Dyslexia Action
Continuing Professional Development Programme

Level 7 CPD Programme Syllabus, Dates and Fees
Part 1 of 2

Level 7
Unit Qualifications
September 2015 – August 2016
www.dyslexiaaction.org.uk/educator-training

Dyslexia Action Training and Professional Development,
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TABLE OF CONTENTS

Entry Requirements

Applicants should normally have **one** of the following qualifications:

- Level 5 SpLD Certificate
- Level 7 Postgraduate SpLD Certificate
- Level 7 Postgraduate SpLD Diploma

   Please contact us directly and <u>before</u> applying if you have studied on the Middlesex Accredited Postgraduate SpLD programme.

Applicants should also:

- Have a **minimum** English language ability level such as: IELTS 6 (www.ielts.org/default.aspx) **or** TOEFL 60-78 points (www.ets.org/toefl/)

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

Other Applicants

Candidates who do not reach the above entry requirements may like to consider enrolling on one of our CPD programmes – short courses and awards. See the website for further details at: http://www.dyslexiaaction.org.uk/educator-training

Dyslexia Action CPD Units

The Level 7 CPD 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.

- Dyslexia Action Training and Professional Development reserves the right to change course start dates and/or to cancel courses subject to participant numbers.

CPD Units and Dates

UNIT CODE	UNIT LEVEL	CPD UNITS	HOURS OF LEARNING TIME	CREDITS	AVAILABLE COURSE START DATES
DAL701	7	The Interpretation of Assessment Findings	30	3	**2015 Start dates**
DAL702	7	Examining TOMAL2	30	3	23 Sep 2015
DAL703	7	Identifying Best Practice in Assessment Test Administration	30	3	18 Nov 2015 **2016 Start dates** 27 Jan 2016 23 Mar 2016 20 May 2016 13 Jul 2016

Unit Learning Outcomes

DAL701 The Interpretation of Assessment Findings

This unit is designed to enhance practitioners' understanding of the key cognitive processes measured in specialist assessments. It features both a series of practical investigations and a theoretical exploration of working memory. It gives practitioners the opportunity to develop their understanding of cognitive processes through a cycle of study, focused activity and reflection. This Unit provides an introduction to key elements of current research and practice in dyslexia and conditions that commonly co-occur with it.

Learning Outcome* The participant will/will be able to	Assessment Criteria* The participant will/will be able to	30 Hours
Distinguish different types of memory systems	1. Identify different types of memory systems 2. Match key terminology in the field of memory to definitions	10 Hours
Demonstrate critical understanding of the ways in which working memory difficulties impact upon learning situations	1. Define working memory with reference to theoretical works or models 2. Explain a range of ways in which working memory difficulties can disrupt learning	10 Hours
Critically analyse the different cognitive processes involved in a range of assessment tasks	1. Appraise a series of assessment tests with reference to the cognitive processes tapped 2. Reflect upon the characteristics of items in a lexical decision task 3. Examine a range of cognitive processes that can influence task performance 4. Summarise a range of cognitive factors that must be taken in to consideration when compiling assessment reports	10 Hours

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

DAL702 TOMAL2

This unit features the popular learning and memory assessment battery TOMAL2. The unit gives practitioners the opportunity to develop their knowledge of TOMAL2 through a cycle of study, focused activity and reflection. It explores:

- The usefulness of each of the TOMAL2 subtests and the underlying cognitive processes they tap
- How TOMAL2 subtest performance can be meaningfully linked to performance on subtests from selected other assessment tools
- The use of TOMAL2's Index Scoring system
- The reporting TOMAL2 subtest scores in specialist assessment reports

Learning Outcome* The participant will/will be able to	Assessment Criteria* The participant will/will be able to	30 Hours
Critically examine the subtests of a learning and memory assessment battery	• Critically examine a range of TOMAL2 subtests in terms of potential uses in assessment situations • Employ knowledge of the cognitive processes tapped by one assessment tool to make links to another assessment tool • Examine a range of TOMAL2 subtests with reference to reliability	20 Hours
Examine a variety of ways in which performance can be reported and represented within assessment reports	• Appraise the use of index scores in assessment reports • Describe two commonly used scoring conventions	10 Hours

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

Please note: you will need ACCESS to a copy of TOMAL2 to study this course; it is not a requirement to have used it previously.

DAL703 Identifying Best Practice in Assessment Test Administration

This unit is designed to provoke a rigorous self-examination of practitioners' administration of assessment tests. It examines a range of ways in which bias can be inadvertently introduced into an assessment process, and gives practitioners alternative frameworks within which to examine their own current practice. It gives practitioners the opportunity to develop their assessment administration practice through a cycle of study, focused activity and reflection.

Learning Outcome The participant will/will be able to	Assessment Criteria The participant will/will be able to	30 Hours
Critically analyse a range of factors that can influence the integrity of the assessment process	• Analyse a range of ways in which assessment practice can bias the assessment process • Distinguish examples of ergolytic and ergogenic assessment behaviours	15 Hours
Appraise performance in assessment administration using different types of reflective frameworks	• Employ a reflective framework to examine own practice in assessment administration. • Compare the effectiveness of two different types of reflective frameworks • Compile a checklist of good practice in assessment administration	15 Hours

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

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.

The CPD 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 administration fee.

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.

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

Contact Details

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