- Candidates successfully completing DIST01 and DIST02 of the Standard Diploma Route can exit with:
 - *Understanding Literacy Difficulties Award* **and**
 - *The Certificate in Support for Literacy-difficulties*
- Candidates successfully completing a CPD Pathway Certificate (DACRT51-SCH, 67/INTL or 56/ADU) and DIST02 of the diploma can exit with the *Certificate in Support for Literacy-difficulties*
- External RPL candidates entering at DIST02 and successfully completing DIST02 of the diploma can exit with the *Certificate in Support for Literacy-difficulties*.

Certification

Dyslexia Action Certificate and Transcript

Candidates who have successfully completed all three parts of the Standard Diploma Route will be issued with a qualification certificate (Level 5 Diploma in *Specialist Teaching for Literacy-Related Difficulties*) and a transcript.

Candidates who have successfully completed a Dyslexia Action CPD Certificate and DIST02 and DIST03 will qualify for the Level 5 Diploma in *Specialist Teaching for Literacy-Related Difficulties*. A certificate and transcript will be issued.

Dyslexia Guild Membership

While your course is fully comprehensive and includes everything required, you can enhance your studies with additional professional support.

As a student of this programme, you are eligible for a **complimentary one-year membership** to The Dyslexia Guild, which includes library access for the duration of your active studies. To activate these benefits, please email: library@dyslexiaaction.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. Delegates 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 diploma, you will be eligible to apply for the following grade of membership:

- Associate Member of The Dyslexia Guild (ADG)

Progression after the Diploma

Once you have successfully completed and passed the *Diploma in Specialist Teaching for Literacy-Related Difficulties* you will be a qualified specialist teacher (for those with Qualified Teacher Status - QTS) or qualified specialist practitioner (for those without QTS).

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

[Certificate of Competence in Educational Testing \(CCET\)](#) or [Certificate in Psychometric Testing, Assessment and Access Arrangements \(CPT3A\)](#) (please check eligibility criteria).

Plus

[Dyslexia: Professional Report Writing](#) (please check eligibility criteria).

Contact Details

Admissions Office

70-72 Stour Street
Canterbury
CT1 2NZ

Email: cpdmail@dyslexiaaction.org.uk

Web: dyslexiaaction.org.uk

Tel: +44 (0)1273 35 80 80 or + 44 (0)1784 222304 (pre-sales)



APPENDIX

Level Descriptors

Our courses are mapped against the Ofqual Level 5 Descriptors⁸ which are as follows:

Level 4 Knowledge Descriptor (the holder...)

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

Level 4 Skills Descriptor (the holder can...)

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

Level 5 Knowledge Descriptor (the holder...)

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

Level 5 Skills Descriptor (the holder can...)

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

Typical Level 5 qualifications include Higher National Diplomas, Diplomas of Higher Education and Foundation Degrees. For further details on qualification levels see [Qualifications can cross boundaries](#) (Sept 2019).

⁸ dyslexiaaction.org.uk/level-5-descriptors/