

# Postgraduate Certificate in Dyslexia and Literacy

Validated by the University of York 2011-2012

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## Mission Statement

"Our vision is a world where barriers to learning, employment and personal fulfilment have been removed for people with dyslexia and other specific learning difficulties".

Dyslexia Action is a national charity that through education improves the lives of people with dyslexia and other specific learning difficulties. With over 30 years of experience, Dyslexia Action is the UK's leading charity in this area, providing a range of services and support for both children and adults including assessments (testing), teaching and training and the development and distribution of teaching and learning materials. Dyslexia Action conducts major research in the field of dyslexia where our tried and tested methodologies are widely accepted nationally and internationally. Our vision is that:

- We are passionate and professional
- We are ambitious for people with dyslexia and with learning difficulties
- We care about quality services
- We respect individual differences

Dyslexia Action Training and Professional Development provides training programmes for specialist teachers and other professionals. These include Continuing Professional Development (CPD) courses, the prestigious Postgraduate Certificate and Diploma programmes and awareness raising courses and webinars.

## Disability and Learning Related Support

Dyslexia Action welcomes all participants with a disability and/or learning support requirement. This includes physical disabilities and cognitive disabilities such as dyslexia.

Dyslexia Action is committed to making reasonable adjustments to enable participants to participate fully in our courses. In order to give you appropriate support, we would like you to provide some further information about your study support needs relating to your learning support or disability requirement.

It is important to inform the admissions staff and the Disability Adviser if you have a disability or learning support requirement at the application stage or as soon as possible thereafter and to indicate the special needs or adjustments that may be required.

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.

Participants may wish to apply for a Disabled Students' Allowance (DSA) which can provide additional funding subject to eligibility criteria and which may be used to purchase additional resources in support of studies. This could for example take the form of IT equipment or additional personal tutorial time from a tutor. More information about DSAs can be found at:

[www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG\\_10034898](http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898)

If you have any further questions or if you would prefer to receive this information in an alternative format, please contact the Training Office on 01784 222304

Email: [pgmail@dyslexiaaction.org.uk](mailto:pgmail@dyslexiaaction.org.uk)

## Course Outline

The Postgraduate Certificate in Dyslexia and Literacy is a unique online qualification designed for qualified teachers who wish to train as specialist teachers in Dyslexia and Literacy. The aim of the programme is to train teachers to be informed, skilled practitioners who understand the theory and practice of teaching and assessment of dyslexic learners of all ages. The programme begins with an attendance induction school and then moves to a completely online programme with personalised tutor support.

Upon successful completion of the Certificate course participants will be able to:

- carry out a full case study including the literacy assessment of a learner involving the administration, scoring and interpretation using up-to-date, reliable and valid tests
- use the assessment findings to plan a series of lessons
- make suggestions for teaching and intervention programmes to meet the learner's future needs.

## Who is the course for?

The Dyslexia Action Postgraduate Certificate in Dyslexia and Literacy is appropriate for professionally qualified teachers and specialists including:

- Teachers at all Key Stages
- Special Needs Teachers
- Special Education Needs Co-ordinators (SENCOs)
- Teachers in Further and Higher Education and other adult settings
- Teachers and Education specialists based overseas
- Educational Psychologists
- Speech and Language Therapists and Occupational Therapists who will also be considered for exceptional entry

The course provides:

- flexibility for learning in a personalised way which enables studying to be fitted around personal and professional commitments.
- regular support from a personal tutor and the course team to support you with the postgraduate level study skills and studying online.

## Entry requirements

- Bachelor of Arts, Bachelor of Science or Bachelor of Education honours degree, plus Qualified Teacher Status (QTS or QTLS)
- A minimum of one year's teaching experience (full time equivalent)
- Excellent spoken and written English
- IELTS 7 for applicants with English as a Second Language  
For further information see the IELTS website [www.ielts.org](http://www.ielts.org)
- Criminal Records Bureau Enhanced Disclosure is a requirement of this course for all UK-based participants and the cost is included in the course fee. Please visit [www.crb.gov.uk](http://www.crb.gov.uk) for further information

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

## Demands of the course

All candidates should note that the Postgraduate Certificate in Dyslexia and Literacy is a demanding postgraduate programme. Although the course is delivered through blended and online learning enabling a flexible form of study, candidates will need to be able to balance the demands of their studies with existing work and home commitments in order to gain the Certificate. Candidates should allow for:

- 6 modules (minimum 100 hours of study per module)
- **Minimum** 15 hours per week of study
- 20 hours of teaching practice to complement the theoretical modules (this will not include any preparation time you may need to do in school to set up your teaching lesson)

Candidates who are unable to commit to the demanding course schedule may like to consider enrolling on one of our CPD programmes. See the website for further details at:

<http://training.dyslexiaaction.org.uk/cpd>

## Progression Pathways

The October 2011 -2012 Postgraduate Certificate in Dyslexia and Literacy is a **stand alone programme** validated by the University of York.

- The Postgraduate Certificate is 60 credits at Master's Level

Candidates who complete the course successfully will qualify as a specialist teacher able to carry out dyslexia and literacy assessments. Following successful completion of the Certificate programme, you may take the credits forward and progress onto a **Dyslexia Action** Diploma (another 60 credits) programme and gain an Assessment Practising Certificate in Dyslexia and SpLD. (Please note that the October 11 Certificate course is the last course to be validated by the University of York.) Alternatively you may move onto another similar postgraduate programme at university level:

- a Postgraduate Diploma - normally 120 credits required
- a Master's degree - normally at least 180 credits required

## Assessment Practising Certificate

The Postgraduate Certificate course gives you the knowledge to assess for a teaching intervention. You will be able to assess for dyslexic tendencies and put in place appropriate teaching strategies. Should you then decide to progress to a Diploma programme you will be able to apply for an Assessment Practising Certificate which qualifies you to carry out diagnostic assessments, including those for Disabled Students' Allowances.

## British Dyslexia Association (BDA) Approved Teacher Status (ATS)

The York validated Postgraduate Certificate in Dyslexia and Literacy also leads to the award of ATS from the BDA (subject to a minimum number of years teaching) see [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) for further details.

## Certificate in Competence in Educational Testing

This five day course may be taken after the Certificate programme and promotes a wider conceptual model of assessment and further enhances understanding of assessment. ATS qualified teachers may also be able to undertake the CCET plus an additional study module to obtain an Assessment Practising Certificate. See the SpLD Assessment Standards Committee website ([www.sasc.org.uk](http://www.sasc.org.uk)) for further details.

## Examination Access Arrangements

This online course supplements the programme and takes about 10 hours to complete at a time to suit yourself over a period of 6 weeks. This is an updating course to enable teachers qualified in dyslexia and SpLD to comply with JCQ Regulations and undertake Examination Access Arrangements. You may take this course concurrently or at the end of your postgraduate programme.

## Guild Membership

Candidates on the Certificate programme are able to become Community members of The Dyslexia Action Guild a membership network and professional association for practitioners in Dyslexia and SpLD. See: <http://training.dyslexiaaction.org.uk/guild>

## Where will I study?

Some elements of the modules (those linked to practical teaching and assessment) are delivered during the compulsory face-to-face Induction School held during the first few weeks of the course so it is important to attend this part of the course.

The rest of the postgraduate programme uses the Virtual Learning Environment (VLE) known as Moodle as the method of delivery. Each module is delivered through Moodle and some require you to be involved in practical teaching and assessment whilst others are more theoretically based. The core curriculum is delivered by means of a range of e-learning resources. These include presentations, articles, exercises, videos and follow-up activities and tasks for participants to carry out at intervals.

## What kind of technical equipment will be required for the course?

You will need regular access to the Internet and a personal email in order to access the teaching materials and participate in the programme, as the main elements of the course are distributed via the VLE Moodle over the Internet. Participants can expect to spend several hours a week online, even if they download materials and work offline. In addition to accessing Moodle you will need to use the Internet to locate a wide range of resources, scholarly articles and relevant information.

## Minimum Hardware Requirements

To access our virtual learning environment, any computer capable of browsing the internet will suffice. Most participants have no problems accessing course materials using an Apple Mac Computer. However please note that we are unable to offer support for such users.

## Minimum Software Requirements

You will need to use an office suite such as Microsoft Office or the free Open Office (or any other software capable of saving documents in formats compatible with MS Word, PowerPoint and Excel). You will also need a PDF viewer such as Adobe Reader or FoxIT (downloadable free) and multimedia player (free VLC recommended).

## Internet Connection

A cable or DSL Broadband connection is highly recommended. Mobile broadband varies widely depending on location but when reliable, it can be used to access most content including live webinars. Note that many mobile broadband providers impose limits on monthly data usage. You can expect to use 3-5GB a month. Moodle can be accessed via dial-up, although larger files will take some time to download and most multi-media content may not be streamed live. Any modern web browser is acceptable but Firefox is strongly recommended. Internet Explorer version 6 or below is no longer supported and may result in incompatibilities.

## Email Account

Participants will need to have their own personal email account. Dyslexia Action cannot communicate with participants or register them on Moodle except via a personal email account. Please note that you must not register on Moodle VLE or use an email account during the course that is shared with colleagues or family members; this would contravene the requirements of the Data Protection Act. Participants who do not have a personal email address at the start of the course must set up a personal account straight away. This is easy to do and is free. Gmail is recommended but Hotmail, Yahoo or others will be acceptable.

## Video Camera

You will need access to a video camera to record some of the teaching and assessment sessions. Any camera from which the video can be extracted into a digital file is acceptable. A camera that records directly into an .mp4 or .avi files such as the Flip or Xacti cameras is recommended. Many webcams are not suitable for recording lessons but some higher-quality models may be acceptable. Older tape-based camcorders can be used but note that they may require additional hardware (firewire cable or card) to convert the video into a digital file. You will be required to submit teaching practice recordings as a video file on a USB memory stick and should purchase at least a 4GB USB stick.

## The Induction School

The Induction School is a compulsory element of the programme and is used to introduce the course and in particular the more practical elements relating to specialist teaching and assessment. This part of the course is also an opportunity for participants to meet with each other and with tutors and to familiarise themselves with the requirements of the programme. The Induction includes an introduction to the Virtual Learning Environment (Moodle) where all the further details on the modules can be found. The dates for the October 2011 Induction School are:

Wednesday 26 October to Friday 28 October inclusive

It will take place at the Sunningdale Park Hotel, Larch Avenue, Ascot, Berks. SL5 0QE

W: [www.devere.co.uk/our-locations/sunningdale-park](http://www.devere.co.uk/our-locations/sunningdale-park)

**Please note:** The Induction School is a mandatory element of the course. If you are unable to attend on the given date then you will not be able to enrol on this programme.



## Course Syllabus

The programme is structured as a series of interlinking modules. Each module requires about 100 hours of study and leads to 10 credits at Master's (M) Level.

<b>2011 / 2012 Syllabus for the Postgraduate Certificate in Dyslexia and Literacy (October 2011 course validated by the University of York)</b>		
<b>Module Title</b>	<b>Module Description</b>	<b>Credits</b>
<b>Introductory Modules</b>		
3 weeks of important introductory information and activities	The weeks before the residential induction are for you to assimilate important information, become familiar with the VLE, do some preparation for the Induction School and begin your study on Modules 1 and 3A	
<b>Induction School</b>		
Three Day Residential Programme	The Induction School is used to introduce the course and in particular the practical elements relating to specialist teaching and assessment.	
<b>M1 The Structure of Language</b>		
<b>1</b> The Structure of Language	This module provides an introduction to the understanding of the building blocks of language through the analysis of spoken and written language and how it is used and developed in different contexts.	10 Credits
<b>M2 Introduction to the Assessment of Dyslexia</b>		
<b>2A</b> Introduction to the assessment of literacy difficulties and dyslexia	This module provides an introduction to the psychology and assessment of dyslexia. The module covers five topics and is made up of theory and practice.	10 Credits
<b>2B</b> The Psychological Theories of Dyslexia and their Relationship to the Principles of Assessment.	This module covers the theoretical aspects of dyslexia and how these principles are applied to practical teaching.	10 Credits
<b>M3 Specialist Literacy Teaching</b>		
<b>3A</b> Specialist Literacy Teaching 1	This is a theoretical and practical teaching module consisting of interactive lectures on teaching skills and resources and teaching method workshops on the knowledge and skills needed for specialist literacy teaching.	10 Credits
<b>3B</b> Specialist Literacy Teaching 2	This module covers higher level skills and concepts needed for specialist literacy teaching. It is taught in conjunction with Module 2B to promote links between theory and practice.	10 Credits
<b>3C</b> Certificate Case Study	This module develops and broadens skills in teaching higher level reading and spelling skills and builds on skills taught in 2A and 2B.	10 Credits
<b>Total Credits</b>		<b>60</b>



## How will I be taught?

Each individual has a personal tutor who supports them through the course. Participants also work together in a 'Cluster' to form an online group for the duration of the programme. This enables all those involved to get to know one another and to develop a community of learning practice with other students and tutors as the course progresses.

## How much time will I need to devote to the course?

You will need to set aside a **minimum** of 15 hours private study time per week throughout the course (a **minimum** of 600 hours overall) and will be expected to have timetabled as such prior to the start of the course. In practice many participants find that they need more time to assimilate and review materials. The course is delivered at Master's level and the expectation is that you will be able to cope with higher level study which is more demanding than initial undergraduate work.

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

## Teaching Practice and Assessment

Supervised teaching practice is an essential part of this course. Candidates are required to submit evidence of teaching and assessment practice on an ongoing basis. Course tutors supervise the teaching practice and give support and feedback on the teaching materials, assignments, lesson plans and evaluations. Recordings of teaching practice are made with the appropriate permissions from the school, learners and parents and within the terms of the Data Protection Act.

### Working with a learner

Supervised teaching practice is an essential part of this course. Tutors will supervise the teaching by giving support and feedback on the teaching undertaken, materials used, assignments, lesson plans and evaluations. Participants are required to find learners whose main difficulties are with literacy and who have NOT undergone any prior formal assessment or specialist teaching. Tutors will advise on the suitability of chosen learners, based on the information provided, but it is the responsibility of participants to select suitable learners. You will be required to obtain permission(s) from the school in which the teaching/ assessment takes place as well as from the learner's parent(s).

It is not advisable to work with a learner who has *complex or multiple difficulties* during the course as this may adversely affect your own training. In addition, all learners must be able to hold age-appropriate conversations in English and be educated in a mainly English speaking environment.

**Learner 1:** Must be in place for teaching for one hour per week during the Autumn term-time (10 hours teaching) starting in the week immediately following the induction school. You will also carry out a formal assessment, mid-teaching, of this learner which will require a 2-hour slot. Regardless of your teaching situation, your learner must be aged between 7 and 14 years of age and be struggling with literacy specifically.

**Learner 2:** Work with Learner 2 commences in the Spring Term with a formal assessment followed by 10 hours of teaching over 7 weeks. Lessons will be 90 minutes per week (or equivalent over two lessons per week) and include higher reading skills and extended writing and so you must ensure that your chosen learner is able to manage such tasks. The age criteria for Learner 2 will be the same as for Learner 1. However, in some circumstances you may be permitted to work with an older learner but this must be discussed with the programme director. You are advised NOT to consider using a learner in an intensive examination year such as UK GCSE's.

## How will I be assessed?

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

- Assignments (Formative and Summative), Essays and Assessment Reports
- Exercises and peer evaluation discussions on Moodle, Open Book Tests
- Practical Teaching Material Assignments, Case Study
- Quizzes and other self assessment instruments on-line
- Reflective Professional Experience and Impact Report and Teaching Diary
- Weekly lesson plans and evaluations
- Video evidence of Assessment and Teaching Practice

## Fees for 2011/2012

Postgraduate Certificate in Dyslexia and Literacy	Paid in full before the start of the course	Paid in instalments
UK / EU Applicants	£3,150	£3,250
Overseas Applicants	£4,720	£4,820

## Additional Costs

Applicants should note that the Dyslexia Action Postgraduate Certificate in Dyslexia and Literacy qualifies teachers to work as a specialist literacy teacher in a school or educational setting. You will be sent a full list of required resources including assessment tests, practical teaching materials, books and materials. You will need **personal copies of your own test materials**, books and resources on the course and you will then be able to use these for your own professional practice following the course. You should allow for **a further £600** approximately to cover the cost of these resources **in addition to the course fees**.

## Application Details

The application proceeds in 3 Steps.

**Step 1:** You must first complete an online form with personal details and create an account on our admissions system.

**Step 2:** Complete additional information via the Application Dashboard. This includes the comprehensive **Personal Statement and an Admissions Essay** which you complete as a separate document and upload. Once you've completed all the required forms, you can submit your application for review.

**Step 3:** If your application is accepted, you will be asked to supply additional information such payment details, copies of your Certificates and documents for the compulsory CRB check.

**Dyslexia Action Training and Professional Development  
Admissions Office**

**Tel:** + 44 (0)1784 222 304

**Email:** [pgmail@dyslexiaaction.org.uk](mailto:pgmail@dyslexiaaction.org.uk)

**Website:** [training.dyslexiaaction.org.uk](http://training.dyslexiaaction.org.uk)