

MODULE SPECIFICATION PROFORMA

Module Title:	Dyslexia: Advanced Professional Practice for Specialist Teachers	Level:	7	Credit Value:	30
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Module code:	EDM713	Is this a new module?	Yes	Code of module being replaced:	n/a
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Cost Centre(s):	GAPE	JACS3 code:	X360
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With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Sylvia Phillips / David Thomas
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	Click here to enter hours. hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education (ALN-Dyslexia)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
Building on learning from EDS 705 and 706, this module completes the requirements for AMBDA. The AMBDA 'course' comprises three modules, EDS 705, 706 and 703 studied in this sequence.

Office use only

Initial approval: August 17

APSC approval of modification: *Enter date of approval* Version: 1

Module Aims	
<ul style="list-style-type: none"> To introduce the principles of psychometrics in educational assessment; To develop skills in formal diagnostic assessment of dyslexic-type difficulties and write professional assessment reports; To enhance specialist teachers' ability to devise, teach and evaluate structured, cumulative, multi-sensory literacy programmes; To ensure participants meet the B.D.A. requirements for an Assessment Practising Certificate. 	

Intended Learning Outcomes			
At the end of this module, students will be able to demonstrate:		Key Skills	
1	Knowledge of theory and practice of psychometrics and educational testing.	KS1	
		KS6	
2	Ability to assess the cognitive strengths and difficulties of learners experiencing difficulties in literacy.	KS1	KS5
		KS6	
3	Ability to prepare diagnostic assessment reports for learners, other professional and non-professionals concerned with supporting learners with dyslexic-type difficulties, including providing recommendations to meet specific circumstances.	KS1	KS6
		KS3	
4	Ability to provide and critically evaluate learners' progress (response to intervention) in appropriate programmes in relation to assessed needs, with reference to current theory and research.	KS1	KS3
		KS6	
5	An understanding of the current legal and professional issues that affect dyslexic learners.	KS1	
		KS6	
6	The ability to reflect critically on personal professional development as a specialist teacher / assessor.	KS1	KS2
		KS9	KS7
Transferable skills and other attributes not necessarily assessed			
<ul style="list-style-type: none"> The ability to communicate effectively orally and in written reports; The ability to communicate the results of such assessment in a written report for other professionals and parents; The ability to draw up an individual learning programme targeting the learner's needs; The ability to interpret the reports of other professionals in the light of their own assessments; The ability to deliver staff development for teaching and supporting learners with specific learning difficulties and developing an inclusive curriculum; 			

- Knowledge and understanding of conditions co-occurring with dyslexia and how these may impact on learning and in assessment situations;
- Knowledge of legal and professional issues concerning the role of a specialist teacher / assessor in the area of specific learning difficulties / dyslexia.

Derogations

None

Indicative assessment:

Assessment portfolio:

1. Three diagnostic assessment reports based on a range of experiences / purposes. The Portfolio includes one-hour DVD of 'specialist assessment' which is assessed by a course tutor. The tutor's report and student's self-evaluation will be included in the portfolio.
The portfolio must include a critical commentary and justification of the procedures used with reference to relevant literature and research.
2. A Case Study of the Response to Intervention of a learner with dyslexic-type difficulties in literacy. The intervention must provide evidence of teaching using a structured, sequential, cumulative, multi-sensory programme based on phonics and morphology.
This will include an Appendix containing lesson plans for 10 hours of 1:1 teaching together with critical evaluations and analytic comments on the learner's progress. One hour of this teaching will be recorded and assessed by a tutor.
(In the case of students who have not previously been assessed for 2 X 1-hour sessions there must be **two** DVDs each of 1-hour duration in order to meet the BDA requirements that three hours must be observed for AMBDA).
At least one learner assessed must be 16 years of age or younger at the end of the school year. No learner can be over 18 at the end of the school year.
The Case Study must include rationale and reference to relevant research and show how the learner's progress has been critically evaluated.

	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 5	Portfolio	70%	n/a	4,000
2	4 and 6	Case Study	30%	n/a	2,000 + lesson plans

Learning and Teaching Strategies:

The teaching and learning emphasis will be placed on the support for the dyslexic learner in the specific context building upon knowledge and skills acquired in modules EDS 705 and 706. Students will be provided with a variety of learning opportunities appropriate to a range of learning styles and the teaching methodologies will model the learning opportunities promoted by the module aims. Students will engage with a range of media including visual

and auditory presentations and teaching will be conducted via direct and indirect methods including: Lectures, workshops, seminars and group tutorials.

These will be supported by:
Directed reading, case studies and video observations.

Students will be required to engage in the delivery and evaluative analysis of:
Directed practical activities including conducting full diagnostic assessments of three learners presenting dyslexic-type / specific learning difficulties, producing analytic and evaluative technical reports. They will also plan, teach and evaluate 10 X 1-hour intervention sessions for **one** assessed learner.

Students will also be supported through tutorial, e-mail / Skype / telephone sessions.

Syllabus outline:

- Principles and practice of psychometric assessment for learners with dyslexia: a critical approach;
- Managing the assessment process;
- Selecting and evaluating appropriate tests and assessment procedures to assess cognitive abilities and attainments in literacy and numeracy;
- Preparation of formal diagnostic reports including assessments for Access Arrangements for external examinations;
- Recommendations for teaching and support including the use of technical aids and the use of ICT;
- Professional development of specialist teachers including current research developments in dyslexia, supporting staff development for inclusive schools and professional and ethical issues for specialist teachers / assessors;
- Planning and evaluating interventions based on structured, multi-sensory literacy programmes and devising short, personalised interventions for learners with mild / moderate dyslexia and older learners (e.g. 15-18) who do not require 1:1 teaching based on a published programme;
- Co-occurring difficulties: impact on learning and implications for diagnostic assessment;
- Current curriculum issues in schools in Wales and England;
- Understanding and meeting SASC criteria for an Assessment Practising Certificate.

Bibliography:

Essential reading

Kelly, K. and Phillips, S. (2016), *Teaching Learners with Dyslexia: A Multi-sensory approach*. Second Edition. London: SAGE Publications Ltd.

Phillips, S. and Kelly, K. (2017), *Assessment of Learners with Dyslexic-Type Difficulties*. Second Edition. London. SAGE Publications Ltd.

Reid, G. (2013), *Dyslexia: A Practitioner's Handbook*, Fifth Edition. Oxford: Wiley-Blackwell.

Other indicative reading

Armstrong, D. and Humphrey, N. (2008), 'Reactions to a diagnosis of dyslexia among students entering further education: development of the 'resistance-accommodation' model. *British Journal of Special Education*, 36, 95-102

Boyle, J. and Fisher, S. (2007), *Educational Testing: A Competence-Based Approach*. Oxford: Blackwell

Furr, R.M. and Bacharach, V.R. (2014), *Psychometrics: An Introduction*. Second Edition. London: SAGE Publications Ltd.

Hudson, D. (2016), *Specific Learning Difficulties – What Teachers Need to Know*. London: Jessica Kingsley Publishers

Jones, A. (ed.) (2010), *Dyslexia: Assessing the need for Access Arrangements: A Practical Guide*. Fourth Edition. Evesham: Patoss

Jones, A. and Kindersley, K. (2013), *Dyslexia: Assessing and Reporting: The Patoss Guide*. London: Hodder and Stoughton

Kirby, A. (2013), *Benchmarking Report for Welsh Assembly Government on Dyslexia and SpLD*. <http://wales.gov.uk/topics>

Kirby, A., Sugden, D. and Edwards, L. (2010), Developmental co-ordination disorder (DCD): More than just a movement difficulty. *Journal of Special Educational Needs*, 10 (3), 206-215

Krackower, W.A. and Plante, S.L. (2016), *Using Technology to Engage Students with Learning Difficulties*. Thousand Oaks: Corwin / Sage

Peer, L. and Reid, G. (2016), *Multilingualism, Literacy and Dyslexia: Breaking down barriers for educators*. London: Routledge

Reid, G. (2012), *Dyslexia and Inclusion: Classroom Approaches for Assessment, Teaching and Learning*. Second Edition. London: NASEN / David Fulton / Routledge

Reid, G., Elbeheri, G. and Everatt, J. (2015), *Assessing Children with Specific Learning Difficulties: a teacher's practical guide*. London: David Fulton / NASEN