

Postgraduate Certificate Specialist Teaching for Literacy-Related Difficulties

Programme Specification

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| 1. Programme title | Postgraduate Certificate Specialist Teaching for Literacy-Related Difficulties |
| 2. Awarding institution | Middlesex University |
| 3a. Teaching institution 3b. Language of study | Dyslexia Action / Real Group Ltd English |
| 4a. Valid intake dates 4b. Mode of study | Autumn/ Spring/ Summer Distance Learning (Part-time study) |
| 5. Professional/Statutory/Regulatory body | British Dyslexia Association (BDA) Dyslexia Guild. |
| 6. Apprenticeship Standard | n/a |
| 7. Final qualification(s) available | Postgraduate Certificate |
| 8. Year effective from | 2021-2022 |

9. Criteria for admission to the programme

Prospective students will have:

- An honours degree or equivalent.
- Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 (with a minimum of 6 in all components). See University Regulations for Postgraduate (masters) programmes.
<https://www.mdx.ac.uk/about-us/policies/university-regulations>
- Recent and relevant experience (minimum of two years in a teaching/teaching support role)

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

<http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/>

10. Aims of the programme

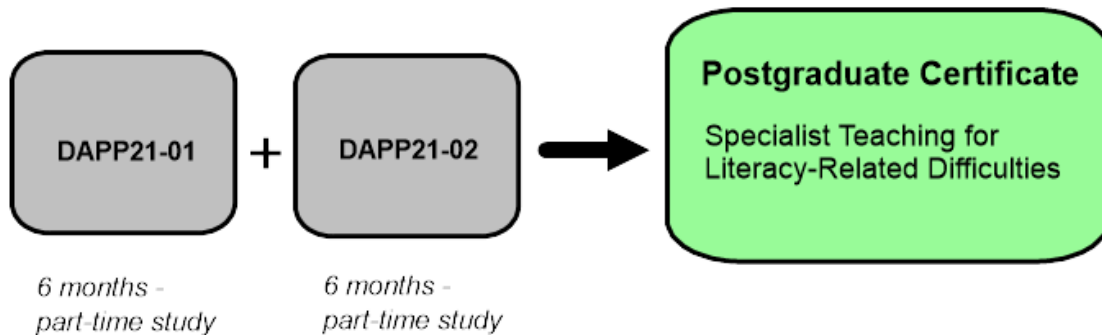
The programme aims to enable students to develop critical thinking skills, reflective practice and disciplined enquiry to postgraduate level and to provide students with a thorough theoretical grounding in the complex field of dyslexia and literacy skills

research. It is designed to produce enlightened, reflective practitioners who have the specialist subject knowledge necessary to competently appraise, plan and deliver tailor-made intervention programmes for learners with literacy-related difficulties. It also aims to develop students' ability to effectively communicate their specialist knowledge to specialist and non-specialist audiences.

| 11. Programme outcomes | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A. Knowledge and understanding</p> <p>On completion of this programme the successful student will have knowledge and understanding of :</p> <ol style="list-style-type: none"> 1. A range of research perspectives and factors that can affect literacy acquisition and cognitive processing. 2. The theoretical underpinnings of structured, sequential, cumulative, multisensory tuition for literacy-related difficulties | <p>Teaching/learning methods</p> <p>Students gain knowledge and understanding through:</p> <ul style="list-style-type: none"> ● guided study utilising the online learning platform, webinars, online discussion forums, online tutor support ● critical analysis of current research ● the application of new theoretical and professional knowledge to their practice. <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> ● written coursework comprising critical analysis, applied practice analysis and reflective analysis. |
| <p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with literacy-related difficulties using structured, cumulative multisensory methods. 2. Critically reflect on observations and experiences of professional teaching practice and make links with theories and research relevant to literacy-related difficulties. | <p>Teaching/learning methods</p> <p>Students learn skills through:</p> <ul style="list-style-type: none"> ● self-direction and originality in tackling and solving problems ● acting autonomously in planning and implementing tasks at a professional level. <p>Assessment methods</p> <p>Students' skills are assessed by:</p> <ul style="list-style-type: none"> ● coursework including applied practice analysis of the needs/problems of current work setting ● critique of current theoretical perspectives ● critical self-reflection to enhance future practice. |

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme



12.2 Levels and modules

| Level 7 | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| <p>Students must take all of the following:</p> <ul style="list-style-type: none"> • DAPP21-01 (30 credits) Literacy Acquisition: Underpinning Theory • DAPP21-02 (30 credits) Specialist Literacy Teaching: Linking Theory to Practice <p>Or meet 30 credits related to these modules through Recognition of Prior Learning (RPL).</p> | n/a | |

12.3 Non-compensatable modules

| Module level | Module code |
|--------------|-------------|
| 7 | DAPP21-01 |
| 7 | DAPP21-02 |

13. Information about assessment regulations

This programme will run in line with general University Regulations:

For Validated partners, please insert the link to the regulations you follow:

<https://www.mdx.ac.uk/about-us/policies/university-regulations>

Middlesex University London has a 1-20 grading scale, with grade 1 being the highest grade. Grades 1-4 are a distinction. Grades 5-8 are a Merit. Grades 9-16 are given a Pass.

<https://unihub.mdx.ac.uk/study/assessment/assessment-regulations-guide>

14. Placement opportunities, requirements and support (if applicable)

n/a

15. Future careers / progression

Future careers: Completing the PGCert in Specialist Teaching for Literacy-Related Difficulties is likely to enhance participants' suitability for working in whole class and one-to-one tutoring situations with learners with a wide variety of literacy-related difficulties. It gives a firm foundation for future studies for those wishing to develop careers in the area of literacy-related difficulties consultation or psychometric assessment. Completion of this postgraduate certificate can lead to specialist teacher membership with a relevant professional body (e.g., BDA, Dyslexia Guild, Patoss).

Progression: Successful completion enables students to progress onto the Postgraduate Diploma Specialist Assessment and Teaching for Literacy-related Difficulties

16. Particular support for learning (if applicable)

- Support for online learning will be given as this programme is delivered via distance learning.
- Students entering the programme may have a range of recent academic experience, with some continuing students, and some with a gap between their last studies at higher education and/or master's level.
- Advice is available on all the modules to support any student with the study skills they need to undertake the programme including: critical analysis, critical writing and academic referencing.
- Students are also encouraged to think critically about the area of special educational needs relevant to their particular educational setting.

- Technical support for the virtual learning platform and any general technology support issues is provided by the Dyslexia Action/ Real Training IT department. Pastoral support is also provided by the tutor team who ensure each student's needs are treated according to their individual situation.

17. JACS code (or other relevant coding system) X161

18. Relevant QAA subject benchmark(s) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

19. Reference points

- Middlesex University regulations. These can be found at: <https://www.mdx.ac.uk/about-us/policies/university-regulations>
- Level 7 (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008) <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>
- QAA Relevant Subject Benchmark Statement(s) <http://www.qaa.ac.uk/quality-code>
- Master's Degree Characteristics Statement - QAA <https://www.qaa.ac.uk/en/quality-code/supporting-resources>

20. Other information

Access to a computer with word processing and suitable internet connection is a requirement for online study.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for Postgraduate Certificate Specialist Teaching for Literacy-Related Difficulties

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

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|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and understanding | |
| A1 | A range of research perspectives and factors that can affect literacy acquisition and cognitive processing. |
| A2 | The theoretical underpinnings of structured, sequential, cumulative, multisensory tuition for literacy-related difficulties |
| Skills | |
| B1 | Adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with literacy-related difficulties using structured, cumulative multisensory methods. |
| B2 | Critically reflect on observations and experiences of professional practice and make links with theories and research relevant to literacy-related difficulties. |

| Programme outcomes | | | |
|-----------------------------------------|----|----|----|
| A1 | A2 | B1 | B2 |
| Highest level achieved by all graduates | | | |
| 7 | 7 | 7 | 7 |

| Module Title | Module Code by Level | A1 | A2 | B1 | B2 |
|----------------------------------------------------------|----------------------|----|----|----|----|
| Literacy Acquisition: Underpinning Theory | DAPP21-01 | * | | * | |
| Specialist Literacy Teaching: Linking Theory to Practice | DAPP21-02 | | * | * | * |