Postgraduate Diploma Specialist Assessment and Teaching for Literacy-related Difficulties

Programme Specification

1. Programme title	Postgraduate Diploma Specialist Assessment and Teaching for Literacy-Related Difficulties
2. Awarding institution	Middlesex University London
3a. Teaching institution **3b. Language of study**	Dyslexia Action / Real Group Ltd English
4a. Valid intake dates **4b. Mode of study**	Sept/Jan/April Distance Learning (Part-time study)
5. Professional/Statutory/Regulatory body	British Dyslexia Association (BDA), Dyslexia Guild, SpLD Assessment Standards Committee (SASC)
6. Apprenticeship Standard	n/a
7. Final qualification(s) available	Postgraduate Diploma 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/

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 postgraduate level and provide students with a thorough theoretical grounding in the psychometric assessment of cognitive processes that underlie literacy-related difficulties. It is designed to produce enlightened, reflective practitioners who have the specialist subject knowledge necessary to competently assess, plan and conduct intervention programmes for learners with literacy-related difficulties. It aims to develop students' ability to deal systematically with complex educational issues and to communicate their specialist knowledge to specialist and non-specialist audiences in a range of settings

11. Programme outcomes*

| A. Knowledge and understanding	Teaching/learning methods
On completion of this programme the successful student will have knowledge and understanding of:	Students gain knowledge and understanding through:
1. A range of research perspectives and factors that can affect literacy acquisition and cognitive processing.	• guided study utilising the online learning platform, webinars, online discussion forums, online tutor support
2. The theoretical underpinnings of structured, sequential, cumulative, multisensory literacy tuition.	• critical analysis of current research
3. The principles and practice of the psychometric assessment process.	• the application of new theoretical and professional knowledge to their practice.
4. Statistical and qualitative analysis and how these can be employed to appraise learner performance on a range of assessment tests.	**Assessment Methods** Students' knowledge and understanding is assessed by: • written coursework comprising critical analysis, applied practice analysis and reflective analysis.
B. Skills On completion of this programme the successful student will be able to:	**Teaching/learning methods** Students learn skills through:
1. Adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with literacy difficulties using structured, cumulative	• self-direction and originality in tackling and solving problems • acting autonomously in planning and implementing tasks at a professional level.

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. 3. Competently conduct assessment processes including the compilation of professional assessment reports for a variety of purposes. 4. Critically reflect on observations and experiences of assessment practice in a manner conducive to future professional development in the field. 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.	● assigned tasks within their applied educational setting and coaching. **Assessment Method** Students' skills are assessed by: ● 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
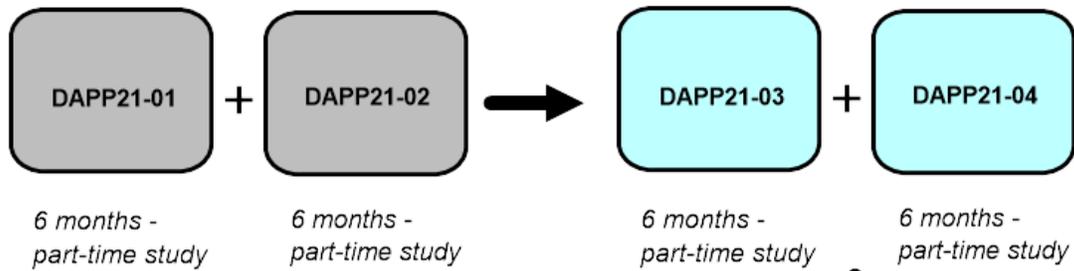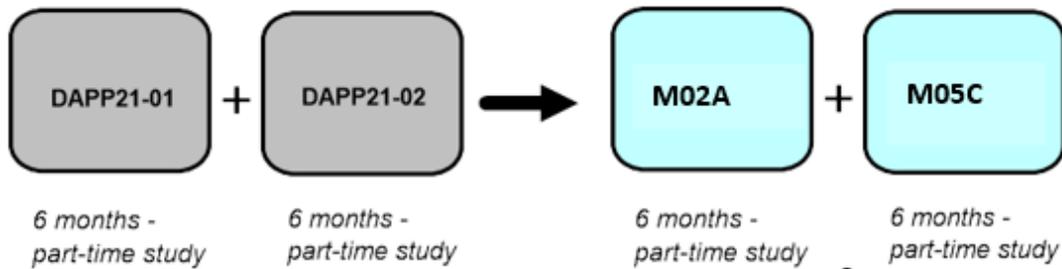
Students who fail to complete the full PGDip, but who do successfully complete DAPP21-01 and DAPP21-02, are eligible for an award of a Postgraduate Certificate in Specialist Teaching for Literacy-Related Difficulties.

12.2 Levels and modules
Level 7

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: ● DAPP21-01 Literacy Acquisition: Underpinning Theory (30 credits) ● DAPP21-02 Specialist Literacy Teaching: Linking Theory to Practice (30 credits) ● DAPP21-03 Psychometric Assessment of Literacy-related Difficulties (30 credits) ● DAPP21-04 Psychometric Assessment of Cognitive Processing (30 credits)	Candidates may undertake the following Real Training modules instead of DAPP21-03 and DAPP21-04. ● M02A Certificate of Competence in Educational Testing (30 credits) plus ● M05C Dyslexia - Professional Report Writing (30 credits)	

12.3 Non-compensatable modules	
Module level	**Module code**
7	DAPP21-01
7	DAPP21-02
7	DAPP21-03
7	DAPP21-04

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

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

n/a

15. Future careers / progression

Future Careers: Completing the PGDip in Specialist Assessment and Teaching for Literacy-related Difficulties is likely to enhance students' suitability for working with school, further education and higher education establishments and in other settings (such as juvenile offender, young offender and adult offender units) in teaching, assessment and advisory roles. Completion of this postgraduate diploma can lead to specialist teacher assessor membership with a relevant professional body (e.g., BDA, Dyslexia Guild, Patoss) and an Assessment Practising Certificate (SASC).

Progression: Successful completion enables students to progress onto the *MEd in Professional Practice in Dyslexia and Literacy*

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 Diploma Specialist Assessment and 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.

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

Programme learning outcomes

	Knowledge and understanding of:
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 literacy tuition.
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.
Skills	
B1	Adaptively plan, prepare and deliver a teaching intervention that effectively addresses the individual study requirements of a learner with literacy difficulties.
B2	Competently conduct assessment processes including the compilation of professional assessment reports for a variety of purposes.
B3	Critically reflect on observations and experiences of teaching and assessment practice in a manner conducive to future professional development in the field.
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.

Programme outcomes								
A1	A2	A3	A4	B1	B2	B3	B4	B5
Highest level achieved by all graduates								
7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5
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			*	*		*	*	*	*