

Changes to previous information

During the global COVID-19 pandemic, we prioritised the health, wellbeing and safety of our students and staff.

As we start the new academic year, your health, wellbeing and safety remains our top priority. This means when we return to our campuses and buildings in September 2020 social distancing and other health and safety measures will be in place. This is to help keep you, and others around you, safe. We will respond to the requirements of vulnerable students regarding their personal safety on an individual basis.

We remain committed to delivering an outstanding education and student experience both on campus and online. Like most universities, we'll be providing a mix of on-site face-to-face and digital learning and teaching. The exact mix will vary between courses and course modules taking into account teaching requirements and other considerations such as meeting the safety of vulnerable staff.

It is important to emphasise that a face-to-face, on-site experience will be delivered within the Government guidance and providing there are no serious unforeseeable public health issues that result in the Government introducing further lockdown measures.

Our response to the pandemic means we may have made changes to your course. This is to take account of these important health and safety measures.

We ask you to read the information provided about course changes carefully. We detail what we include in our online prospectus and explain what has changed.

You should read our statement of changes alongside any information provided in videos, at open days or in other promotional materials. This is because the information may also have been affected by the changes we had to make. We are providing this information so you can make an informed choice about whether the course remains suitable for you.

When you register for your course, you will be asked to confirm you have read about our changes and you agree to them. It means that by choosing to continue with your application, and register with us, you accept these changes and are happy to study your course with us.

We really look forward to seeing you in the next academic year. In the meantime, if you want to find out more about University life from this September, and being part of our supportive and welcoming community, please visit our [September 2020 web pages](#).

| Current published course related information | | |
|--|--|--|
| Course title | Specialist Assessment for a Specific Learning Difficulty: Dyslexia | |
| Award level | PG Cert | |
| How do you want to study? | | |
| Start Date | September 2020 | |
| Modes of study | Part-time | |
| Duration | 1 year part-time | |
| UCAS code | N/A | |
| Location | Canterbury Medway | |
| Partner institution | N/A | |
| Overview | | |
| | <p>The Postgraduate Certificate in Specialist Assessment for a Specific Learning Difficulty: Dyslexia provides teachers and professionals in practice an opportunity to gain a professional qualification in supporting learners with dyslexia. The programme has been accredited by the British Dyslexia Association as meeting the requirements for AMBDA (Associate Member of the British Dyslexia Association).</p> <p>This Postgraduate Certificate is ideal if you are interested in:</p> <ul style="list-style-type: none"> • Becoming a specialist teacher for Dyslexia • Assessing for Dyslexia • Completing assessments for the JCQ (Joint council for Qualifications) Access Arrangements • Working towards the professional status of AMBDA (Associate Member of the British Dyslexia Association) • Working towards achieving an APC (Assessment Practicing Certificate) to enable you to assess for Disabled Students' Allowances (DSA) | |

Why study PG Cert in Specialist Assessment for a Specific Learning Difficulty: Dyslexia?

| | | |
|--|---|--|
| | <p>The PG Cert Specialist Assessor for SpLD (Dyslexia) is a professional qualification, and on successful completion, will enable you to apply for the following status:</p> <ul style="list-style-type: none"> • AMBDA • AMBDA HE <p>The programme meets the requirements for ATS / AMBDA as set out by the British Dyslexia Association (BDA). The JCQ Access Arrangements criteria for a Specialist Assessor map onto those for AMBDA. Therefore, holders of AMBDA have the right to assess for and diagnose Dyslexia/SpLDs as well as make recommendations for Exam Access Arrangements. Additionally, you can apply to the BDA in order to be awarded a Dyslexia/SpLD Assessment Practising Certificate (APC) without additional training, if applying within three years of successfully completing this programme. This will enable you to make recommendations for Disabled Students Allowance (DSA).</p> <p>You will develop a deep and critical understanding of theories and research underpinning contemporary understanding dyslexia and its assessment, including examining cause, effect and impact on wider developmental domains. You will develop specialist teaching abilities to include critical, evidence-based evaluation of pedagogical approaches and programmes of study. The programme will encourage the development of leadership skills in educational settings in order to foster an environment where colleagues work with and respect the contributions of those with specialist training.</p> <p>The BDA awards require their holders to submit a Continuing Professional Development (CPD) Portfolio every three years detailing the Professional Development Activities and direct teaching they have undertaken to remain conversant with knowledge, skills and professional competence required of them in their specialist teaching and assessment role.</p> | |
|--|---|--|

| | | |
|-------------------------|---|---|
| Entry requirements | Entry to the programme normally requires an honours degree (2.2 or above), or evidence of other relevant study at Level 6. | |
| Who is this course for? | | |
| | <p>This programme will suit educational professionals who are interested in developing their practice in the area of Specific Learning Difficulties and dyslexia.</p> <p>On completion of the three modules you may progress to the full MA in SEN Leadership.</p> <p>You will have advance standing and direct entry to the MA in SEN Leadership if you have successfully completed the PGCert in SEN Coordination and / or Specialist Assessor for SpLD (Dyslexia) with Canterbury Christ Church University. In all other aspects this programme aligns with standard University policy with regard to Recognition of Prior Learning (RPL).</p> <p>Personal Academic Tutors will discuss options for continuation and progression to ensure that the University's regulations for credit transfer are followed.</p> | <p>On completion of the three modules you may progress to Master's level study. The MA in SEN Leadership will not be available in future but there are range of other options at the University that are relevant to this area.</p> |
| What will I study? | | |
| | <p>You will study the following modules:</p> <p>Issues and Debates: Understanding SpLD (Dyslexia) 20 credits (4000 words or equivalent)</p> <p>This module will introduce some of the issues and debates in relation to understanding Specific Learning Difficulties (Dyslexia). You will develop your knowledge of contemporary theoretical concepts, reviewing recent, relevant literature. You will critically appraise models and frameworks for teaching and assessing children and young people and examine and evaluate pedagogical approaches.</p> <p>Evidence-based practice and Action Research: Pedagogical Approaches for SpLD (Dyslexia) 20 credits (4000 words or equivalent)</p> | |

| | | |
|--|---|--|
| | <p>You will plan, implement and evaluate appropriate pedagogical approaches in your setting by completing a piece of action research. You will critically examine current theory and research in relation to literacy skills development and identify issues arising out of your practice in working with learners with Specific Learning Difficulties / Dyslexia. You will design, deliver and critically evaluate learners' progress in appropriate teaching programmes, developing your understanding of effective study methods. (Required documents to be submitted in the Professional Portfolio of Practice)</p> <p>Analytical Case Study: Assessing SpLD (Dyslexia) 20 credits (4000 words or equivalent)</p> <p>In this module, you will develop your knowledge and understanding of the principles of psychological and educational assessment. You will learn how to select appropriate assessment tools and materials to assess Specific Learning Difficulties / Dyslexia and be able to justify your approaches. You will demonstrate you can effectively communicate the outcomes of assessments with learners, professionals and parents, including writing reports. (Required documents to be submitted in the Professional Portfolio of Practice)</p> <p>Professional Portfolio of Practice</p> <p>You will need to complete 42 hours of specified activities (30 hours of teaching and 12 hours of assessment) in an educational setting to achieve the Specialist Assessor for SpLD (Dyslexia). This will be assessed remotely via submission of video and associated documentation as follows:</p> <ul style="list-style-type: none"> • Three hours of teaching will be submitted securely via video. You will also submit associated materials such as lesson plans, evaluations, schemes of work, teaching diaries etc. in the portfolio. • One hour of the assessments you | <p>You will plan, implement and evaluate appropriate pedagogical approaches in your setting by completing a piece of research. You will critically examine current theory and research in relation to literacy skills development and identify issues arising out of your practice in working with learners with Specific Learning Difficulties / Dyslexia. You will design, deliver and critically evaluate learners' progress in appropriate teaching programmes, developing your understanding of effective study methods.</p> <p>In this module, you will develop your knowledge and understanding of the principles of psychological and educational assessment. You will learn how to select appropriate assessment tools and materials to assess Specific Learning Difficulties / Dyslexia and be able to justify your approaches. You will demonstrate you can effectively communicate the outcomes of assessments with learners, professionals and parents, including writing reports.</p> <p>At present we do not know what social distancing measures, if any, will apply at the time this module runs. It may be possible to take the practical/work-based/placement element of this module in a face-to-face way as normal, or it may be possible to do this by observing social distancing. The ways in which social distancing might apply are not always within our control. If it is not possible for students to attend the relevant setting or activity in person we will conduct these through on-line means, or through</p> |
|--|---|--|

| | | |
|--|---|---|
| | <p>complete for an individual learner submitted securely via video. You will also submit associated materials such as reports.</p> <p>Informed consent must be obtained prior to any videoing which will be addressed early in the course.</p> <p>This programme meets the criteria for individuals to apply for the professional status of ATS/APS/AMBDA/AMBDA HE/FE within 3 years of successful completion and fulfils these requirements.</p> | <p>making use of recorded materials where possible. We will take account of any advice from the professional body, Government or the University and in how we run the module and the programme, and will keep you fully informed of what this means for your studies.</p> |
|--|---|---|

| What can I do next? | | |
|-----------------------|---|--|
| | <p>Successful completion of this programme will enable you to apply for professional status with the British Dyslexia Association.</p> | |
| Learning and Teaching | | |
| | <p>The programme will run over the period of a year, and will comprise of 9 full day taught sessions and 2 half day taught sessions.</p> <p>Teaching delivery will include tutor input, pre-module activities, discussions and seminars, group activities, critical friendship conversations and pre- and post-session online learning using readings, materials and tools recommended and provided. Individual tutorial support will be provided both face to face and by email and other means where appropriate.</p> <p>Tutors on the programme hold the professional status of AMBDA and when the programme was accredited by the BDA, they were complemented upon the expertise of the team delivering the programme.</p> <p>Please note that cohorts will run subject to viable numbers of applicants. Every effort is made to communicate with you at the earliest opportunity should this arise and you may be offered a later start date or an alternative location.</p> | <p>As a result of the ongoing COVID-19 situation, we have redesigned our courses so that they can deliver a mix of face-to-face and digital learning. This will mean that courses can continue while following social distancing rules, even if further lockdowns occur. We have tried to do this in a way that is purposeful, thoughtful and driven by your likely needs.</p> <p>All lectures will be delivered digitally. Small interactive lectures may happen on campus (if suitable rooms are available).</p> <p>This means that as part of 'contact hours' for the course, you can expect to engage with a structured mix of:</p> <ul style="list-style-type: none"> • on-site face-to-face teaching • 'live' digital teaching • other digital activities. <p>We will take into account any guidance from local or national governments and the University, and will keep you informed of any changes that are necessary.</p> |
| Assessment | | |
| | <p>Your learning is assessed by written papers, portfolios and presentations, depending on the modules studied, and the final dissertation. These are submitted and marked online. Each 20 credit module assignment is 4,000 words or equivalent.</p> <p>You will complete 30 hours of evaluated, specialist teaching in practice in your setting, which must consist of a minimum of 10 hours with the same learner.</p> <p>Three hours of teaching will be observed and assessed (via video) by a programme tutor who holds active AMBDA status to</p> | <p>At present we do not know what social distancing measures, if any, will apply at the time this module runs. It may be possible to take the practical/work-based element in a face-to-face way as normal, or it may be possible to do this by observing social distancing. The ways in which social distancing might</p> |

| | | |
|-------------|--|--|
| | <p>support you by providing a written report to provide formative feedback and summative assessment in relation to how far you meet the criteria. This will take place at appropriate points during the 30 hours of teaching. You will also submit associated materials such as lesson plans, evaluations, schemes of work, teaching diaries etc. in the form of a portfolio.</p> <p>You will complete three diagnostic assessment reports stemming from 3 different assessments of learners. These reports must be assessed using the current SASC criteria for Assessment Practicing Certificates applications (www.sasc.org.uk). These must include supporting assessment plans, working papers and related tutors' reports submitted in the form of a portfolio.</p> <p>A film of one hour of the assessments of an individual learner, showing the use of at least two standardised tests, appropriate for the age of the learner carried out in a 1:1 situation, should be submitted on an encrypted DVD/USB or other secure means, for assessment. It may be filmed on more than one occasion but must focus on the assessment of one learner.</p> | <p>apply are not always within our control. If it is not possible for students to attend the relevant setting or activity in person we will conduct these through on-line means, or through making use of recorded materials where possible. We will take account of any advice from the professional body, Government or the University and in how we run the module and the programme, and will keep you fully informed of what this means for your studies.</p> |
| Fees | | |
| UK/EU | Full-time N/A | |
| | Part-time £2,600 | Under 'Other costs' on the website there is some very important information regarding the fees for this course. |
| Overseas | Full-time N/A | |
| | Part-time N/A | |
| | <p>Alumni of Canterbury Christ Church University are eligible for a 20% discount on this course, subject to terms and conditions.</p> <p>Tuition fees for all courses which last more than one academic year are payable on an annual basis, except where stated.</p> <p>There will be an annual inflationary increase in tuition fees for this course where the course lasts more than one academic year. For further information read the 2020/21</p> | |

| | | |
|--|---|--|
| | <p>Tuition fee statements and continuing fee information.</p> <p>Students may self-fund their course or a sponsor may fund or part-fund. Bursaries, scholarships and fee discounts may also be available.</p> | |
|--|---|--|

Course specific costs

| | | |
|--|--|--|
| | <p>There will be an additional fee payable to cover the tutor assessment of the professional work-based evidence which includes assessment of teaching and diagnostic assessment reports.</p> <p>You would need to have access to assessment tools for Module 3 of the programme. This would generally be available in practice, but there may be a cost involved to purchase specialist assessments. You will be provided with details of assessment tools early on because there are specific requirements, but educational settings or schools will often support the purchase of specialist assessments. The university does have some specialist assessments available for loan however this is very limited and so there is an expectation that students will ensure they are appropriately equipped to complete diagnostic assessments of learners.</p> <p>Please be aware that you will need to have access to video equipment in your educational settings as well as access to IT equipment for uploading assessments for Module 2 and Module 3.</p> <p>On successful completion of the Post Graduate Certificate in Specialist Assessment of Specific Learning Difficulties: Dyslexia you will meet the requirements of AMBDA but you would be responsible for applying for the membership with the professional body (BDA) and the associated costs involved in making the application and maintaining professional membership (AMBDA / APC).</p> <p>Please also be aware that the costs for cover whilst you attend the sessions at university and / or complete specified work based tasks would need to be met by your educational settings.</p> <p>You will also be responsible for purchasing</p> | |
|--|--|--|

| | | |
|-------------------------------|--|--|
| | books should you chose to do so. Travel and or subsistence costs for any educational site visits as part of the course would need to be paid by students. | |
| Professional accreditation | N/A | |
| Industry links | N/A | |
| Other important information | | |
| Additional course information | N/A | |
| Date of publishing | 18/2/2020 | |