

Module Narrative

1.	Module title:	Dyslexia: Professional Report Writing
2.	Module code:	M06
3	Credits:	30
4	FHEQ level:	7
5.	Start semester:	Real Group does not have a semester-based academic year. Modules have multiple start dates per year.
6.	Module leader:	Jessica Milligan
7.	Accredited by:	
8.	Module restrictions:	
	Pre-requisite requirements	DAPP21-03 or M02
	Programme restrictions	None
	Level restrictions	None
	Other restrictions or requirements	• Specialist literacy teacher/practitioner professional membership with either the Dyslexia Guild, British Dyslexia Association or Patoss; or an appropriate level 5 or level 7 qualification in specialist literacy teaching that would confer eligibility for such membership. • Registration on the British Psychological Society's (BPS) Register of Qualifications in Test Use (RQTU) - this restriction does not apply to students who have completed the module DAPP21-03. • Access to appropriate psychometric tests. A list of current tests required for the module can be found on the module's page on the Real Training and Dyslexia Action websites. • Access to appropriate learners to conduct psychometric tests on. • Access to an appropriate setting to conduct psychometric tests in. • GCSE Maths grade C/4 or higher (or equivalent).

9. Module aims

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. Learning outcomes

Knowledge and Skills

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

1. An in-depth understanding of the risk and resilience factors linked to dyslexia and the importance of background information.
2. Demonstrate advanced awareness of professional conduct within SpLD assessment by accurately administering and scoring SASC Test Evaluation Committee (STEC) approved standardised tests.
3. Demonstrate in-depth understanding of qualitative data during the assessment process to enhance diagnostic conclusions.
4. Demonstrate comprehensive understanding of report writing techniques by integrating assessment findings to draw robust conclusions and recommendations.
5. Demonstrate advanced understanding of professional proficiency within SpLD assessment by producing a written report which meets SASC APC criteria

11. Syllabus

The syllabus is arranged around 6 core themes

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.

Theme 2: Quantitative evidence in the assessment of dyslexia, including standardised tests, statistical analysis and suitable assessment batteries.

Theme 3: Qualitative evidence in the assessment of dyslexia, including background information and behavioural observations.

Theme 4: Case studies as simulation exercises, including the evidence needed for a complete profile, analysing a cognitive profile, and writing effective recommendations.

Theme 5: Synthesising the evidence to produce robust conclusions, including the definition and diagnosis of dyslexia.

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.

12. Learning and teaching

12a. Learning and teaching strategy	
Learning and teaching will be via distance education using Real Group's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: • 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. • Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including: • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. • Practical activities and reflection on own practice, structured through 'learning log' online entries. Campus Online also supports a collaborative learning environment with: • Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. • Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics.	
12b. Delivery method	
Distance Education	
12c. Learning and teaching hours ¹	
The number of timetabled hours for learning and teaching activity, including on-campus and online. For Higher Degree and Apprenticeship programmes, this is University-led Off the Job hours.	0
The number of hours a student should complete independent study. For Higher Degree and Apprenticeship programmes, this is Apprentice-led Off the Job hours.	294

¹ Completing this is a regulatory requirement, used as part of our submission to Discover Uni (previously UniStats).

The number of hours on placement (including placement, work-based learning or year abroad). For Higher Degree and Apprenticeship programmes, this is Employer-led Off the Job hours.	6
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13. Assessment

13a. Assessment scheme

Formative:

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.

Therefore M06 contains a robust formative assessment schedule to provide scaffolding of learning prior to the final summative assessment. These ask students to:

- Critically consider core cognitive processing areas in dyslexia and how they might impact on literacy attainment.
- Create an assessment battery for pre-16 or post-16 full diagnostic assessment (based on client for Written Report 1).
- 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).

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.

- Written Report 1: 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 video submission demonstrating competencies in the direct administration of standardised subtests to be assessed alongside.
- Written Report 2: 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 video submission demonstrating competencies in the direct administration of standardised subtests, which will be assessed alongside the corresponding Written Report 2.

Summative:

Assessment 1: Portfolio of a completed SpLD Assessment

The summative portfolio is comprised of:

- 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).
- 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).					
Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
100%	<i>Variable dependent on outcome of report conducted words + 45 minutes video</i>	1-5	No	End-module	Yes – individual student
FINAL SUMMATIVE TASK LINKED TO PSRB REQUIREMENTS. THIS FINAL TASK MUST MEET 77% ON THE SASC 15 POINT MARKING CRITERIA TO PASS					
13b. Module pass mark/progression requirement:					
In order to pass the module the student will be required to achieve: - an overall aggregate of 40% (grade 16)					
13c. Overview of assessment²					
COURSEWORK		100%			
EXAM ³		0%			
PRACTICAL		0%			
If exam selected	What % of the exam is seen/unseen:	Seen.....%			
		Unseen%			
	Will this require separate timetabling arrangements?	Yes ☐ No ☐			
	Length of exam	hours			

14. Learning materials**Essential**

- All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.
- The SpLD Assessment Standards Committee (SASC) website: www.sasc.org.uk This website provides essential information regarding assessment guidelines, report pro-forma and updated assessment guidance
- Jones, A. and Kindersley, K. (2018) Dyslexia: Assessing and Reporting 2nd Edition: The Patoss Guide, Hodder Education
- Kelly, K., Phillips, S. & Symes, L. (2018) Assessment of Learners with Dyslexic-Type Difficulties, London: SAGE
- Muter, V. (2021) Understanding and Supporting Children with Literacy Difficulties, London: Jessica Kingsley Publishers

² This information will be used as part of our submission to Discover Uni (previously Unistats). See LQEH Section 16b for definitions of assessment methods.

³ Where exams are required by a PSRB for in-house, franchise and joint programmes.

- SpLD Assessment Standards Committee (May 2022) Pre-16 Report Format [Online]. Available at: <https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#>
- SpLD Assessment Standards Committee (May 2022) Post-16 Report Format [Online]. Available at: <https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#>
- SpLD Assessment Standards Committee (May 2022) Pre and Post 16 Report Formats Additional Guidance [Online]. Available at: <https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/#>
- SpLD Assessment Standards Committee (April 2022) SASC Consultation April 2022: Summary Paper [Online]. Available at: <https://www.sasc.org.uk/sasc-downloads/>

15. Timetabling information (HENDON only)

	Required	Hours per week	Group size
Large class (two groups merged)	Yes/No		
Seminar (SEM)	Yes/No		
Laboratory (LAB)	Yes/No		
Workshop (WRK)	Yes/No		
Online session (OL)	Yes/No		
Other (please specify)	Yes/No		

16. Module run (in-house, franchised and joint only)

Academic year	Semester	Start date	End date	Max student numbers	Campus	Franchise partner

17. Programme(s) using this module (where a new module is being added to a programme outside of a validation and review event, please also submit a Programme Change Form and tracked change Programme specification):

Programme code(s)	Programme title(s)	Core/Elective
600X196/600X195/600X194	PgCert/PgDip/MEd SEND and Inclusion	Elective
600X188/600X186	PgDip/MEd SEND and Inclusion: Assessment	Elective
600X182/600X180	PgDip/MEd SEND and Inclusion: Autism	Elective
600X185/600X183	PgDip/MEd SEND and Inclusion: Pastoral	Elective
600X191/600X189	PgDip/MEd Inclusive Educational Leadership	Elective
600X193	PgCert Dyslexia Specialist Assessment	Core
600X179	MEd Professional Practice in Dyslexia and Literacy	Core

600X175	PgDip Specialist Assessment and Teaching for Literacy-Related Difficulties	Core
600X177	PgCert Specialist Assessment for Literacy-Related Difficulties	Core

18. Validated collaborative partner (if applicable):

Real Group Ltd.