

Programme Specification

1.	Programme title	PgCert in Specialist Assessment for Literacy-Related Difficulties
2.	Awarding institution	Middlesex University
3a	Teaching institution	Real Group Ltd, trading as Dyslexia Action
3b	Language of study	English

4a	Valid intake dates and mode of study
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Mode of Study	Cohort	Delivery Location	Duration
Part time	September	Online	1 year *
Part time	October	Online	2 years
Part time	January	Online	1 year *
Part time	April	Online	2 years
Part time	May	Online	1 year *

* These intake dates only apply to students who have had an Recognition of Prior Learning application approved that would allow direct entry onto M06.

4b	Delivery method	Distance Education
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5. Professional/Statutory/Regulatory body (if applicable)
Accredited by the SpLD Assessment Standards Committee (SASC)

6.	Apprenticeship Standard (if applicable)	
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7. Final qualification(s) available
PgCert in Specialist Assessment for Literacy-Related Difficulties

8. Academic year effective from	2026/27
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9. Criteria for admission to the programme

Prospective students will have:

- An honours degree or equivalent.
- Candidates with English as an additional language will need a high level of competence in the use of English, equivalent to a GCSE result of C/4 or an IELTS result of at least 6.5 (with a minimum of 6.0 in all components).
- GCSE Maths grade C/4 or higher (or equivalent).
- Recent and relevant experience (minimum of two years in a teaching/teaching support role).
- A SASC accredited level 5 or level 7 qualification as a specialist teacher (qualifications accredited by the British Dyslexia Association prior to 2026 will also be accepted).

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.

Applications for recognition of prior learning 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 to provide students with a thorough theoretical grounding in the complex field of dyslexia and literacy skills research.
- Develop students' ability to effectively communicate their specialist knowledge to specialist and non-specialist audiences in a range of settings.
- Provide students with a thorough theoretical grounding in the psychometric assessment of cognitive processes that underlie literacy-related difficulties.

11. Programme learning outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of:

1. The principles and practice of the psychometric assessment process.
2. Statistical and qualitative analysis and how these can be employed to appraise learner performance on a range of assessment tests.

B. Skills

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

3. Effectively select, administer and interpret a range of educational tests, and report the findings in a way that is intelligible to a lay person.

4. Competently conduct assessment processes including the compilation of professional assessment reports for a variety of purposes.

12. 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.

Students learn skills through:

- Self-direction and originality in tackling and solving problems.
- Acting autonomously in planning and implementing tasks at a professional level.
- Assigned tasks within their applied educational setting and coaching.

¹ Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT NA	PT 0
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT NA	PT 12
Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).	FT NA	PT 8

13. Employability

13a Development of graduate competencies

These awards are professional postgraduate qualifications that expect students to have already significantly developed the graduate competencies prior to registration through their previous qualifications and employment experience. However, all of these are developed by the programme through the focus on professional development and reflection that is embedded within the modules.

13b Employability development

This programme aligns to the professional standards expected within the field of SpLD teaching and assessment, and successful completion of any of the exit awards will allow registration with one of the SpLD professional membership bodies and allow the graduate to carry out new jobs within this regulated sector.

13c Placement and work experience opportunities (if applicable)

¹ This information will be used as part of our submission to Discover Uni (previously Unistats).

As part of this programme students must undertake at least 8 hours administering psychological assessments.

13d Future careers / progression

These awards allow graduates to carry out new roles upon completion. The Postgraduate Certificate in specialist assessment will allow graduates to apply for an Assessment Practice Certificate (APC), which allows them to carry out legally recognised SpLD assessments as well as carry out assessments under the Joint Council for Qualifications (JCQ) regulations for exam access arrangements.

14. Assessment methods

Students are assessed by:

- Written coursework comprising critical analysis, applied practice analysis and reflective analysis.
- Analysis of the needs/problems of current work setting.
- Critique of current theoretical perspectives.
- Engagement in problem-based learning scenarios.

15. Programme Structure (level of study, modules, credits and progression requirements)

The programme is only offered as part time and has two entry points per year, in October, and April. The programme consists of two modules studied consecutively; the six-month long DAPP21-03 and the year-long module M06.

The modules on this programme all relate to PSRB accreditation requirements and are non-compensatable.

Year 1

Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
DAPP21-03	<i>Compulsory - Non-compensatable</i>	Psychometric Assessment of Literacy-related Difficulties	30 at Level 7	Part time	NA
M06 [^]	<i>Compulsory -</i>	Dyslexia:	30 at Level 7	Part time	NA

	<i>Non-compensatable</i>	Professional Report Writing			
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Year 2

Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
M06^	<i>Compulsory - Non-compensatable</i>	Dyslexia: Professional Report Writing	30 at Level 7	Part time	NA

^ These modules span from one year to the next

16. Programme-specific support for learning

- 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 Real Group 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. HECos code(s)

Psychometrics: 101383

18. Relevant QAA subject benchmark(s)

None

19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

The programme is accredited by SASC and all course outcomes required by SASC must be met. These requirements have been designed to be met through the learning outcomes of the

modules. However, due to the level of critical understanding required of these elements this requires these modules to have a minimum pass mark of 50%.

20. Reference points

- Middlesex University regulations. These can be found at: <https://www.mdx.ac.uk/about-us/policies/>
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, Second Edition (2024) <https://www.qaa.ac.uk/the-quality-code/qualifications-framework>
- Master's Degree Characteristics Statement - (2020) <https://www.qaa.ac.uk/the-quality-code/characteristics-statements/characteristics-statement-masters-degrees>
- SpLD Assessment Standards Committee (SASC), APC Course Outcomes <https://www.sasc.org.uk/approved-spld-qualifications/apc-course-approval/>
- SpLD Assessment Standards Committee (SASC), Literacy SpLD Specialist Teacher and Specialist Teacher Assessor Course Criteria for School Level – pre-16
- SpLD Assessment Standards Committee (SASC), Literacy SpLD Specialist Teacher and Specialist Teacher Assessor Course Criteria for FE-HE

21. Methods for evaluating and improving the quality and standards of learning

In addition to the standard methods for reviewing and evaluating the quality of learning, this programme is reviewed annually as part of Real Group's Continuous Quality Improvement (CQi) Strategy.

The programme is also accredited by SASC and undergoes periodic reaccreditation.

22. Other information (if applicable)

- Access to a computer with word processing and suitable internet connection is a requirement for online study.
- The modules DAPP21-03 and M06 require students to have access to a range of psychometric tests, an appropriate setting to carry out psychometric testing and a range of suitable learners to work with.

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 they take 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.

23. Curriculum map for PgCert in Specialist Assessment for Literacy-related Difficulties

23a Programme learning outcomes

Knowledge and understanding

A1	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of the principles and practice of the psychometric assessment process.
A2	On completion of this programme the successful student will have an advanced knowledge, and systematic understanding, of statistical and qualitative analysis and how these can be employed to appraise learner performance on a range of assessment tests.

Skills

B3	On completion of this programme the successful student will be able to effectively select, administer and interpret a range of educational tests, and report the findings in a way that is intelligible to a lay person.
B4	On completion of this programme the successful student will be able to competently conduct assessment processes including the compilation of professional assessment reports for a variety of purposes.

Programme learning outcomes

Highest level achieved by all graduates

A1	A2	B3	B4
7	7	7	7

23b Mapping by level of study and module

Module Title	Module Code by Level of study	A1	A2	B3	B4
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Psychometric Assessment of Literacy-related Difficulties	DAPP21-03	X		X	
Dyslexia - Professional Report Writing	M06		X		X