

# **Professional Masters Programme Award Handbook:**

*SpLD/Dyslexia*

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# **Professional Masters Programme**

## **Award Handbook: SpLD/Dyslexia – Revised 23<sup>rd</sup> February, 2011**

### **Introduction**

Welcome to the Professional Masters Programme (PMP) at Bath Spa University! We hope that you will find your study rewarding and are looking forward to embarking on your Masters journey. This award handbook contains all the specific information that you need to complete a programme in SpLD/Dyslexia and gives specific details about required and elective modules. It should be read in conjunction with the main PMP generic student handbook that contains detailed information on matters covering overall PMP learning outcomes, assessment criteria, modes of assessment, overall route structures, general APL and student support systems.

### **How this award is linked to the British Dyslexia Association (BDA) and the Professional Association of Teachers of Students with SpLD/Dyslexia (PATOSS)**

The two modules, TT7364, Identifying and Supporting Learners with SpLD/Dyslexia (60 credits) and TT7365, Assessment Methodology for SpLD/Dyslexia (30 credits) have been accredited by the British Dyslexia Association and are included in their list of approved courses for professionals who wish to gain either Accredited Teacher Status on completion of TT7364 (PG Certificate In SpLD/Dyslexia) or Associate Membership of the BDA (AMBDA) on completion of TT7365 and TT7364 or an approved ATS level course elsewhere. Practitioners who aim to gain the Practising Assessor's certificate from PATOSS can choose to complete relevant sections of TT7365 as CPD.

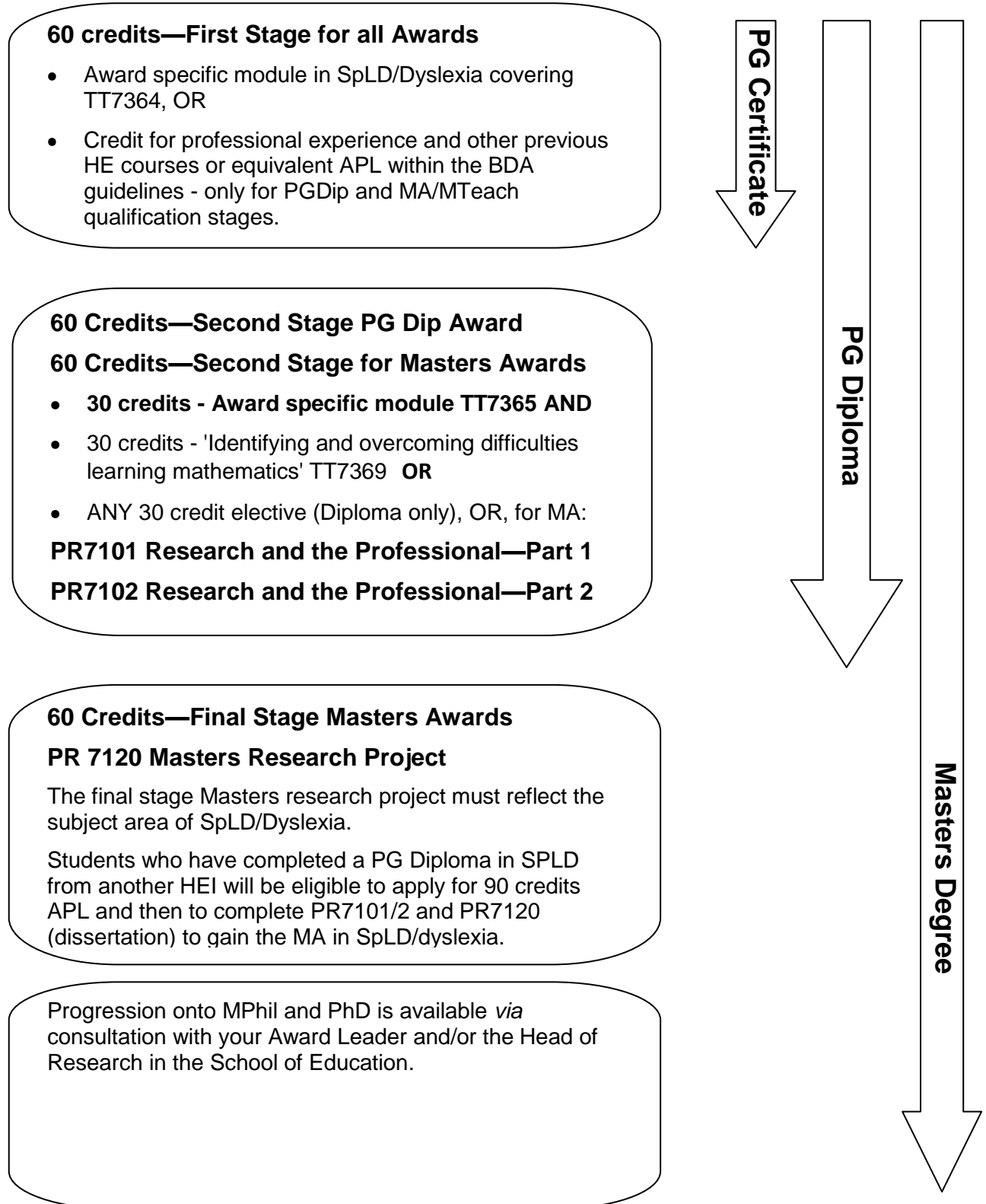
Students who choose to work towards the BDA professional qualifications must also complete a Professional Practice Portfolio comprising evidence of successful teaching of 20 hours (ATS) or 30 hours and 3 full assessments (AMBDA) supervised by a Bath Spa associate tutor qualified at AMBDA level.

### **Admission Requirements for this Award**

The admission requirements for this award are the same as in the main generic PMP handbook. However, students who wish to apply for the BDA accreditation must meet the BDA requirements. Those students applying for TT7365 Assessment Methodology for SpLD/Dyslexia with AMBDA must have completed either TT7364 or a course in SpLD accepted by the Award Leader as Accredited Prior Learning (APL). Those applying for TT7365 without the Professional Practice pathway should have prior experience and some understanding of SpLD/dyslexia.

## The PMP Award Route for SpLD/Dyslexia

There are three stages in the Professional Masters Programme and for this award it is possible to exit with a PG Cert, PG Dip and MA or MTeach.



## **APL and Progression Requirements.**

Accreditation of Prior Learning (APL) is the term used for recognising credit from previous study or professional work. For this award, APL needs to be related to this award title and, for professional accreditation (ATS/AMBDA), be awarded from a course recognised by the BDA.

Please contact the CPD Administration Office or your Award Leader if you think that you may be able to transfer credit from a different Higher Education Institution into this award.

You need to complete an APL application form and submit evidence with it to the CPD office for review and potential approval. All APL claims are considered by the next scheduled CPD Departmental Board. There are three per academic year.

## **Staff Profiles for this Award**

Various School of Education staff are involved in delivering this award:

### **Dr. Tilly Mortimore – Award Leader**

Tilly delivers much of the programme and leads the course.

01225 876118      [t.mortimore@bathspa.ac.uk](mailto:t.mortimore@bathspa.ac.uk)

### **Zara Johnson – Course Administrator and Quality Assurance Project Manager**

Zara's role means that she coordinates the impact evaluation process, as well as general module feedback. You are likely to speak to her if you phone the office. She is the first port of call for many queries.

01225 875440      [z.johnson@bathspa.ac.uk](mailto:z.johnson@bathspa.ac.uk)

### **Angela Sinkins – Administrative Assistant**

You may speak to Angela if you phone the CPD office.

01225 875593      [cpdadmin@bathspa.ac.uk](mailto:cpdadmin@bathspa.ac.uk)

## **Contributors to modules from other School Departments**

Dr. Lance Workman (Psychology)

In order to respond to the ever-widening and fast-changing professional development needs and demands from client schools, Local Authorities and practitioners from a range of services, we are further supported by a large developing network of Affiliated Field Consultants and Tutors all of whom have extensive experience in the field of SpLD/Dyslexia.

## **Final words**

We intend that all participants will have a successful and stimulating time whilst working within this award area of the Professional Masters Programme and that this experience will help to further your aims in developing your career.

Best wishes with your studies!

Tilly Mortimore

PMP Award Leader for SpLD/Dyslexia

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## Appendix: The modules offered within the PMP Award in SpLD/Dyslexia

All generic and core modules that can be taken across the programme are denoted with a 'G', whereas award specific modules are depicted with an 'A'.

It may be possible to join modules from other awards in the second stage of this PMP award, please consult with your Award Leader. However, if you intend your MA to be in SpLD/Dyslexia rather than Vulnerable Learners and Inclusion or Education, you must complete the core modules.

Please note that these are a list of validated modules, their availability for study may depend on other factors.

### Summary of the PMP accredited modules within this award

PMP Module Code	Module Name (Short)	Credits	PG Level H &/or M	Generic (G) or Award (A)
TT7364	Identifying and Supporting Learners with SpLD/Dyslexia	60	M	A*
TT7365	Assessment Methodology (SpLD/Dyslexia)	30	M	A*
TT7369	Identifying and overcoming difficulties learning mathematics'	30	M	A*
PR7101	Research and the Professional – Part 1	15	M	G
PR7102	Research and the Professional – Part 2	15	M	G
PR7103	Research Methods (for C & P based on PR7101)	15	M	G
PR7120	Masters Research Project	60	M	G
TT7860-15-60	Work-based action enquiry	15, 30, 45, 60	H & M	G
IN7760-15-60	Independent Study Module & APEL	15, 30, 45, 60	H & M	G

All generic modules listed above (denoted as 'G') are appended to the main PMP generic student handbook.

\*These award specific modules for SpLD/Dyslexia are appended to this appendix section. Other award specific modules are contained in separate award handbooks across the PMP scheme.

<b>Course Module Code</b>	<b>TT7364</b>
<b>Name of course module</b>	<b>Identifying and supporting learners with SpLD/Dyslexia</b>
<b>Short name (if any)</b>	
<b>Course module co-coordinator</b>	Dr Tilly Mortimore
<b>Other tutor(s) (if any)</b>	
<b>Module level(s)</b>	Levels H & M
<b>Semester(s)</b>	Semesters 1 & 2
<b>Contact time</b>	60 hours of tutor time will be given per 60 credits
<b>Credit points</b>	60 (2 x 30 credit assignments)
<b>Subject Area(s)</b>	Professional Learning
<b>Acceptable for:</b>	PGCert, PGDip and MA in SpLD/Dyslexia or MA in Vulnerable Learners and Inclusion
<b>Prerequisites (if any)</b>	QTS & non-QTS participants with appropriate/equivalent professional experience.
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Optional or Compulsory if seeking British Dyslexia Association recognition (ATS or AMBDA) or MA SpLD/dyslexia without APL
<b>Description (overview)</b>	<p><u>Semester 1: Identifying the learner with dyslexia?</u></p> <p>Semester 1 focuses on developing an understanding of the nature of SpLD/dyslexia and the range of causal theory underpinning the behaviours observed. Students will utilise observation, assessment instruments and the reports of other professionals to develop the skills to undertake a diagnostic appraisal and to identify the learning patterns associated with SpLD /dyslexia across the age range. Students will also be helped to devise means of communicating the needs and achievements of learners effectively with teachers, parents and other professionals.</p> <p><u>Semester 2 Supporting the learner with SpLD/dyslexia</u></p> <p>Semester 2 will build upon the assessment skills developed in semester 1 to develop, deliver and evaluate individualised structured, sequential, multi-sensory language programmes based upon interpretation of assessment data. Students will focus upon the development of literacy and consider relevant cross-curricular, study, social and behavioural skills alongside basic numeracy. They will also consider ways in which the educational context can be rendered dyslexia friendly.</p>
<b>Teaching and learning strategies</b>	The course will include presentation and modeling by tutor, workshops, student-led seminars, projects and discussion groups. It will be structured to ensure opportunities exist for the introduction of new skills, role modeling, coaching, the use

	<p>of e-resources and application of those skills in professional settings. Participants will be expected to work collaboratively with other participants and to share school experiences.</p>
<b>Learning outcomes</b>	<p>By the end of the module students will:</p> <p>Understand developments and research in SpLD/dyslexia and its application in the classroom or college setting.</p> <p>Gain a thorough knowledge of the main theoretical and methodological issues around the approaches to identifying and teaching learners with dyslexia</p> <p>Develop practical assessment skills to establish individual learning profiles and compile clear reports</p> <p>Develop the ability to devise, deliver and evaluate a practical multi-sensory teaching programme</p> <p>Experience and evaluate resources for teaching programmes tailored to individual need</p> <p><u>Optional:</u></p> <p>Carry out the British Dyslexia Association professional practice element of the course, leading to the award of Approved Teacher Status (ATS) which includes use of a range of teacher assessment tools and the planning and delivery of 20 hours of observed practice with an individual learner.</p>
<b>Key text(s)</b>	<p>Backhouse, G., Morris, K. &amp; Read, C. (2006) <i>Dyslexia: Assessing and Reporting</i> The Patoss Guide. London: Patoss</p> <p>Hornsby, B., Shear, F. &amp; Pool, J. (2006) <i>Alpha to Omega: The A-Z of Teaching Reading, Writing and Spelling. 6th edition.</i> Oxford: Heinemann Educational</p> <p>Mortimore, T. (2008) <i>Dyslexia and Learning Style.</i> 2nd Edition London: Whurr</p> <p>Ott, P. (2007) <i>Teaching Children with Dyslexia. A practical guide.</i> London: Routledge</p> <p>Reid, G. (2003) <i>Dyslexia. A Practitioner's Handbook. 3<sup>rd</sup> edition.</i> Chichester: Wiley</p> <p>Reid, G. &amp; Wearmouth, J. (2002) <i>Dyslexia and Literacy. Theory and Practice.</i> Chichester: Wiley</p> <p>Snowling, M.J. (2000) <i>Dyslexia. 2<sup>nd</sup> Edition.</i> Oxford: Blackwell</p> <p>Snowling, M.J &amp; Stackhouse (2005) <i>Dyslexia, Speech and Language. A Practitioner's Handbook. 2<sup>nd</sup> edition.</i> London: Whurr</p> <p>Thomson, M. (2001) <i>The Psychology of Dyslexia.</i> London: Whurr</p> <p>Turner, M. &amp; Rack, J. (eds) (2004) <i>The Study of Dyslexia.</i> New York: Kluwer</p>
<b>Assessment scheme</b>	<p>100% Coursework</p> <p>Assessment will take the form of a combination of theoretical</p>

	<p>assignment, critical reflection and portfolio.</p> <p>Semester 1: assignment 5,000 +/-1,000 words (30 credits)</p> <p>Semester 2: assignment 5,000 +/-1,000 words (30 credits)</p> <p>Optional: (Compulsory for those completing the BDA professional practice)</p> <p>A portfolio comprising plans and evaluations for 20 hours of individual teaching.</p>
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<b>Course Module Code</b>	<b>TT7365</b>
<b>Name of course module</b>	<b>Assessment methodology (SpLD/Dyslexia)</b>
<b>Short name (if any)</b>	
<b>Course module co-coordinator</b>	Dr Tilly Mortimore
<b>Other tutor(s) (if any)</b>	Dr Lance Workman plus affiliated consultants
<b>Module level(s)</b>	Level M
<b>Semester(s)</b>	Semester 1
<b>Contact time</b>	36 hours of tutor time
<b>Credit points</b>	30 (1 x 30 credit assignment)
<b>Subject Area(s)</b>	Professional Learning
<b>Acceptable for:</b>	PGCert, PGDip and MA in SpLD/Dyslexia or MA in Vulnerable Learners and Inclusion
<b>Prerequisites (if any)</b>	QTS & non-QTS participants with appropriate/equivalent professional experience. TT7364 or equivalent course
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Optional or Compulsory if seeking British Dyslexia Association recognition (at AMBDA level)
<b>Description (overview)</b>	Semester 1:
<b>Teaching and learning strategies</b>	The course will include presentation and modeling by tutor, workshops, student-led seminars, projects and discussion groups. It will be structured to ensure opportunities exist for the introduction of new skills, role modeling, coaching, the use of e-resources and application of those skills in professional settings. Participants will be expected to work collaboratively with other participants and to share school experiences.
<b>Learning outcomes</b>	By the end of the module students will:  Understand and critically appraise current research in specific learning difficulties/dyslexia and its relevance for teaching and learning. Competently observe and assess the cognitive abilities and difficulties of students who fail to become competent in literacy and/or numeracy and to report appropriately on their needs and the provisions required. Competently prepare and disseminate technical reports to specialist teachers and other professionals.

	<p>Critically appraise and reflect on a range of learning and structured, sequential, multisensory language and numeracy teaching programmes.</p> <p>Produce, design and evaluate, with reference to research, appropriate programmes in relation to the assessed needs of a range of dyslexic learners.</p> <p>Demonstrate an understanding of the legal and professional issues that affect dyslexic students.</p> <p>Demonstrate an understanding of the implications of social, emotional and community issues for dyslexic learners and their families</p> <p><u>Optional:</u> Carry out the British Dyslexia Association professional practice element of the course, leading to the award of Approved Teacher Status (AMBDA) which includes use of a range of psychometric and other assessment tools open to teachers and the planning and delivery of three full diagnostic assessments and 10 hours of observed practice with an individual learner.</p>
<b>Key text(s)</b>	<p>Backhouse, G., Morris, K. &amp; Read, C. (2006) <i>Dyslexia: Assessing and Reporting</i> The Patoss Guide. London: Patoss</p> <p>Hornsby, B. , Shear, F. &amp; Pool, J. (2006) <i>Alpha to Omega: The A-Z of Teaching Reading, Writing and Spelling</i>. 6th edition. Oxford: Heinemann Educational</p> <p>Mortimore, T. (2008) <i>Dyslexia and Learning Style</i>. 2<sup>nd</sup> edition Chichester: Wiley</p> <p>Reid, G. (2003) <i>Dyslexia. A Practitioner's Handbook</i>. 3<sup>rd</sup> edition. Chichester: Wiley</p> <p>Reid, G. &amp; Wearmouth, J. (2002) <i>Dyslexia and Literacy. Theory and Practice</i>. Chichester: Wiley</p> <p>Snowling, M.J &amp; Stackhouse (2006) <i>Dyslexia, Speech and Language. A Practitioner's Handbook</i>. 2<sup>nd</sup> edition. London: Whurr</p> <p>Thomson, M. (2001) <i>The Psychology of Dyslexia</i>. London: Whurr</p> <p>Turner, M. (1997) <i>Psychological Assessment of Dyslexia</i>. London: Whurr</p> <p>Turner, M. &amp; Rack, J. (eds) (2004) <i>The Study of Dyslexia</i>. New York: Kluwer</p>
<b>Assessment scheme</b>	<p>100% Coursework</p> <p>Assessment will take the form of a combination of theoretical assignment, critical reflection and portfolio of practical work.</p> <p>For 30 credits: assignments 5,000 +/-1,000 words</p> <p>Optional: (Compulsory for those completing the AMBDA professional practice)</p> <p>A portfolio comprising plans and evaluations for three full diagnostic assessments and 10 hours of individual teaching.</p>

<b>Course Module Code</b>	<b>TT7369-30/60</b>
<b>Name of course module</b>	<b>Identifying and overcoming difficulties learning mathematics</b>
<b>Short name (if any)</b>	
<b>Course module co-coordinator</b>	Dr Tilly Mortimore
<b>Other tutor(s) (if any)</b>	Julie Kay
<b>Module level(s)</b>	M
<b>Semester(s)</b>	Semester 2
<b>Contact time</b>	21 hours
<b>Credit points</b>	30/60
<b>Subject Area(s)</b>	Specific Learning Difficulties/Dyslexia; maths; inclusion
<b>Acceptable for:</b>	PGCert, PGDip and MA in SpLD/Dyslexia or MA in Vulnerable Learners and Inclusion
<b>Prerequisites (if any)</b>	None
<b>Excluded Combinations</b>	None
<b>Type (Compulsory or Optional)</b>	Optional
<b>Description (overview)</b>	<p><u>Identifying and supporting difficulties learning mathematics</u></p> <p>The course focuses on developing an understanding of the difficulties faced by students with SpLD/dyslexia or dyscalculia when learning mathematics and how to help students overcome them. Students will utilise observation, discussion, standardised and informal testing, along with research of other professionals to identify the difficulties and develop the skills and strategies needed to overcome them using a multi-sensory approach. Students will also be helped to devise means of communicating the needs and achievements of learners effectively with teachers, parents and other professionals.</p> <p>Students will learn the significance of definitions and to read research papers critically. They will analyse materials to select suitable written and concrete materials to be used when teaching pupils with these learning profiles. They will learn to develop, deliver and evaluate individualised structured, multi-sensory numeracy programmes based upon interpretation of assessment data.</p>
<b>Teaching and learning strategies</b>	<p>The module will include presentation and modelling by tutor, workshops, role-play, projects and discussion groups. It will be structured to ensure opportunities exist for the introduction of new skills, role modelling, coaching, the use of e-resources and application of those skills in professional settings. Participants will be expected to work collaboratively with other participants and to share school experiences.</p>

<p><b>Learning outcomes</b></p>	<p>By the end of the module students will:</p> <p>Understand definitions and research in Dyscalculia as well as factors in Mathematics which make numeracy acquisition difficult for students with SpLD/Dyslexia</p> <p>Gain a thorough knowledge of the main approaches to identifying and teaching mathematics to learners with dyslexia</p> <p>Understand the pre-requisites to gaining mathematical facts and realise the importance and use of concrete materials to ensure success</p> <p>Develop practical skills to establish individual learning profiles and write multi-sensory teaching programmes to suit</p> <p>Understand mathematical expectations and the effect that failure to meet these expectations has on students sel-esteem</p>
<p><b>Key text(s)</b></p>	<p>Butterworth, B. and Yeo, D. (2004) <i>Dyscalculia Guidance: Helping Pupils with Specific Learning Difficulties in Maths</i>. London: NFER Nelson.</p> <p>Chinn, S. and Ashcroft, J. (2006) <i>Mathematics for Dyslexics: Including Dyscalculia. 3<sup>rd</sup> Edition</i>. Chichester: Wiley Blackwell.</p> <p>Henderson, A. (1998) <i>Maths for the Dyslexic: A Practical Guide</i>. London: Fulton.</p> <p>Kay, J. and Yeo, D. (2003) <i>Dyslexia and Maths</i>. London: Fulton/BDA.</p> <p>Miles, E. (2004) <i>Dyslexia and Mathematics. 2<sup>nd</sup> Edition</i>. London: Routledge.</p>
<p><b>Assessment scheme</b></p>	<p>100% Coursework</p> <p>Assessment will take the form of a combination of theoretical assignment, critical reflection and portfolio.</p> <p>TT7369 - 30 Assignment 5,000 +/-1,000 words (30 credits)</p> <p>TT7369 - 60 2 Assignments at 5,000 +/- 1,000 words (60 credits)</p>