

# MEd in Professional Practice in Dyslexia and Literacy

## Programme Specification



|   |  |
|---|--|
| <b>1. Programme title</b>                                       | MEd in Professional Practice in Dyslexia and Literacy  |
| <b>2. Awarding institution</b>                                  | Middlesex University   |
| <b>3a. Teaching institution</b><br><b>3b. Language of study</b> | Dyslexia Action/Real Training<br>English   |
| <b>4a. Valid intake dates</b><br><b>4b. Mode of study</b>       | Autumn, Spring and Summer<br>Distance Learning (Part-time study)                                 |
| <b>5. Professional/Statutory/Regulatory body</b>                | British Dyslexia Association (BDA)<br>Dyslexia Guild, SpLD Assessment Standards Committee (SASC) |
| <b>6. Apprenticeship Standard</b>                               | n/a  |
| <b>7. Final qualification(s) available</b>                      | Master of Education<br>Postgraduate Diploma<br>Postgraduate Certificate                          |
| <b>8. Year effective from</b>                                   | 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/>

Applications for recognition of prior learning and credit transfer are accepted on this programme for up to two-thirds of the total credit needed for an exit award.

## 10. Aims of the programme

The programme aims to:

- enable students to develop critical thinking skills, reflective practice and disciplined enquiry to Master's level and to provide students with a thorough theoretical grounding in the complex field of dyslexia and literacy skills research.
- 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.
- provide students with a thorough theoretical grounding in the psychometric assessment of cognitive processes that underlie literacy-related difficulties.
- develop students' ability to effectively communicate their specialist knowledge to specialist and non-specialist audiences in a range of settings.
- enable participants to develop critical thinking skills, reflective practice and disciplined enquiry at master's level.
- develop practice using the findings of published research and via critical analysis of the evidence base for interventions of dyslexia and literacy development.
- develop their skills as practitioner researchers.

## 11. Programme outcomes\*

### A. Knowledge and understanding

1. On completion of this programme the successful student will have knowledge and understanding of :
2. A range of research perspectives and factors that can affect literacy acquisition and cognitive processing.
3. The theoretical underpinnings of structured, sequential, cumulative, multisensory tuition for literacy-related difficulties.
4. The principles and practice of the psychometric assessment process.
5. Statistical and qualitative analysis and how these can be employed to appraise learner performance on a range of assessment tests.
6. The research, literature, policy and guidance surrounding this area of

### Teaching/learning methods

Students gain knowledge and understanding through:

- 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
- tutor directed reading/ individually directed reading in a specialist area
- problem based and enquiry-based learning scenarios

### Assessment methods

Students' knowledge and understanding is assessed by:

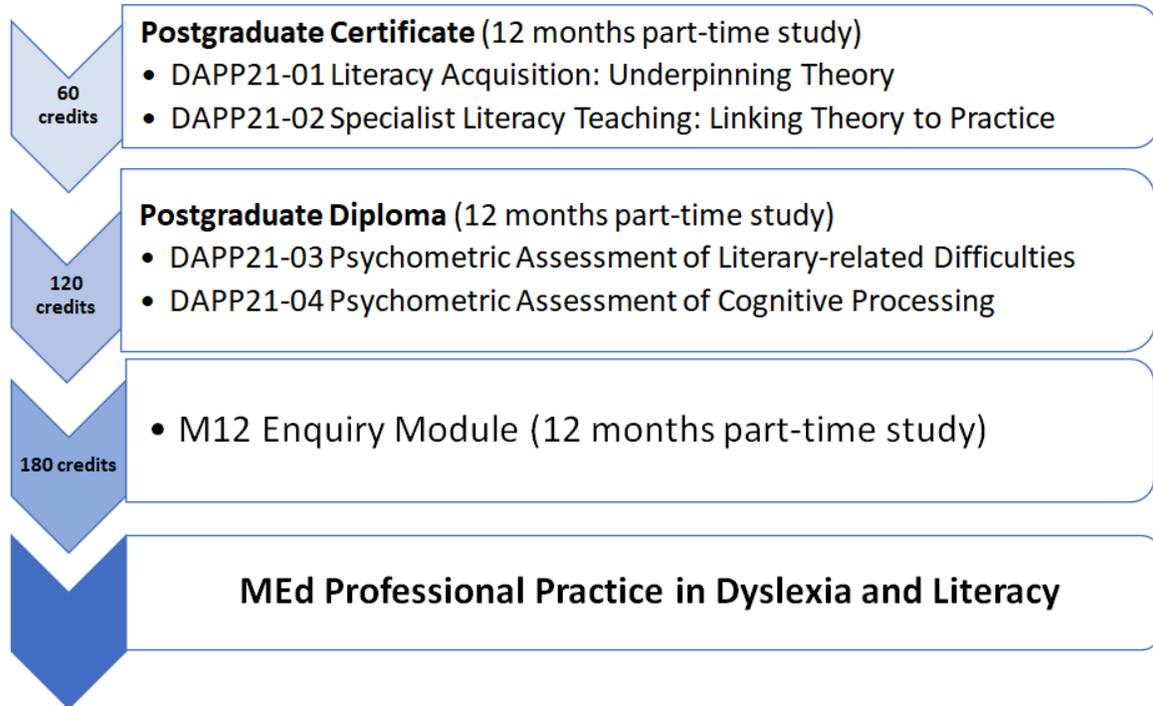
- written coursework comprising critical analysis, applied practice analysis and

|  |   |
|--|---|
| <p>dyslexia and literacy specialism.</p> <p>7. The way in which theory and research contribute to development of professional practice in dyslexia and literacy teaching.</p> <p>8. How knowledge explored in the module has impacted on wider educational policy and professional practices.</p> <p>9. The range of research paradigms.</p>   | <p>reflective analysis</p> <ul style="list-style-type: none"> <li>● critical literature reviews</li> <li>● engagement in problem-based learning scenarios</li> <li>● critique of local policy and practice</li> <li>● action research that includes rigorous design/procedure/ justification</li> <li>● multimedia presentation/seminar with accompanying notes</li> </ul>  |
| <p><b>B. Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Critically reflect on observations and experiences of professional teaching practice and make links with theories and research relevant to literacy-related difficulties.</li> <li>3. Competently conduct assessment processes including the compilation of professional assessment reports for a variety of purposes.</li> <li>4. Critically reflect on observations and experiences of assessment practice in a manner conducive to future professional development in the field.</li> <li>5. Critically evaluate own role in the strategic support of staff development requirements with reference to own ability to ensure that learning/workplace outcomes and learning experiences are enhanced.</li> </ol> | <p><b>Teaching/learning methods</b></p> <p>Students learn skills through:</p> <ul style="list-style-type: none"> <li>● self-direction and originality in tackling and solving problems</li> <li>● acting autonomously in planning and implementing tasks at a professional level.</li> <li>● assigned tasks within their applied educational setting and coaching.</li> <li>● Tutor directed reading</li> <li>● Individually directed reading in a specialist area</li> <li>● Problem based and enquiry-based learning scenarios</li> </ul> <p><b>Assessment methods</b></p> <p>Students' skills are assessed by:</p> <ul style="list-style-type: none"> <li>● coursework including applied practice analysis of the needs/ problems of current work setting</li> <li>● critique of current theoretical perspectives</li> <li>● critical self-reflection to enhance future practice</li> <li>● critical literature reviews</li> <li>● engagement in problem-based learning scenarios</li> </ul> |

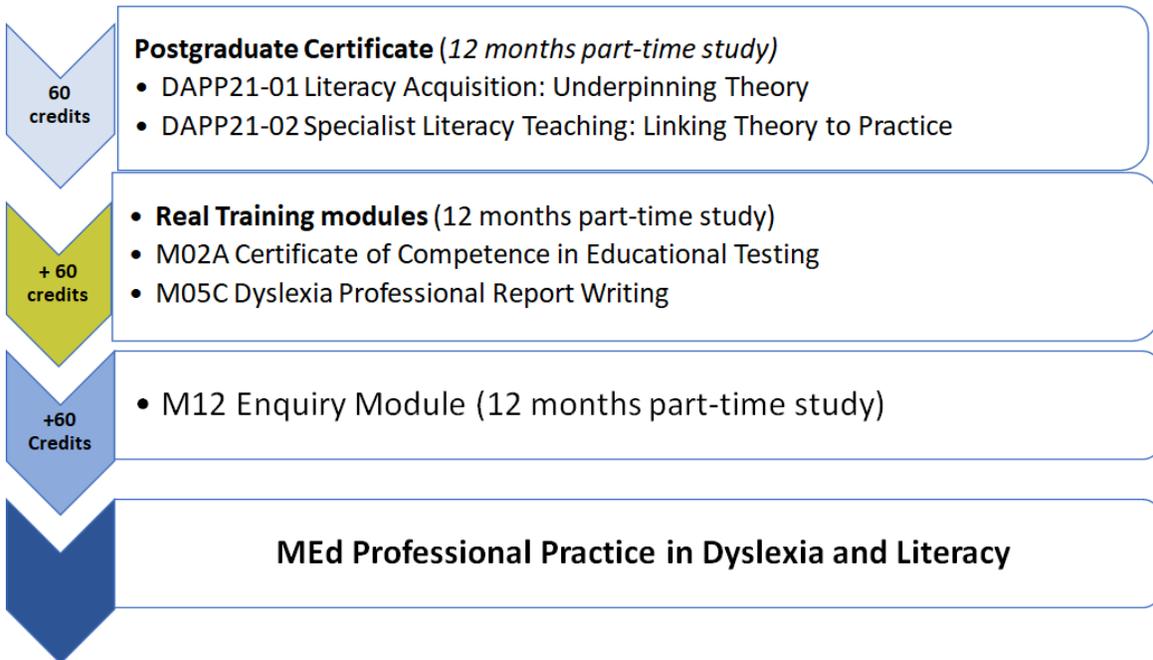
|   |  |
|---|--|
| <p>6. Identify and critically analyse factors that have shaped educational policy and practice for students with dyslexia and literacy difficulties.</p> <p>7. Synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of dyslexia and literacy development.</p> | <ul style="list-style-type: none"><li>● critique of local policy and practice</li><li>● action research that includes rigorous design/procedure/ justification</li><li>● multimedia presentation/seminar with accompanying notes</li></ul> |
|---|--|

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

### 12. 1 Overall structure of the programme



**OR** The following route can be taken:



Students who fail to complete the full MEd, but do successfully complete DAPP21-01 and DAPP21-02, are eligible for the award of a Postgraduate Certificate in Specialist Teaching for Literacy-Related Difficulties.

Students who fail to complete the full MEd, but do successfully complete DAPP21-01, DAPP21-02, plus either DAPP21-03 and DAPP21-04 or M02A and M05C are eligible for the award of a Postgraduate Diploma in Specialist Assessment and Teaching for Literacy-Related Difficulties.

| 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"> <li>• DAPP21-01 Literacy Acquisition: Underpinning Theory (30 credits)</li> <li>• DAPP21-02 Specialist Literacy Teaching: Linking Theory to Practice (30 credits)</li> <li>• DAPP21-03 Psychometric Assessment of Literacy-related Difficulties (30 credits)</li> <li>• DAPP21-04 Psychometric Assessment of Cognitive Processing (30 credits)</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• M12 Enquiry-based SEND Practice (60 credits) - taken in the final year of the programme</li> </ul> | <p>Candidates may undertake the following Real Training modules instead of DAPP21-03 and DAPP21-04.</p> <ul style="list-style-type: none"> <li>• M02A Certificate of Competence in Educational Testing (30 credits)</li> </ul> <p><b>plus</b></p> <ul style="list-style-type: none"> <li>• M05C Dyslexia - Professional Report Writing (30 credits)</li> </ul> | <p>Students must have successfully completed 120 credits for progression to the final 60 credits (M12) leading to the MEd in Professional Practice in Dyslexia and Literacy.</p> |

| <b>12.3 Non-compensatable modules</b> |                    |
|---------------------------------------|--------------------|
| <b>Module level</b>                   | <b>Module code</b> |
| 7                                     | DAPP21-01          |
| 7                                     | DAPP21-02          |
| 7                                     | DAPP21-03          |
| 7                                     | DAPP21-04          |
| 7                                     | M12                |

**13. Information about assessment regulations**

This programme will run in line with general University Regulations:  
[www.mdx.ac.uk/about-us/policies/university-regulations](http://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**

Graduates of this programme will continue to work in their school or other educational setting they will be able to apply for professional positions as specialist teachers and assessors. Graduates will be able to take on further responsibility within the field of dyslexia and special educational needs and disability. Also, graduates achieving this Master qualification will be equipped to begin study at PhD or Professional Doctorate level.

Completion of this master’s programme can lead to specialist teacher assessor membership with a relevant professional body (e.g., BDA, Dyslexia Guild, Patoss) and an Assessment Practising Certificate (SASC).

**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.
- Tutorials are required for the final Enquiry-based SEND practice modules. These are facilitated by online video conferencing (such as Zoom or Skype).

**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 MEd in Professional Practice in Dyslexia and Literacy

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

**NB: All programme learning outcomes are developed to Level 7.**

| 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.   |
| A3                          | The principles and practice of the psychometric assessment process.  |
| A4                          | Statistical and qualitative analysis and how these can be employed to appraise learner performance on a range of assessment tests.   |
| A5                          | The research, literature, policy and guidance surrounding this area of dyslexia and literacy specialism.   |
| A6                          | The way in which theory and research contribute to the development of professional practice in dyslexia and literacy teaching.   |
| A7                          | How knowledge explored in the module has impacted on wider educational policy and professional practices.  |
| A8                          | The range of research paradigms.   |
| 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 teaching practice and make links with theories and research relevant to literacy-related difficulties.  |
| B3                          | Competently conduct assessment processes including the compilation of professional assessment reports for a variety of purposes.   |
| B4                          | Critically reflect on observations and experiences of assessment practice in a manner conducive to future professional development in the field.   |
| B5                          | Critically evaluate own role in the strategic support of staff development requirements with reference to own ability to ensure that learning/workplace outcomes and learning experiences are enhanced.                      |
| B6                          | Identify and critically analyse factors that have shaped educational policy and practice for students with dyslexia and literacy difficulties.   |
| B7                          | Synthesise and critique relevant literature and research evidence in order to inform a systematic enquiry related to an aspect of dyslexia and literacy development.   |

| Programme outcomes                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| A1                                      | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 |  |
| Highest level achieved by all graduates |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 7                                       | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  | 7  |  |

| Module Title  | Module Code by Level |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|   |                      | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 |
| Literacy Acquisition-Underpinning Theory                  | DAPP21-01            | *  |    |    |    |    |    |    |    | *  |    |    |    |    |    |    |
| Specialist Literacy Teaching - Linking Theory to Practice | DAPP21-02            |    | *  |    |    |    |    |    |    | *  |    |    |    |    |    |    |
| Psychometric Assessment of Literacy-related Difficulties  | DAPP21-03            |    |    | *  | *  |    |    |    |    |    | *  | *  |    |    |    |    |
| Psychometric Assessment of Cognitive Processing           | DAPP21-04            |    |    | *  | *  |    |    |    |    |    | *  | *  | *  | *  |    |    |
| Enquiry-based SEND Practice                               | M12                  |    |    |    |    | *  | *  | *  | *  |    |    |    |    | *  | *  | *  |