

M05C
Dyslexia: Professional Diagnostic Report Writing

1.	Short Code	M05C
2.	Title	Dyslexia: Professional Diagnostic Report Writing
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Dyslexia: report writing and feedback practice
7.	Module Leader	Alan Macgregor
8.	Accredited by	
9.	Module Requisitions	
	(q) Pre-requisite	None
	(r) Programme Restriction	None
	(s) Level restrictions	None
	(t) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	Aims <ul style="list-style-type: none"> • To enable student to integrate all assessment data and draw diagnostic conclusions regarding the existence or otherwise of dyslexia and associated specific learning difficulties. • To enable students to critically analyse differences between attainments and abilities. • To enable the student to formulate appropriate intervention strategies based on that diagnostic assessment. • To enable the student to create professionally persuasive written arguments for the existence of a specific difficulty and to empower others to intervene effectively on behalf of the client. 	
12.	Learning Outcomes Knowledge On successful completion of this module, students will have: <ol style="list-style-type: none"> 1. In-depth understanding of the psychometric principles of discrepancy analysis. 2. Knowledge of the role and legitimacy of discrepancy analysis in the identification of specific learning difficulties. 3. Knowledge of alternative models for understanding the identification of dyslexia. Skills On successful completion of this module, students will be able to: <ol style="list-style-type: none"> 4. Critically evaluate a full diagnostic report. 5. Reflect effectively on their own report writing style, approach and skills. 6. Draft a suitable and detailed full diagnostic report outlining the identification of a specific learning difficulty and defend its conclusions robustly. 	
13.	Syllabus The syllabus for this module will centre on the history and identification of dyslexia and related specific learning difficulties. It will critically evaluate the ways in which dyslexia has been identified in the past and how it is identified now. A particular focus will be on the role and legitimacy of the so called 'discrepancy' model and this will be critically analysed for validity. Alternative models will be analysed.	

	The module will then focus on the integration of all available information and data to enable students to create and write professional reports.
14.	<p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> • Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. • Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. <p>Assessment is through coursework assignments covering the 5 learning outcomes and is in four parts (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> • Critical analysis 1 (2000 words): Written assignment analysing and critiquing the history of identification of dyslexia including but not exclusively related to the discrepancy model. (2, 3) • Critical analysis 2 (500 word equivalent): Multiple choice questionnaire (approximately 10 questions) requiring accurate statistical analysis of test data with focus on whether or not differences in scores are significant and unusual (1) (notional word equivalent of 500 words) • Reflective analysis 1 (500 word equivalent): A short learning log of practice change over duration of module and comparative analysis of pre- and post-module style and skills. (5) • Practice analysis 1 (1000 words): Analysis of a case study/report. (4)

	<ul style="list-style-type: none"> • Practice analysis 2 (2000 words): A written example report outlining the rationale and evidence for the identification of a specific learning difficulty. (6)
15.	Assessment Weighting
	Seen examination %
	Unseen examination %
	Coursework (no examination) 100%
	Seen examination %
16.	Timetabled examination required No
17.	Length of exam N/A
18.	<p>Learning materials</p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/</p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/</p> <p>Directed use of the appropriate legislation, Government guidance and reports.</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p><u>Recommended</u></p> <p>Johnson, B., & Johnson, G. (2012, in press) <i>Introduction to Statistics and Report Writing</i>. London: Pearson</p> <p>SpLD Assessment Standards Committee. (2005) <i>SpLD Working Group 2005/DfES Guidelines</i>. London: DfES.</p> <p><u>Indicative Reading</u></p> <p>Backhouse, G., and Morris, K. (2005) <i>Dyslexia? Assessing and Reporting. The PATOSS Guide</i>. Evesham: PATOSS.</p> <p>Reid, G., and Fawcett, A. (2008) <i>Dyslexia in Context Research: Policy and Practice</i>. London: Whurr.</p>