

Dyslexia Action Continuing Professional Development

International Programme
Syllabus, Dates and Fees
Part 2 of 2

**Level 4 and Level 5
Unit, Award, Certificate and Diploma Qualifications
September 2015 – August 2016
www.dyslexiaaction.org.uk/educator-training**

The CPD Standards Office

**CPD PROVIDER: 50005
2014 - 2016**

www.cpdstandards.com



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Entry Requirements

The International Programme is for applicants working with children overseas (up to 16 years).

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

Applicants should be:

- Currently residing overseas and will be either:

UK citizens or permanent residents of the United Kingdom residing and working overseas OR non-UK citizens/residents working in an educational setting overseas. NB Participants who wish to follow the Diploma Pathway and study the Certificate in Strategic Teaching course will undertake a teaching intervention programme. The learner for this needs to be confident in English, both spoken and written, and needs to be someone who undertakes most of the curriculum in English.

- Have a minimum English language ability level such as:

IELTS 6 (see: www.ielts.org/default.aspx)

TOEFL 60-78 points (see www.ets.org/toefl)

- Qualified classroom teachers or support tutors and be currently (or recently within the last 2 years) employed to work with learners in an educational setting primary, secondary or higher/further education, education fields OR BE:
- Currently employed as a teaching assistant and be qualified to at least level 3 ('A' level) on the UK qualifications framework¹ or have other equivalent qualifications and relevant experience. Teaching Assistants must be mentored by a qualified teaching professional whilst on the course.

If you are an applicant **working with children in the UK (up to 16 years)** you should enrol on the Dyslexia Action CPD Programme.

www.dyslexiaaction.org.uk/short-online-courses

If you are an applicant **working with adults in the UK or Overseas (16+ years)** you should enrol on the Dyslexia Action Supporting Adults Programme.

www.dyslexiaaction.org.uk/page/level-5-cpd-award-supporting-adults-dyslexia-and-co-occurring-difficulties

How the Programme Works

UNITS

The Dyslexia Action Level 4 and 5 International Programme consists of independent Unit courses. You can build up Units over time to gain Awards and then a Certificate (2 Awards). Our Units are either 2 Dyslexia Action credits (20 hours of learning time required) or 3 Dyslexia Action credits (30 hours of learning time required).

AWARDS

We offer combinations of three Units as Awards. Awards have set Units. Participants can register to study the Units within the stated Awards individually, and build them up into the Dyslexia Action Awards, **or** they can select an Award to begin with and obtain a discount on the fee for the combined Units. All three units must be studied within a period of one year. There is a choice of six start dates for all units within the year: September, November, January, March, May and July.

CERTIFICATES

- The **DACRTINT51 Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia** is made up of a combination of two Awards. You will therefore study 6 Units to obtain a certificate.
- The **Level 5 CPD Certificate in Strategic Teaching Support** is comprised of **three linked Units** (one of 3 credits, one of 5 and one of 6 credits). This Certificate is a teaching programme and may only be studied on successful completion of pre-requisite units.

DIPLOMA

The Diploma is made up of 3 separate parts:

1. **One Certificate:**

DACRTINT51 The Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia

Plus

2. **One Award:**

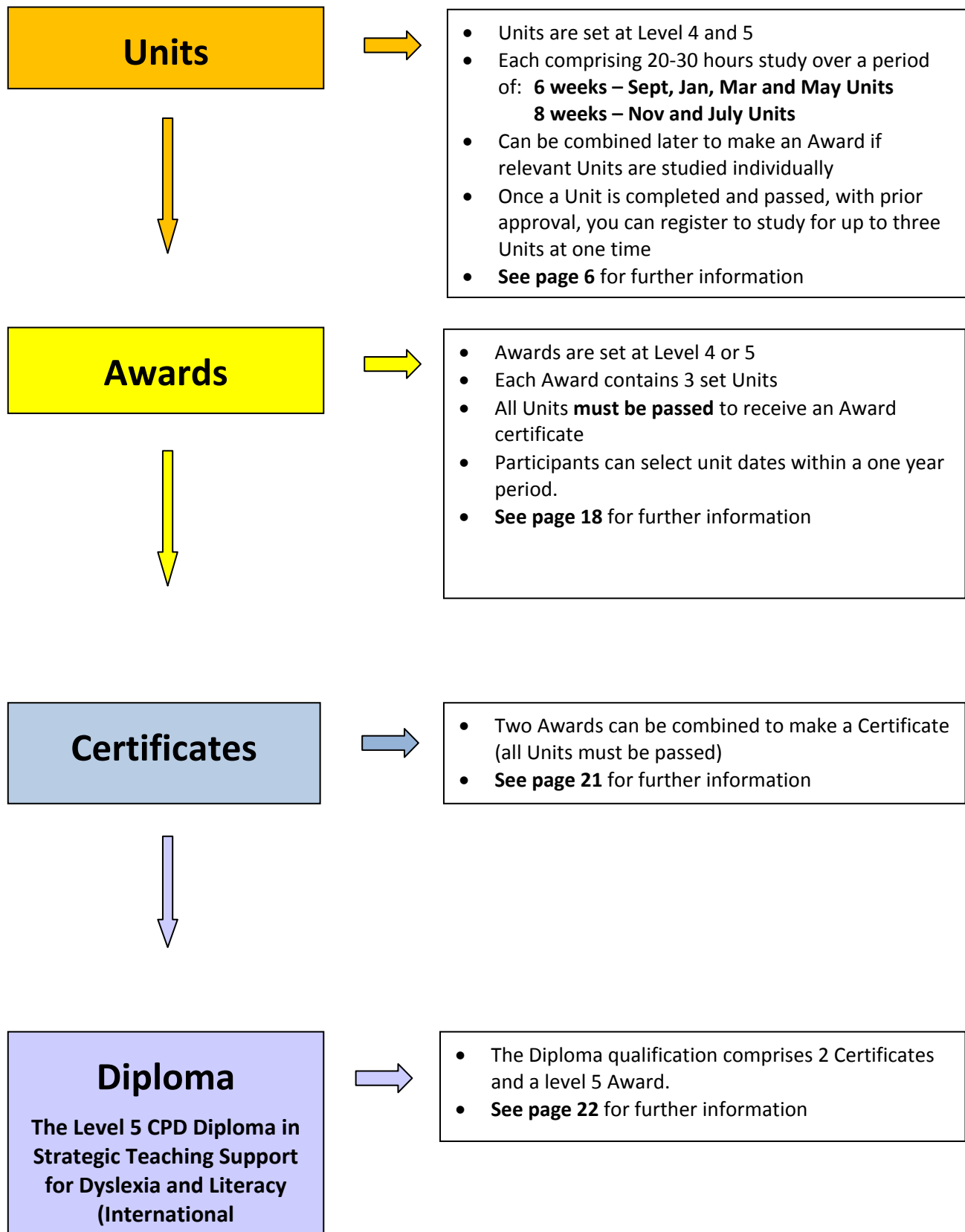
DAAWDINT53 The Level 5 CPD **Award** in Curriculum Wide Support for Learners with Dyslexia

And

3. DACRTINT53 The Level 5 CPD **Certificate** in Strategic Teaching Support (DACRT53) which is comprised of 3 linked Units (one of 3 credits, one of 5 and one of 6 credits). This Certificate is a teaching programme and may only be studied on successful completion of the first two parts listed above. There is a separate brochure available for this Certificate

N.B. Candidates cannot enrol directly onto the Diploma.

Overview of the CPD Programme



Dyslexia Action International Units

The Units offered for our 2015 – 2016 syllabus are listed on the next page. We cannot guarantee that any Unit will be offered in subsequent years although a suitable alternative will usually be provided.

PLEASE NOTE:

- A free induction course is released to all participants **two weeks before the Unit start date** to help participants prepare for studying an online course with Dyslexia Action. Tutor support is available during the induction phase.
- Participants may have to study for an additional few weeks beyond the unit end date, if they are asked to amend and re-submit their assignment portfolio.
- September, January, March and May Units run over a period of 6 weeks. November and July units run over a period of 8 weeks.
- Once one unit is passed, with prior approval, you can register to study for up to three units at one time.
- Dyslexia Action Training and Professional Development reserves the right to change course start dates and/or schedules subject to numbers.

Unit Fees

Each unit is £290 and must be paid for by debit/credit card at the time of registration. Discounts are offered for those taking an award (three Units). Registrations close one week before the unit start date.

The registration deadline is one week prior to the start of the course. Registrations received after this time (less than one week prior to start of course) will incur an additional £10 non-refundable administration fee.

Disclaimer

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

International Programme Units and Dates

Unit Code	Unit Level	CPD UNITS	Hours of Learning Time	Credits	Available Course Dates *18 Nov and 13 Jul Units run over a period of 8 weeks. Other Units run over a period of 6 weeks.
DACPDINT51	4	Dyslexia and Co-occurring Difficulties	20	2	<p>2015 Start dates for all units 23 Sep 2015 *18 Nov 2015</p> <p>2016 Start dates for all units 27 Jan 2016 23 Mar 2016 18 May 2016 *13 Jul 2016</p> <p>There are 6 start dates per year for each unit: Sep, Nov, Jan, Mar, May and July</p>
DACPDINT52	4	Dyslexia: Supporting Individuals with Memory Weaknesses	20	2	
DACPDINT53	4	Structured, Cumulative Multisensory Tuition for Learners with Dyslexia	30	3	
DACPDINT84	4	Developing Reading Skills in Learners with Dyslexia	30	3	
DACPDINT85	4	Developing Writing Skills in Learners with Dyslexia	30	3	
DACPDINT86	4	Developing Spelling Skills in Learners with Dyslexia	30	3	
DACPDINT87	5	Supporting Study Skills in Learners with Dyslexia	30	3	
DACPDINT88	5	Assistive Technologies to Support Struggling Readers and Writers	30	3	
DACPDINT89	4	Developing Numeracy Skills in Learners with Dyslexia	30	3	
DACPDINT90	4	Dyslexia in Multilingual Settings	30	3	

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DACPDINT51 Dyslexia and Co-occurring Difficulties

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Identify key features of dyslexia and examine a range of current definitions of dyslexia	1.1 Explain current definitions of dyslexia. 1.2 Describe how games can foster the development of phonological skills. 1.3 Describe the key principles of the research perspectives: a. Phonological deficit hypothesis b. Magnocellular deficit hypothesis c. Cerebellar deficit hypothesis
2. Identify the key features of conditions that commonly co-occur with dyslexia	2.1 Identify the key features of: a. Specific language impairment b. Autism spectrum disorders c. Developmental co-ordination disorder/dyspraxia d. Attention deficit/hyperactivity disorder 2.2 Identify memory strategies that could be used with a learner with dyslexia/co-occurring difficulties and explain their rationale.
3. Appreciate the impact that the overlap of dyslexia, and conditions that commonly co-occur with it, has on day-to-day living and academic progress	3.1 Explain the impact that the overlap of dyslexia and conditions that commonly co-occur with it has on day-to-day living and academic progress. 3.2 Describe a range of characteristics that need to be considered when supporting learners with dyslexia who have co-occurring difficulties.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT51 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT51: Level 4 CPD Award in Perspectives on Dyslexia

DACPDINT52 Dyslexia: Supporting Individuals with Memory Weaknesses

This Unit explores some of the different aspects of memory and aims to promote an understanding of the barriers that working memory can create within learning environments. It gives practitioners an opportunity to analyse a learning task and to reflect upon their own practice and consider how it can be tailored to strategically support learners with dyslexia.

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Demonstrate understanding of some of the different aspects of memory	1.1 Identify current conceptions of cognition and aspects of our memory systems. 1.2 Demonstrate an understanding of how to improve memory function
2. Describe the barriers that working memory weaknesses can create within learning environments for learners with dyslexia	2.1 Identify a range of behaviours that could indicate weaknesses in working memory. 2.2 Explain the potential impact of working memory difficulties on children and young people's performance. 2.3 Analyse the potential impact of working memory difficulties on children and young people's (A) academic progress and (B) social development.
3. Demonstrate an understanding of learning differences and know how to organise a more effective and inclusive learning environment	3.1 Analyse the different aspects of learning tasks that adversely affect learners with working memory weaknesses. 3.2 Demonstrate an understanding of how to tailor teaching strategies and resources that address the barriers to learning. 3.3. Demonstrate an understanding of the need to teach and encourage metacognition in terms of structuring the way learners reflect and act.

*Unit content and learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT52 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT51: Level 4 CPD Award in Perspectives on Dyslexia

DACPDINT53

Structured, Cumulative Multisensory Tuition for Learners with Dyslexia

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Describe the principles of structured, cumulative multisensory tuition	1.1 Summarise the key principles of structured, cumulative, multisensory tuition 1.2 Comment on the effectiveness of structured, cumulative, multisensory tuition for learners with dyslexia
2. Demonstrate understanding of the role of structure in supporting learners with dyslexia	2.1 Explain the role of structure when teaching learners with dyslexia 2.2 Explain how memory and attention affect learning
3. Distinguish between the practices of over-learning and cumulative tuition	3.1 Describe the practices of over-learning and cumulative tuition 3.2 Contrast the principles of over-learning and cumulative learning
4. Demonstrate understanding of the link between multisensory input, attention and memory	4.1 Identify a range of teaching strategies and techniques with reference to multisensory input, attention and memory 4.2 Evaluate the extent to which multisensory strategies are used in your own setting

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT53 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT51: Level 4 CPD Award in Perspectives on Dyslexia

DACPDINT84 Developing Reading Skills in Learners with Dyslexia

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Understand how learners typically acquire and develop reading skills.	1.1 Describe key phonological awareness skills and understand their importance to reading development. 1.2 Compare and contrast recent models of reading development.
2. Demonstrate understanding of the impact of dyslexia on the acquisition and development of reading skills.	2.1 Describe a range of barriers to reading development that learners with dyslexia can experience.
3. Demonstrate understanding of strategies that can assist learners with dyslexia with reading.	3.1 Describe a structured, multisensory routine that promotes explicit awareness of phoneme to grapheme correspondence. 3.2 Describe strategies and resources to improve the accessibility of printed information for learners with dyslexia.
4. Identify support strategies for developing higher reading skills.	4.1 Describe a range of strategies for teaching higher reading skills to include support for: a. Active reading b. Vocabulary development c. Improving comprehension skills.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT84 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT52: Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia

DACPDINT85 Developing Writing Skills in Learners with Dyslexia

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Identify how learners typically acquire and develop writing skills.	1.1 Identify the sub-skills required for writing.
2. Identify the impact of dyslexia on the acquisition and development of writing skills.	2.1 Summarise the barriers to writing encountered by learners with dyslexia.
3. Evaluate a learner's writing skills.	3.1 Identify strengths and weaknesses in learners' writing.
4. Demonstrate understanding of writing strategies that can assist learners with dyslexia.	4.1 Select ICT tools appropriate to support learners with their writing. 4.2 Explain strategies that support learners with their writing. 4.3 Recognise the benefits of using non-textual sources to support writing. 4.4 Describe the concept of deliberate practice and critically examine its effectiveness.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT85 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT52: Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia

DACPDINT86 Developing Spelling Skills in Learners with Dyslexia

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Identify the sub-skills necessary for learners to acquire spelling skills	1.1 Identify the skills a good speller possesses. 1.2 Indicate the skills lacking in a poor speller.
2. Recognise the role of phonological awareness in supporting learners with dyslexia with spelling.	2.1 Describe Gombert's model of language development. 2.2 Explain the role of morphology in spelling development. 2.3 Recognise the roles of syllable division, suffixing and spelling rules in the teaching of spelling.
3. Describe a variety of techniques to support learners with spelling.	3.1 Identify spelling errors and suggest appropriate remediation. 3.2 Express how etymology can foster spelling skills. 3.3 Describe a structured, multisensory remediation strategy.
4. Discuss the components of an effective spelling programme for learners.	4.1 Identify the key features of a spelling programme. 4.2 Summarise the effectiveness of a spelling programme.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT86 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT52: Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia

DACPDINT87 Supporting Study Skills in Learners with Dyslexia

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Identify the skills and attributes needed by the learner for effective self-study	1.1. Describe the skills and attributes needed by the learner or effective self-study
2. Identify the difficulties that learners with dyslexia may experience with study skills.	2.1. Describe the factors that can impede the development of study skills in learners with dyslexia: a. Memory b. Motivation c. Self-image d. Cultural diversity
3. Describe the range of strategies that will develop study skills in learners with dyslexia	3.1. Describe a range of strategies to support learners with dyslexia in: a. ICT b. Structural aids c. Skimming and scanning 3.2 Understand the key criteria for designing an effective study aid
4. Critically reflect on current practice and offer suggestions for improvement	4.1. Analyse a report and make recommendations to promote effective study skills.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT87 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT57: Level 5 CPD Award in Supporting International Learners with Dyslexia

This unit explores the key role assistive technology can, and should, have in today's learning environments. A range of resources are described and evaluated including many which are available easily online. The course is practical in nature, seeking to equip participants with skills including the structuring of word documents to make reading more accessible, and in the production of text to speech audio files. It is intended that participants will gain a confidence and basic competence in using these practices, understand how they facilitate learning and be able to implement them in their setting.

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Demonstrate how assistive technology can support learners with dyslexia and co-occurring difficulties to improve reading skills.	1.1 Demonstrate how appropriate choices regarding reading hardware and software can actively support the learner with dyslexia and co-occurring difficulties to improve reading skills. 1.2 Construct documents that suit different reading needs both in structure and format.
2. Demonstrate how assistive technology can provide support for learners with dyslexia and co-occurring difficulties to improve writing skills.	2.1 Demonstrate how the use of assistive technology can contribute to the improvement of writing practice for the learner with dyslexia and co-occurring difficulties. 2.2 Investigate software that supports text prediction and spelling correction and write a review its effectiveness in support of learners with dyslexia and co-occurring difficulties.
3. Employ assistive technology to provide audio support for blind and visually impaired learners and learners with dyslexia and co-occurring difficulties.	3.1 Choose appropriate audio hardware and software to support the learner with dyslexia and co-occurring difficulties.
4. Identify appropriate audio hardware and software to support the learner with dyslexia and co-occurring difficulties.	4.1 Make recommendations for implementing assistive technology in the classroom or support setting. 4.2 Demonstrate knowledge of sources of assistive technologies resources to maintain professional development.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT88 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT57: Level 5 CPD Award in Supporting International Learners with Dyslexia

DACPDINT89 Developing Numeracy Skills in Learners with Dyslexia

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Identify the cognitive attributes necessary for the development of numeracy skills.	1. 1 Identify the characteristics of high attainers in mathematics.
3. Identify the difficulties that learners with dyslexia may experience when developing numeracy skills.	2.1 Summarise the impact mathematical language has on comprehension. 2.2 Explain why learners with a mixed Developmental Co-ordination Disorder (DCD)/dyspraxia and dyslexia profile can be difficult to remediate in mathematics.
3. Discuss the importance of relational understanding in mathematical development.	3.1 Describe the concept of relational understanding. 3.2 Explain how relational understanding can support working memory when teaching numeracy. 3.3 Analyse mathematical tasks with regard to sub-skills and memory load.
4. Be able to apply the principles of structured, cumulative, sequential, multisensory learning when teaching numeracy.	4.1 Explain the importance of using schematic aids to promote metacognition. 4.2 Select appropriate activities to promote relational understanding.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT89 as an independent unit.

DACPDINT90 Dyslexia in Multilingual Settings

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

*LEARNING OUTCOMES The participant will be able to:	ASSESSMENT CRITERIA The participant can:
1. Recognise the learner's cultural context and the impact this has on learning.	1.1 Summarise the sociocultural factors that influence learners in multilingual settings. 1.2 Review the impact that orthography has on biliteracy.
2. Demonstrate ways that dyslexia can be identified in multilingual learners.	2.1 Outline ways of assessing learners with EAL and dyslexia. 2.2 Select appropriate assessment methods.
3. Demonstrate how learning processes are affected by multilingualism and dyslexia.	3.1 Describe the key characteristics of effective support for learners with English as an additional language and dyslexia. 3.2 Discuss how strategies for support for learners with EAL and dyslexia can overlap.
4. Identify the key components of effective support for multilingual learners with dyslexia.	4.1 Provide examples of strategies to improve the engagement and progression of EAL learners with dyslexia.

*Unit content, learning outcomes and assessment criteria may be subject to change

Participants can register to study DACPDINT90 as an independent Unit or as an Award made up of a combination of independent Units.

This Unit contributes to the following Award:

DAAWDINT57: Level 5 CPD Award in Supporting International Learners with Dyslexia

Dyslexia Action International Awards

The Awards offered for the 2015–2016 syllabus are listed on the next page. We cannot guarantee that any Award will be offered in subsequent years although a suitable alternative will always be provided.

PLEASE NOTE:

- A free induction course is released to all participants **two weeks before the Unit start date** to help participants prepare for studying an online course with Dyslexia Action. Tutor support is available during the induction phase.
- Participants who wish to sign up for an award must pay the full award fee on registration.
- The three units within the award must be studied within a one year period from the first unit, e.g. if the participant registers to study the first of three units in September 2015, he/she can then study Units 2 and 3 in November 2015, January, March, May or July 2016.
- Once one unit is passed, with prior approval, you can register to study for up to three units at one time.
- Participants are responsible for informing the CPD administration team of their chosen dates for Unit 2 and Unit 3. Participants must choose which date to commence Unit 1 when they register online. Once dates are selected this schedule must be followed.
- Participants may have to study for an additional few weeks beyond each unit end date, if they are asked to amend and re-submit their assignment portfolio. This could result in an overlap between completing one unit and starting the next Unit within an Award if participants register to study on successive units, e.g. September, November and January.
- When working on International Awards there may be different tutors for each Unit within the Award.
- Dyslexia Action Training and Professional Development reserves the right to change course start dates and/or schedules subject to numbers.

Award Fees

Each **three unit** award is £840 and must be paid for by debit/credit card at the time of registration (we can invoice an organisation for an Award at an additional non-refundable charge of £25 per participant). Awards have set Units and flexible dates, within a period of one year, for studying.

The registration deadline is one week prior to the start of the course. Registrations received after this time (less than one week prior to start of course) will incur an additional £10 non-refundable administration fee.

DISCLAIMER

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

AWARD CODE	LEVEL	CPD AWARDS	HOURS OF LEARNING TIME	CREDITS	AVAILABLE START DATES FOR AWARDS
DAAWDINT51 Contains 3 mandatory Units:	4	CPD Award in Perspectives on Dyslexia <ul style="list-style-type: none"> DACPDINT51 Dyslexia and Co-occurring Difficulties DACPDINT52 Dyslexia: Supporting Individuals with Memory Weaknesses DACPDINT53 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia 	70	7	2015 Start dates for all awards 23 Sep 2015 18 Nov 2015 2016 Start dates for all awards 27 Jan 2016 23 Mar 2016 20 May 2016 13 Jul 2016
DAAWDINT52 Contains 3 mandatory Units:	4	CPD Award in Developing Literacy Skills in Learners with Dyslexia <ul style="list-style-type: none"> DACPDINT84 Developing Reading Skills in Learners with Dyslexia DACPDINT85 Developing Writing Skills in Learners with Dyslexia DACPDINT86 Developing Spelling Skills in Learners with Dyslexia 	90	9	
DAAWDINT57 Contains 3 mandatory Units:	5	CPD Award in Supporting International Learners with Dyslexia <ul style="list-style-type: none"> DACPDINT87 Supporting Study Skills in Learners with Dyslexia DACPDINT88 Assistive Technologies to Support Struggling Readers and Writers DACPDINT90 Dyslexia in Multilingual Settings 	90	9	

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www.dyslexiaaction.org.uk/page/level-5-cpd-award-supporting-adults-dyslexia-and-co-occurring-difficulties

Dyslexia Action Certificates

Certificates may be combined with specified awards to progress to the Diploma qualifications. See the Diploma pathway for further details (page 22).

Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia

Qualification Number DACRTINT51	CPD Certificate in Supporting Literacy in Learners with Dyslexia	Hours of Learning Time 160	Credits 16
Units and awards that make up this certificate	<p>DAAWDINT51 Award in Perspectives on Dyslexia</p> <ul style="list-style-type: none"> DACPDINT51 Dyslexia and Co-occurring Difficulties DACPDINT52 Dyslexia: Supporting Individuals with Memory Weaknesses DACPDINT53 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia <p>DAAWINTD52 Award in Developing Literacy Skills in Learners with Dyslexia</p> <ul style="list-style-type: none"> DACPDINT84 Developing Reading Skills in Learners with Dyslexia DACPDINT85 Developing Writing Skills in Learners with Dyslexia DACPDINT86 Developing Spelling Skills in Learners with Dyslexia 		

Please note:

- DACRTINT51 is made up of **two Awards**. All Units must be passed to gain the Certificate qualification.
- There are two possible pathways to gaining **DACRTINT51**, either by enrolling for separate Awards or by completing independent Units.
- If you wish to move on to **DACRTINT53** you must first complete **DAAWDINT57**

Level 5 CPD Certificate in Strategic Teaching Support for Dyslexia and Literacy

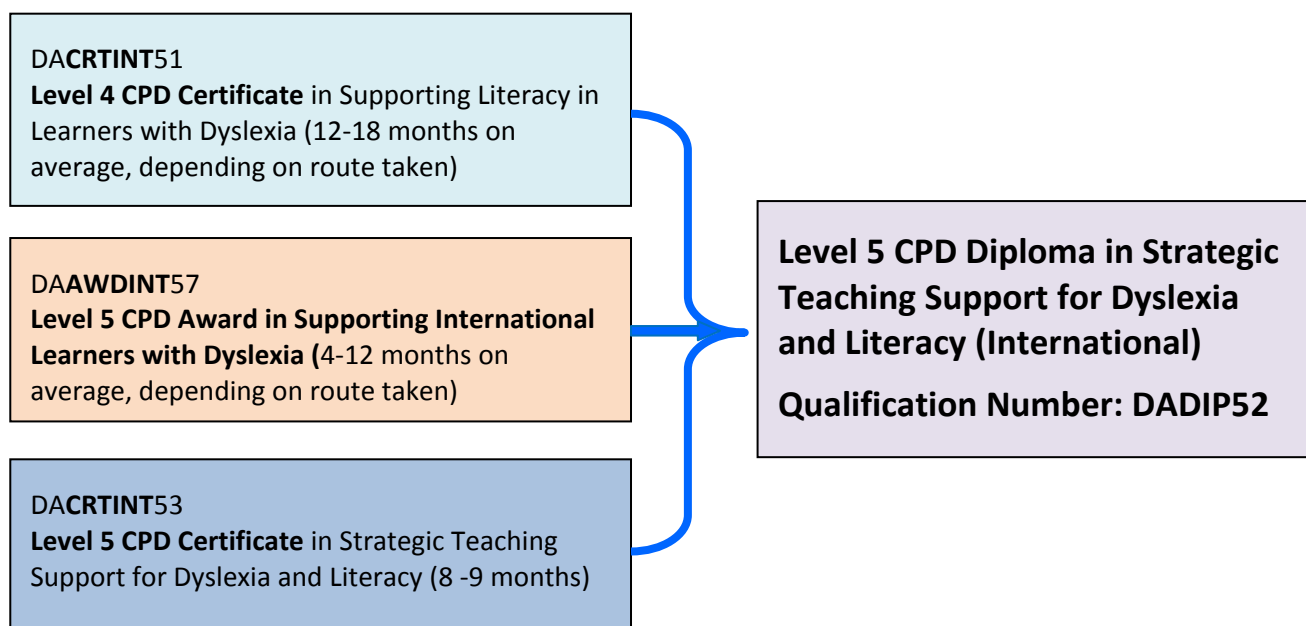
Qualification Number DACRTINT53	CPD Certificate in Strategic Teaching Support for Dyslexia and Literacy (see separate brochure for full details)	Hours of Learning Time 140	Credits 14
Units that make up this Certificate	<p>DACRTINT53 consists of:</p> <ul style="list-style-type: none"> DACPDINT61 Fostering Language Awareness in Learners with Dyslexia DACPDINT62 Principles of Literacy Intervention for Learners with Dyslexia DACPDINT63 Developing Literacy Intervention 		

Please note:

- This Certificate course is a teaching support programme which follows on from **DACRTINT51** and **DAAWDINT57**, both of which must be completed as pre-requisites.
- This course **only** runs from September each academic year. The course is online and spans over 8-9 months, including assignment submissions.
2015 start date: 30th September 2015
- Participants must pay the full course fee of £1,870 (**September 2015**) and study units on the given dates (these units **cannot** be studied individually)

Level 5 International Diploma

The diagram below explains the route available to obtain a Level 5 International Diploma. Candidates may take individual Units or Awards in any order with the exception of DACRTINT53 which may only be followed once the pre-requisite units have been successfully passed.



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

Qualification Number: DADIP52

The Units that you will need to complete for this programme pathway are listed below.

DACRTINT51	Level 4 CPD Certificate in Supporting Literacy in Learners with Dyslexia DAAWD51 and DAAWD52 together make up this Certificate.	
DAAWDINT51	Level 4 CPD Award in Perspectives on Dyslexia	Credits
DACPDINT51	Dyslexia and Co-occurring Difficulties	2
DACPINTD52	Dyslexia: Supporting Individuals with Memory Weaknesses	2
DACPDINT53	Structured, Cumulative Multisensory Tuition for Learners with Dyslexia	3
DAAWDINT52	Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia	
DACPINTD84	Developing Reading Skills in Learners with Dyslexia	3
DACPDINT85	Developing Writing Skills in Learners with Dyslexia	3
DACPDINT86	Developing Spelling Skills in Learners with Dyslexia	3
DAAWDINT57	Level 5 CPD Award in Supporting International Learners with Dyslexia	
DACPDINT87	Supporting Study Skills in Learners with Dyslexia	3
DACPDINT88	Assistive Technologies to Support Struggling Readers and Writers	3
DACPDINT90	Dyslexia in Multilingual Settings	3

DACRTINT53	Level 5 CPD Certificate in Strategic Teaching Support for Dyslexia and Literacy	
This certificate may only be studied on successful completion of the three Awards listed above. This Certificate has the following Units:		
DACPDINT61	Fostering Language Awareness in Learners with Dyslexia	3
DACPDINT62	Principles of Literacy Intervention for Learners with Dyslexia	5
DACPDINT63	Developing Literacy Intervention for Learners with Dyslexia	6
For further details on booking for all Units and Awards see: www.dyslexiaaction.org.uk/short-online-courses www.dyslexiaaction.org.uk/awards-programme		

How do I enrol for a Diploma Course?

There is no single enrolment for the Diploma course. Participants must successfully complete all Units within the specified **award** and **certificate** courses first. They will then be able to contact the CPD Administration Team to enrol for the Level 5 CPD Certificate in Strategic Teaching Support for Dyslexia and Literacy to complete one of the Diploma qualifications.

DACRTINT53 - The Level 5 CPD Certificate in Strategic Teaching Support for Dyslexia and Literacy is the final course for the diploma qualification. Details including a full brochure about this teaching programme are available from cpdmail@dyslexiaaction.org.uk

Please note: To complete the whole programme to Diploma completion takes approximate three years of study.

Fees 2015 -2016

Fees must be paid for by debit/credit card at the time of registration.

Individual units are £290 each and can be taken at dates scheduled throughout the calendar year.

Each three unit award is £840. The units within awards are offered within a 1 year period from the first unit within the award, e.g. if the participant registers to study the first of three units in September 2015, they can then study Unit 2 and 3 in November 2015, January, March, May or July 2016.

The registration deadline is one week prior to the start of the course. Registrations received after this time (less than one week prior to start of course) will incur an additional £10 non-refundable administration fee.

The Level 5 CPD Certificate in Strategic Teaching Support for Dyslexia and Literacy is a programme of eight to nine months duration. The fees for this programme in 2015/16 are £1870.

All fees are subject to an annual increase.

DISCLAIMER

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

Syllabus Dates

Syllabus Start Date: September 2015

Syllabus End Date: August 2018 (courses within this syllabus must be commenced before this date)

Syllabus Completion Date: August 2019

Previous Course Syllabus

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

Contact Details

CPD Courses Admissions Office

Dyslexia Action Training and Professional Development
Dyslexia Action House
10 High Street
Egham
Surrey
TW20 9EA

Email: cpdmail@dyslexiaaction.org.uk

Web: www.dyslexiaaction.org.uk/educator-training

Tel: + 44 (0)1784 222304