

PG Cert Specific Learning Difficulties/Dyslexia

- [Programme Overview](#)
- [Programme Aims](#)
- [Programme Intended Learning Outcomes \(ILOs\)](#)
- [Programme content](#)
- [Assessment methods](#)
- [Work experience and placement opportunities](#)
- [Additional Costs Table](#)
- [Graduate Attributes](#)
- [Modifications](#)
- [Appendix 1: Programme Structure Diagram](#)
- [Appendix 2 – Map of intended learning outcomes to programme level outcomes](#)
- [Appendix 3 – Map of summative assessment tasks by module](#)
- [Appendix 4: Module Descriptors](#)

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	
Other Schools involved in delivery	N/A
Name of award(s)	Specific Learning Difficulties/Dyslexia
Qualification (final award)	PGCert in SpLD/Dyslexia
Intermediate awards available	N/A
Routes available	Single Typical Route: PG Cert and opportunity to apply for the professional Award ATS/APS
Duration of award	Up to 16 months part-time
Sandwich period	No
Modes of delivery offered	Campus-based
Regulatory Scheme ¹	Taught Postgraduate Framework

Professional, Statutory and Regulatory Body accreditation	British Dyslexia Association accreditation: ATS /APS
Date of most recent PSRB approval (month and year)	October 2016
Renewal of PSRB approval due (month and year)	October 2020
UCAS code	
Route code (SITS)	SPLDPGCERT
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (2015)
Date of most recent approval	November 2018
Date specification last updated	February 2019

Programme Overview

The PGCert in Specific Learning Difficulties (SpLD)/Dyslexia focuses upon identification, teacher assessment and practical support for learners with SpLD/Dyslexia. These include the exploration of casual theories, and how theory can inform evidence based approaches to support. Wider issues connected with specific learning difficulties are explored, including inclusive practice and the role of stakeholders.

The modules combine direct academic teaching and study at Master's level at the University to obtain the academic award of PG Cert in SpLD/Dyslexia with the optional development of practical competence required to obtain Accredited Teacher/Practitioner Status (ATS/APS) accreditation from the British Dyslexia Association (BDA) through professional practice supervised by expert tutors.

Modules are taught through twilight/weekend workshops and lectures. Some individual tutorial support is offered alongside good opportunities for extended discussion with tutors and colleagues. In addition, full use is also made of Bath Spa University's virtual learning environment (Minerva) for exchange of materials and communication. Collaborative analysis of ideas through discussion and problem solving is key to teaching and learning on the programme.

Programme Aims

1. To explore the theoretical and research base underpinning current knowledge of SpLD/Dyslexia.
2. To identify the key principles of identifying, observing and assessing the learning differences associated with SpLD/Dyslexia within a teaching context to enable both the provision of appropriate specialist teaching and classroom support for such learners.
3. To encourage the critical awareness needed for the development of reflective and evaluative professional
4. To consider the social, emotional and legal issues for learners with SpLD/Dyslexia

Programme Intended Learning Outcomes (ILOs)

(NB These ILOs are at level 7 of the FHEQ)

A Subject-specific Skills and Knowledge

You will demonstrate:

A1 A critical awareness of professional understanding within the field of SpLD/ dyslexia education, and the capacity to identify its significance and relevance in educational settings within national and global contexts

A2 Knowledge and understanding of theoretical underpinnings associated with SpLD/ dyslexia education as presented in published research and policy literature.

B Cognitive and Intellectual Skills

You will demonstrate:

B1 The ability to articulate a clearly structured and cohesive original argument

B2 Development of personal effectiveness, self-awareness and self-management

C Skills for Life and Work

You will demonstrate:

C1 The skills to be an autonomous learner (including time management) that demonstrates the exercise of initiative, personal responsibility and decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development

C2 Communication skills that show the ability to communicate clearly to specialist and non-specialist audiences. This will be informed by knowledge at the forefront of the academic discipline, field of study or area of professional practice. You will be able to draw conclusions drawn from dealing with complex issues systematically

C3 IT skills and digital literacy that demonstrate the ability to develop new skills to a high level and to approach complex issues systematically and creatively

Programme content

This programme comprises the following modules

Key:

Core = C (everyone on programme has to do it) Required = R (for a pathway within the programme)

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme

PGCert in SpLD/Dyslexia				Status	
Level	Code	Title	Credits	Single	Joint
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia - 1 **	30	C	
7	EDU7124-30	Identifying and Supporting Learners with SpLD/Dyslexia - 2 **	30	C	

Modules required as part professional practice are denoted by **

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards specialist teacher level summative assessment by appropriate formative exercises.

Work experience and placement opportunities

The Postgraduate Certificate offer professional placements which can lead to professional accreditation by the BDA.

Completion of professional placements, in conjunction with the completion of academic modules, can lead to Accredited Teacher/ Practice Status.

Successful completion of EDU7123-30 Identifying and Supporting Learners with SpLD/Dyslexia- 1 and EDU7124-30 Identifying and Supporting Learners with SpLD/Dyslexia - 2 and successful completion of the professional practice leads to Accredited Teacher/ Practitioner Status.

Students who wish to continue to PGDip (and apply for AMBDA status) will need to APL their PGCert credits over to the MA Inclusive Education and complete EDU7118-30 as one of their two module options (leaving at this point with 120 credits and a PGDip) .

Students who wish to complete a full MA will need to APL their PGCert credits over to the MA Inclusive Education and complete EDU7118-30 (if they wish to apply for AMBDA status) as their third module option, followed by 30 credits worth of research modules and the final 60 credit dissertation.

Additional Costs Table

Module Code & Title	Type of Cost	Cost
EDU7124-30 Identifying and Supporting Learners with SpLD /Dyslexia 2	Professional and Regulatory Fees	£590

A DBS certificate will be required. Approximate cost to the student £30-£40

Graduate Attributes

	<i>Bath Spa Graduates...</i>	<i>In the PGCert in SpLD/Dyslexia, this means...</i>
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Students will have the knowledge, skills and professional accreditation to work as a specialist teacher or SENCO.
2	Will be able to understand and manage complexity, diversity and change	Students will be equipped to teach and assess in a variety of educational contexts. Students will explore and appreciate complexity within classrooms, with considerations of how to support learners.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Students will be able to design bespoke teaching programmes to meet the needs of individuals. Students will be able to apply problem solving skills to explore and understand the profile of a learner with dyslexia. Students will learn to work with additional agencies, to work across disciplines to support learners.
4	Will be digitally literate: able to work at the interface of creativity and technology	Students will be able to incorporate digital technology tools in specialist teaching and assessment. Students will incorporate technology into their assignments.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Students will study with students from local, national and international contexts, and liaising with international students using digital networking and conferencing tools.
6	Will be creative thinkers, doers and makers	Students will devise creative multisensory teaching programmes that meet the individual needs of learners in innovative ways. Students will engage in critical reflection, considering creative solutions to support individuals with dyslexia.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Students will be able to demonstrate critical thinking in response to key inclusion/SEND issues and debates, illustrated through both formative and summative assessment.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	Students will demonstrate a clear moral imperative in professional practice, and operating within ethical guidelines.

Modifications

Module-level modifications

Code	Title	Nature of modifications	Date(s) of approval and approving bodies	Date modification comes into effect

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram

Part time study	Trimester 1	Trimester 2
September registration	EDU7123-30 Identifying and supporting learners with SpLD /Dyslexia 1	EDU7124-30 Identifying and supporting learners with SpLD /Dyslexia 2

If you are a graduate and have a minimum of two years' experience working in an educational setting you can apply for the PgCert in SpLD /Dyslexia.

60 Masters credits will provide you with a Postgraduate Certificate in SpLD/dyslexia and allow you to apply to British Dyslexia Association (BDA) for Approved Teacher/Practitioner Status (ATS/APS)

Appendix 2 – Map of intended learning outcomes to programme level outcomes

Level	Module Code	Module Title	Status (C,R,O) ^[1]	Intended Learning Outcomes						
				Subject-specific Skills and Knowledge		Cognitive and Intellectual Skills		Skills for Life and Work		
				A1	A2	B1	B2	C1	C2	C3
7	EDU7123	Identifying and Supporting Learners with SpLD /Dyslexia	C	x	x	x	x	x	x	x
7	EDU7124	Identifying and Supporting Learners with SpLD /Dyslexia	C	x	x	x	x	x	x	x

^[1] C = Core; R = Required, O = Optional

Appendix 3 – Map of summative assessment tasks by module

Level	Module Code	Module Title	Status (C,R,O) ^[1]	Assessment method														
				Coursework						Practical				Written Examination				
				Reflective Case-Study	Dissertation	Critical Review of Literature	Action Research	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation/ Critique	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)	
7	EDU 7123-30	Identifying and Supporting Learners with SpLD /Dyslexia 1	C*			1 or 2 x 3,750 words (2 if presentation not given)								Presentation and rationale (3,750 words equiv)				
7	EDU 7124-30	Identifying and Supporting Learners with SpLD /Dyslexia 2	C*	1 x 7,500 words														

^[1] C = Core; R = Required, O = Optional