

Please read Guidance 3xviii in order to complete this form.

**New Module Form/Module Narrative**

1.	<b>Module code:</b>	M06
2.	<b>Title:</b>	Dyslexia: Professional Report Writing
3.	<b>Credit points:</b>	30
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	Autumn, Spring, Summer
6.	<b>Module leader:</b>	Jessica Jarman and Anna Smith
7.	<b>Accredited by:</b>	Partially meets the SpLD Assessment Standards Committee (SASC) requirements for an Assessment Practising Certificate (APC).
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	M02 Certificate of Competence in Educational Testing
	(b) Programme restrictions	None
	(c) Level restrictions	7
	(d) Other restrictions or requirements	<ul style="list-style-type: none"> <li>• ATS or APS or specialist teacher professional membership with either the Dyslexia Guild, British Dyslexia Association or Patoss.</li> <li>• Registration on the British Psychological Society's (BPS) Register of Qualifications in Test Use (RQTU).</li> <li>• Access to appropriate psychometric tests. A list of current tests approved by SASC can be found on the module's page on the Real Training website.</li> <li>• Access to appropriate learners to conduct psychometric tests on.</li> </ul>
9.	<b>Aims:</b>	Dyslexia Professional Report Writing aims to equip students with an understanding of the aetiology of dyslexia, the role of cognitive processing and its impact on attainment in dyslexia and the co-occurrence of other SpLDs with dyslexia. This foundation of knowledge will allow students to administer and score standardised tests with accuracy and validity, integrating all assessment data in order to reach a secure diagnosis mapped to a current definition of dyslexia. Within their setting students will be able to confidently write diagnostic assessments that meet current SpLD Assessment Standards Committee (SASC) criteria.
10.	<b>Learning outcomes:</b> <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p>Successful completion of this course students will have:</p> <ol style="list-style-type: none"> <li>1. An in-depth understanding of the risk and resilience factors linked to dyslexia and the importance of background information.</li> <li>2. Demonstrate advanced awareness of professional conduct within SpLD assessment by accurately administering and scoring SASC Test Evaluation Committee (STEC) approved standardised tests.</li> <li>3. Demonstrate in-depth understanding of qualitative data during the assessment process to enhance diagnostic conclusions.</li> <li>4. Demonstrate comprehensive understanding of report writing techniques by integrating assessment findings to draw robust conclusions and recommendations.</li> </ol>

	<p>5. Demonstrate advanced understanding of professional proficiency within SpLD assessment by producing a written report which meets SASC APC criteria.</p>
11	<p><b>Syllabus:</b></p> <p>The syllabus is arranged around 6 core themes</p> <p>Theme 1: Theoretical underpinning of dyslexia for diagnostic assessment, including casual theories, the cognitive profile associated with dyslexia and the impact on attainment, and co-occurring difficulties.</p> <p>Theme 2: Quantitative evidence in the assessment of dyslexia, including standardised tests, statistical analysis and suitable assessment batteries.</p> <p>Theme 3: Qualitative evidence in the assessment of dyslexia, including background information and behavioural observations.</p> <p>Theme 4: Case studies as simulation exercises, including the evidence needed for a complete profile, analysing a cognitive profile, and writing effective recommendations.</p> <p>Theme 5: Synthesising the evidence to produce robust conclusions, including the definition and diagnosis of dyslexia.</p> <p>Theme 6: Independent application of skills and knowledge gained to produce video evidence of accurate test administration and written professional reports following SASC guidance and criteria.</p>
12	<p><b>Learning and teaching strategy:</b></p> <p>This 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"> <li>● Guides the student through the module, giving instructions 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.</li> <li>● Allows students to manage and track their progress through the activities and assessments.</li> <li>● Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> <li>● Allows regular feedback and support from an allocated tutor.</li> </ul> <p>The Dyslexia Professional Report Writing is one of the 'Skills and Knowledge' modules and as such the Learning Experiences are based around practical activities that encourage the student to learn skills and require the relevant knowledge for the module. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p><b>These activities include:</b></p>

	<ul style="list-style-type: none"> <li>● Reflection on practice, structured through online forum posts (eg., ‘top tips’ on test administration).</li> <li>● Formative exercises such as multiple choice quizzes with instant feedback (eg., statistical analysis items).</li> <li>● Evaluation of case studies (eg., focusing on analysing a cognitive profile and writing effective recommendations).</li> </ul> <p><b>There is access to supporting content including:</b></p> <ul style="list-style-type: none"> <li>● Directed reading of selected papers, book chapters, specialist online materials (eg., Dr Valerie Muter core text, key SASC documents).</li> <li>● Use of presentations, videos and case study examples and other learning materials.</li> </ul> <p><b>Campus Online also supports a collaborative learning environment with:</b></p> <ul style="list-style-type: none"> <li>● Group collaboration (eg., recommendations bank), participation in online discussion forums.</li> <li>● Interaction with tutors and technical support and administrative staff (clearly labelled) including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> <li>● Recorded presentations for each strand and guest recorded webinars (eg., Muter). Related multiple-choice quizzes to encourage engagement.</li> </ul> <p><b>Records of progress and feedback</b></p> <p>The system features a library, an online messaging system and a discussion board providing a comprehensive and highly detailed electronic record of all communications, including feedback for assignments and tutor-student personal support and dialogue.</p> <p>A dedicated 'progress' facility within campus online allows close monitoring of progress with regard to progression through the learning experiences of the module, with green ticks clearly highlighting completion of specific tasks and submission (uploading) of assignments.</p>
13	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b></p> <p>Due to the PSRB requirements from SASC, the summative assessment must not receive formative feedback as students must demonstrate completely independent competency in SpLD assessment.</p> <p>Therefore M06 contains a robust formative assessment schedule to provide scaffolding of learning prior to the final summative assessment. These ask students to:</p> <ul style="list-style-type: none"> <li>● Critically consider core cognitive processing areas in dyslexia and how they might impact on literacy attainment.</li> <li>● Create an assessment battery for pre-16 or post-16 full diagnostic assessment (based on client for Written Report 1).</li> <li>● Create background information questionnaire(s) that cover key areas of investigation pertinent to dyslexia assessment (if pre-16 focus - parent and school questionnaire, if post-16 assessment - adult questionnaire).</li> </ul>

	<p>Finally two draft written reports are submitted for formative feedback, but not final submission before Written Report 3 is completed, which must demonstrate the students ability to independently carry out a written report meeting SASC criteria.</p> <ul style="list-style-type: none"> <li>• <u>Written Report 1</u>: an initial original written report, based on a full dyslexia assessment and following SASC guidance in terms of content, length and detail. This is submitted alongside a <u>video submission</u> demonstrating competencies in the direct administration of standardised subtests to be assessed along side.</li> <li>• <u>Written Report 2</u>: a second completely original written report based on a full dyslexia assessment completed after report 1 and following SASC guidance in terms of content, length and detail, taking into account learning acquired in written report 1 alongside a <u>video submission</u> demonstrating competencies in the direct administration of standardised subtests, which will be assessed alongside the corresponding Written Report 2.</li> </ul>													
	<p><b>(b) Summative assessment scheme</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Task: Portfolio of a completed SpLD Assessment</b></p> <p>The summative portfolio is comprised of:</p> <ul style="list-style-type: none"> <li>• Written Report 3: a third written report based on a full dyslexia assessment after report 2. This final report will be submitted without formative feedback, and should be an original assessment incorporating the learning from tutor feedback from earlier assignments. This report should be written in accordance with SASC criteria in terms of content, length and detail and must meet the SASC APC criteria (no upper word limit – based on SASC page number guidance).</li> <li>• Video submission 3: demonstrating competencies in the direct administration of standardised subtests, which will be assessed alongside the corresponding Written Report 3. This video must pass on the Video Submission Criteria (45-minute recording).</li> </ul> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 15%;">Weighting</th> <th style="width: 25%;">Specification e.g. word count / duration / no. of pages</th> <th style="width: 15%;">LO mapped to</th> <th style="width: 15%;">Anonymously marked</th> <th style="width: 30%;">Ethics approval required</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td><i>Variable dependent on outcome of report conducted words + 45 minutes video</i></td> <td style="text-align: center;">1 - 5</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </tbody> </table> <div style="background-color: #f0f0f0; padding: 2px; margin: 5px 0; text-align: center;"> <p><b>FINAL SUMMATIVE TASK LINKED TO PSRB REQUIREMENTS. THIS FINAL TASK MUST MEET 77% OF THE SASC 15 POINT MARKING CRITERIA TO PASS</b></p> </div> <p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> an overall aggregate of grade 16;</li> <li><input checked="" type="checkbox"/> <b>an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component (PSRB requirement)</b></li> <li><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component</li> <li><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component</li> </ul>				Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	<i>Variable dependent on outcome of report conducted words + 45 minutes video</i>	1 - 5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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	Seen examination	.....%												

	Unseen examination	.....%
	Coursework (no examination)	100 %
14	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No x
15	<b>Length of exam</b>	.....hours
16	<b>Learning materials</b>	<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. All students on the module have access through the website to the EBSCO academic database.</p> <p>Web based learning materials will include: The SpLD Assessment Standards Committee (SASC) website: <a href="http://www.sasc.org.uk">www.sasc.org.uk</a> This website provides essential information regarding assessment guidelines, report pro-forma and updated assessment guidance</p> <p><b>Essential Readings:</b></p> <p>Jones, A. and Kindersley, K. (2018) <i>Dyslexia: Assessing and Reporting 2nd Edition: The Patoss Guide</i>, Hodder Education</p> <p>Kelly, K., Phillips, S. &amp; Symes, L. (2018) <i>Assessment of Learners with Dyslexic-Type Difficulties</i>, London: SAGE</p> <p>Muter, V. (2021) <i>Understanding and Supporting Children with Literacy Difficulties</i>, London: Jessica Kingsley Publishers</p> <p>SpLD Assessment Standards Committee (May 2022) Pre-16 Report Format [Online]. Available at: <a href="https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#">https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#</a></p> <p>SpLD Assessment Standards Committee (May 2022) Post-16 Report Format [Online]. Available at: <a href="https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#">https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#</a></p> <p>SpLD Assessment Standards Committee (May 2022) Pre and Post 16 Report Formats Additional Guidance [Online]. Available at: <a href="https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#">https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#</a></p> <p>SpLD Assessment Standards Committee (April 2022) SASC Consultation April 2022: Summary Paper [Online]. Available at: <a href="https://www.sasc.org.uk/sasc-downloads/">https://www.sasc.org.uk/sasc-downloads/</a></p>

In addition, for in-house, joint and franchised programmes only								
17	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK		.....%					
	EXAM		.....%					
PRACTICAL		.....%						
18	<b>UNISTATS – learning and teaching</b>							
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).							
	For Apprenticeship programmes, this is University-led Off The Job hours.  The proposed number of scheduled teaching hours:							
Placement Activity (e.g. placement, work based learning or year abroad).								
Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):								
For Apprenticeship programmes, this is Employer-led Off The Job hours.								
Independent Study (Time students will be required to complete independent study).								
The proposed number of hours a student should complete independent study:								
For Apprenticeship programmes, this is Apprentice-led Off The Job hours.								
19	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	<b>Timetabling information:</b>							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			
(c) Student centrally allocated				YES/NO				

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional
	PgCert Dyslexia Specialist Assessment	Core
	MEd Professional Practice in Dyslexia and Literacy	Optional
	PgDip Specialist Assessment and Teaching for Literacy-Related Difficulties	Optional
	PgCert Specialist Assessment for Literacy-Related Difficulties	Optional

**Validated collaborative partner (if applicable):**

Real Group Ltd

**Consultation**

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

**# Definition of UNISTATS assessment types:**

(For further details see LQEH Section 16)