

ACCREDITATION PROPOSAL FORM 2016/17

11. Learning outcomes: Identify what the participant who successfully completes the activity will know and be able to do. This will be vital in determining the academic level at which learning is taking place. (please add additional sheets as required)

Module A: Perspectives of Dyslexia and Literacy

Module aims

This module introduces the underpinning theory to the programme. It gives an overview of the current research into dyslexia and co-occurring difficulties and provides an opportunity to consider the processes that underlie cognition. The module then builds upon this understanding of cognitive processes so that participants gain an understanding of both typical and atypical language and literacy development. The factors that influence mathematical development are also considered. Overall the module provides the theoretical framework within which practitioners will be able to contextualise their understanding of the assessment process and teaching intervention planning as they work through the programme.

Learning Outcomes

On successful completion of this module, students will be able to:

1. Critically evaluate a range of current research perspectives and definitions of dyslexia
2. Examine the influence of a range of factors on the typical and atypical acquisition of communication, language and literacy skills
3. Critically analyse learners' performance with reference to a range of cognitive processes
4. Critically evaluate the ways in which dyslexia can disrupt mathematical development.

Module B: The Principles of Assessment for Dyslexia and Literacy

Module aims

This module is designed to give practitioners an understanding of currently debated issues on the assessment of literacy-related difficulties. The cognitive processes tapped during educational assessment testing are examined and the rudiments of assessment administration are considered. The module also provides the basics of statistical analysis in relation to interpreting assessment findings.

Learning Outcomes

On successful completion of this module, students will be able to:

1. Examine the construct "intelligence" and methods used to quantify it.
2. Critically evaluate the role of statistical analysis in the interpretation of assessment results.
3. Appraise the appropriateness of assessment tests and techniques for a variety of purposes.
4. Appraise a range of factors that can affect learners' performance in an assessment situation.

Module C: Structured Teaching Intervention for Dyslexia and Literacy

Module aims

The module is designed to give the participant an understanding of the theoretical framework within which to view the necessary elements of effective literacy support for learners with dyslexia and co-occurring difficulties. It aims to provide the understanding to develop both basic reading and spelling skills and higher order comprehension and higher order writing skills. It sets out the importance of explicit tuition in a range of areas including meta-linguistic awareness and academic language. It provides strategies that can be employed with a variety of learners in both individual and group settings. It is designed to enable the participant to collect placement data and use this to inform the planning and delivery of a series of lessons to a learner. Students will be introduced to and use the Dyslexia Action Literacy Programme (DALP) during this module.

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On successful completion of this module, students will be able to:

1. Critically analyse the importance of providing structured, sequential, cumulative, multisensory tuition in supporting learners with dyslexia and co-occurring difficulties
2. Examine the roles that phonological, morphological and orthographical awareness play in literacy development.
3. Critically analyse the cognitive and perceptual processes involved in a range of learning and studying activities
4. Plan, prepare, teach and evaluate a teaching intervention that addresses effectively the individual study needs of a learner with literacy difficulties

Module D: Assessment of Literacy Related Difficulties**Module aims**

This module enables the practitioner to consolidate understanding of the principles and practice of the psychometric assessment process. It also provides an opportunity to construct a professional assessment report for a learner with literacy-related difficulties. The module aims to give a detailed grounding in the structuring of teaching intervention programmes, so that practitioners can link assessment findings with potential strategies to remediate weaknesses uncovered during the assessment process.

Learning Outcomes

On successful completion of this module, students will be able to:

1. Critically evaluate current perspectives on the assessment of literacy-related difficulties and reflect on their importance.
2. Critically examine the principles and practice of the psychometric assessment process
3. Demonstrate competence in test selection, administration and scoring
4. Demonstrate competent interpretation of statistical evidence and the ability to link findings to appropriate intervention strategies
5. Construct a professional assessment report for a learner with literacy difficulties and demonstrate critical reflective practice.

Module E: Assessment of Specific Learning Difficulty (Dyslexia)**Module aims**

This module builds upon the conceptual and practical aspects of Module D and provides the practitioner with an opportunity to construct a professional assessment report for a learner displaying characteristics of dyslexia. New assessment tools are introduced to increase the range of cognitive processes that can be considered in the construction of the learner's cognitive profile. The module also provides the opportunity to develop the presentation skills needed to enhance the practitioner's ability to advise colleagues on a range of support strategies in his or her own setting.

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Learning Outcomes

On successful completion of this module, students will be able to:

1. Critically evaluate the suitability of a range of tests for a particular assessment situation and other knowledge that informs the assessment process and demonstrate how they apply to work/practice.
2. Systematically analyse information regarding the relevance to learning of the key findings of a range of assessment tools and critically reflect on the ways in which engagement with others contributes to the development of selected approaches.
3. Demonstrate how the development of a professional assessment report for a learner with literacy-related difficulties displays knowledge of the cognitive processing differences associated with dyslexia and demonstrate own ability to coherently explain complex issues to a work and academic audience.

Critically evaluate the role of own personal motivations, aspirations and actions in the context of strategic planning and management of professional development.

Module F: Research in Language and Learning

Module aims

This module aims to enable practitioners to evaluate critically a range of current research perspectives on language, learning and cognition and demonstrate a practical understanding of how established research techniques can be used to create and interpret our knowledge of learners with dyslexia and co-occurring difficulties and how they are affected by the dynamics of learning environments. Practitioners develop a draft research proposal on a topic of interest to deepen their understanding of the issues involved in research in context and they deliver a presentation to colleagues during a draft proposal review process. The knowledge gained ensures that the practitioner has a sound basis from which to communicate the key issues in the field and strategically support the continuing professional development of colleagues.

Learning Outcomes

On successful completion of this module, students will be able to:

1. Select and critically evaluate current theoretical perspectives on the study of and assessment for dyslexia and the associated codes of professional practice and demonstrate how they apply to work/practice.
2. Systematically analyse the steps in the research process in order to demonstrate understanding of the methodological underpinnings that precede the execution of a project plan, and critically reflect on the ways in which engagement with others contributes to the development of the selected approach.
3. Demonstrate critical evaluation through the process of developing a preliminary literature review and a project proposal which are designed to make changes to professional work and practice, and