

# Postgraduate Certificate in Specific Learning Difficulties (Dyslexia)

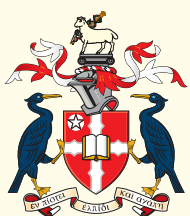
Duration: 24 months | Delivery: Online | Start date: January 2025



**This Postgraduate Certificate aims to support teachers and professionals working in education to gain the confidence, knowledge and skills to identify, assess, plan, teach and support students with Specific Learning Difficulties (Dyslexia).**

Through critical reflection, participants on the programme will develop their understanding of the barriers to participation and learning that pupils with Specific Learning Difficulties (Dyslexia) can encounter.

- Develop the specialist knowledge, skills and confidence to be a specialist teacher and/or assessor for dyslexia.
- Be part of a specialist programme for professionals.
- Investigate research and literature relevant to SpLD dyslexia and relate this to specialist teaching and assessment.
- The two modules that make up the award each carry 30 Masters level credits, which can be used towards a Masters programme.
- Successful completion of the course may enable participants to apply to the British Dyslexia Association for Associate Membership of the British Dyslexia Association (AMBDA) and to a professional association for an Assessment Practising Certificate (APC). Professionals with AMBDA/APC may be able to make access arrangements for examinations.



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**British  
Dyslexia  
Association**

**Bronze  
Organisational  
Member**

# Course Overview

## Module 1: Identification, intervention and teaching (ATS/APS)

Together we will explore the knowledge, understanding and practical experience required to be specialist SpLD teacher of dyslexic learners (up to the age of 18). Through investigation of research and literature you will develop a critical understanding of issues that may affect dyslexic learners and their families. Developing your understanding of the nature and definition of dyslexia will enable you to reflect on your understanding and construct structured, multi-sensory teaching programmes. By the end of the module you will have grown in your own practice enabling you to identify a profile of learner's strengths and areas to be developed and plan subsequent teaching programmes and interventions.

Successful completion of module 1 may enable participants with Qualified Teacher Status (QTS) or Qualified Teacher Learning Skills (QTLS) and who hold Professional Membership of the Institute for Learning to apply to the British Dyslexia Association (BDA) for Approved Teacher Status (ATS). Participants who do not hold QTS or QTLS status who successfully complete module 1 may be able to apply to the BDA for Approved Practitioner Status (APS).

### Content

- Developing understanding of the practice and principles involved in the identification and assessment of learners with SpLD (dyslexia).
- Critical reflection upon the role of Information Technology.
- Follow and individualise a teaching programme to meet individual learner needs.
- Evaluation of personal specialist practice.

## Module 2: Psychometrics and diagnostic assessments (AMBDA)

This module focuses on supporting practitioners to further investigate the role of the specialist SpLD (dyslexia) teacher of dyslexic learners (up to the age of 18). The module particularly focuses upon the construct, use and analysis of diagnostic assessments and how such

assessments inform inclusive practice and individualised interventions.

The module will encompass critical learning and understanding from module 1 of the PGCert in SpLD (dyslexia) to enable the further development of professional qualities, knowledge and understanding required of the specialist SpLD (dyslexia) teacher.

Successful completion of module 2 may enable participants to apply to the British Dyslexia Association (BDA) for Associate Membership of the British Dyslexia Association (AMBDA).

### Content

- The statutory and regulatory context for SpLD (dyslexia) and the implications for effective specialist teaching and assessment.
- Critical reflection upon the theory and practice of psychometrics.
- Identification of opportunities to increase inclusive approaches.
- Critical appraisal of teaching programmes and specialist practice.
- Develop an understanding of the social, emotional and community issues that may affect learners with SpLD (dyslexia).

## Delivery

Both modules will be delivered on a part-time basis, through fully online learning, including:

- Reflective upon workplace and practical activities.
- Participation in online webinars.
- Access to the extensive Liverpool Hope University Library including e-books and journal collections.
- Academic tutorial support via zoom and email.
- Online discussion forums with academics and other students.
- Online support from Liverpool Hope University including IT support and library support.

In addition, there may be an opportunity to attend (subject to sufficient numbers) an optional face to face meeting per module at the Liverpool Hope University Campus, Liverpool L16 9JD.

## Progression

Successful participants may progress onto a full Masters. If you have obtained a PGCE or NASENCo in the last 5 years you may also be able to transfer in some of these credits towards a Masters.

## Dates and Duration

Starts January 2025 and takes two years to complete. Delivery is fully online, with scheduled synchronous sessions taking place on 10 Saturdays per 30 credit module. Module 1: 9.30am - 2.30pm.

In addition, there will be an opportunity to attend an optional face to face meeting per module at the Liverpool Hope University Campus, Liverpool L16 9JD.

## Assessment

The PGCert SpLD (Dyslexia) is achieved through the completion of written assignments and the completion of an eportfolio. The eportfolio enables reflection upon the specialist SpLD (Dyslexia) role. In module 1 the eportfolio includes, for example, the completion of the planning, delivery and evaluation of specialist lessons. In module 2 the eportfolio includes, for example, the completion of specialist trainee diagnostic assessments and associated trainee reports.

## Cost

### Full Fee:

**Module 1 only:** £1,734

**Full Programme:** Full Postgraduate Certificate in Specific Learning Difficulties (dyslexia), includes modules 1 and 2. £2,890.

### Partner School Fee\*:

**Module 1 only:** £1,387

**Full Programme:** Full Postgraduate Certificate in Specific Learning Difficulties (dyslexia), includes modules 1 and 2. £2,312.

*\*A Partner School is any school that has an Initial Teacher Education (ITE) partnership arrangement with*

*Liverpool Hope University and who work with our students on providing school placements.*

*Payment Plans are available for payment in instalments.*

### Additional costs

There will be additional costs for Disclosure and Barring Service (DBS) clearance, core texts for each module and, for those progressing to module 2, you will be required to purchase diagnostic tests. Full details will be provided in the application pack.

## Entry requirements

- First class or second class honours degree in a relevant discipline. Applications from students who hold a degree that is not classified as a first or second class degree (or equivalent), but have appropriate professional experience might be considered.
- Qualified Teacher status (QTS) or Qualified Teacher Learning Skills (QTLS).
- Applicants who do not hold QTS/QTLS; e.g. Teaching Assistants, who have appropriate educational professional qualifications and school based classroom experience may apply for this PGCert if they fulfil the entry requirements
- Enhanced Disclosure from the Disclosure & Barring Service (DBS).
- This PGCert is only open to UK applicants who are currently working in appropriate UK settings.
- All applicants will need to ensure they are able to work in an appropriate one to one professional educational settings with pupils (aged between 6-16/9-16 years) in order to complete the modules before a place is offered on the course. The setting needs to have appropriate insurance.
- All applicants will require a letter of support from a mainstream school headteacher (of an appropriately aged school setting) indicating their support for the duration of the period of study. Additional letters of support may also be required for some applicants.
- All applicants will require a written statement from head teachers/managers supporting their suitability as a specialist teacher and confirmation that they satisfy the Disclosure and Barring Service's (DBS) mandatory

criteria of 'Clearance to work with children and/or vulnerable adults'.

- Currently, there is an expectation that the specialist teaching and assessments that students undertake for the duration of the programme of study (with appropriately aged participants) will take place in 1:1 (face to face) situations in suitable professional settings.
- Applicants must have a minimum of two years full time or equivalent part time relevant professional educational experience in teaching or educational experience supporting learners of a school age (16 years or under). In some cases, consideration will be made if an applicant has had a minimum of two year's appropriate previous professional educational experience in another phase of education but is now working with learners 16 years of age or under. A letter of suitability, from the applicants' line manager will be required, stating that they have successfully completed an academic year of full or equivalent part time professional activity with these learners.
- Further entry requirements details are available in the application pack

- Applicants wishing to work with learners over 16 years of age should consider taking a course leading to the award of AMBDA (FE/HE).

## How to apply

**To apply or for more information please contact:**

Tel: 0151 291 3834/3061

Email: [pld@hope.ac.uk](mailto:pld@hope.ac.uk)

[www.hope.ac.uk/pld/educationpld](http://www.hope.ac.uk/pld/educationpld)

The PLD Team  
Liverpool Hope University  
Hope Park  
Liverpool

*The Post Graduate Certificate in Specific Learning Difficulties (Dyslexia) is accredited by the British Dyslexia Association (BDA).*

### Disclaimer

*Every effort has been made to ensure the accuracy of the programme of study information. Changing circumstances or changing requirements of accreditation bodies may necessitate alteration to, or the cancellation of, courses. The University reserve the right to make changes if such action is considered by the University to be necessary.*

## Participant Feedback

*"Our tutor is outstanding. Her knowledge, humour, flexibility and compassion were a huge strength of this course."*

*"I wasn't sure how it would feel having lectures online and was worried they might miss the personal feel of in-person teaching, but they are extremely well-planned and delivered, the online library is excellent, and the optional F2F session was invaluable to me - and I'm really pleased I got the chance to meet the tutors and other students."*

*"The course has provided me with the skills and know-how in order to support our children with SPLD effectively, and assess where required."*

*"I found the optional meeting a very useful session. It was great to practice routines with a partner and be able to ask your questions in the moment. I also found it helpful to chat to the students on module 2, they were an injection of confidence."*

*"It has been hugely beneficial to my practice and my confidence."*



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