

MA Specific Learning Difficulties/ Dyslexia

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Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	N/A
Other Schools involved in delivery	N/A
Name of award(s)	Specific Learning Difficulties/ Dyslexia
Qualification (final award)	MA
Intermediate awards available	<p>BDA Accredited awards:</p> <p>PgCert in Specific Learning Difficulties/ Dyslexia</p> <p>PgDip in Specific Learning Difficulties/ Dyslexia</p> <p>Exit awards not accredited by BDA:</p> <p>MA in SpLD/ Dyslexia Theory</p> <p>PGDip in SpLD/ Dyslexia Theory</p> <p>PgCert in SpLD/ Dyslexia Theory</p>
Routes available	Single
Duration of award	3 years part time
Professional Placement Year	No
Modes of delivery offered	Blended
Regulatory Scheme ^[1]	Taught Postgraduate Framework
Professional, Statutory and Regulatory Body accreditation	British Dyslexia Association accreditation: ATS/APS and AMBDA
Date of most recent PSRB approval (month and year)	October 2021
Renewal of PSRB approval due (month and year)	October 2026
UCAS code	N/A
Route code (SITS)	SLDDMA
Relevant QAA Subject Benchmark Statements (including date of publication)	Masters Characteristics Statement (2020)
Date of most recent approval	
Date specification last updated	

^[1]This should also be read in conjunction with the BSU Qualifications Credit Framework

Exemptions table

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date
MA SpLD/Dyslexia	Postgraduate Academic Framework	Exemption to depart from Framework, paragraph 1.6.2	Curriculum Committee, June 2023

Programme Overview

The MA in Specific Learning Difficulties (SpLD)/Dyslexia (accredited by the British Dyslexia Association) focuses upon identification, assessment and practical support for school aged learners with SpLD/Dyslexia. These include the exploration of theories and how these relate to the assessment and support of individuals with dyslexia. Wider issues connected with specific learning difficulties are explored, including inclusive practice and the role of stakeholders.

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

For BDA accreditation 80% attendance is required for the core modules. Some individual tutorial support is offered alongside good opportunities for extended discussion with tutors and colleagues. 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 ensure participants are confident in 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 produce work-ready graduates who have the practical skills of specialist assessment for SpLD/Dyslexia while securing an understanding of fundamental psychometric principles.
4. To create practitioners who participate in reflective and evaluative professional practice, with the critical awareness of current problems or new insights in the area of SpLD/Dyslexia.
5. 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

- 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 Critical reflection and evaluation of your own practice in SpLD/Dyslexia and that of others, as well as the ability to provide an evidence base in support of claims made for evolving competencies
- A3 An in-depth understanding of current issues and developments linked to SpLD/Dyslexia and informed by scholarship and research, and apply this to professional situations
- A4 Comprehensive knowledge, critical understanding and reflection on theoretical underpinnings associated with SpLD/ dyslexia education as presented in published research and policy literature.

B Cognitive and Intellectual Skills

- B1 The ability to articulate a clearly structured and cohesive original argument
- B2 The ability to design and manage a research project which is ethically compliant, academically rigorous and professionally relevant
- B3 Comprehensive understanding of techniques applicable to the synthesis of ideas and apply them to new SpLD/Dyslexia cases or research questions in an innovative format
- B4 The ability to deal with complex issues systematically and creatively through the development of personal effectiveness, self-awareness and self-management through academic and professional evaluation.

C Skills for Life and Work

- C1 Autonomous learning (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 Team working skills necessary to succeed in the global workplace, with an ability both to work in and lead teams effectively, as well as the ability to act autonomously in planning and implementing tasks at a professional or equivalent level
- C3 Communication skills that show the ability to communicate clearly to specialist and non-specialist audiences knowledge at, or informed by, the forefront of the academic discipline, field of study or area of professional practice, and the conclusions drawn from dealing with complex issues systematically
- C4 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

Intermediate awards

PgCert Intended Learning Outcomes

A1, A4, B1, B4, C1, C4

PgDip Intended Learning Outcomes

A1, A2, A4, B1, B4, C1, C3, C4

Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

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

Subject offered as single and/or joint programme

MA 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	
7	EDU7118-30	Assessment Methodology in SpLD/Dyslexia**	30	C	
7	EDU7113-30	Independent Study	30	O	
7	EDU7102-15	Research and the Professional Part 1	15	R*	
7	EDU7103-15	Research and the Professional Part 2	15	R*	
7	EDU7101-30	Research Methods in Social Science	30	R*	
7	EDU7104-60	Dissertation	60	C	

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 summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

The expectation is students on this programme will be in an educational setting with access to learners to work with for the professional practice requirements. Those without this access will be supported in sourcing learners by our Partnership Office.

Completion of professional practice requirements, in conjunction with the completion of academic modules, can lead to Accredited Teacher/ Practice Status (ATS/APS) and Associate Membership of the British Dyslexia Association (AMBDA).

Students successfully completing EDU7123-30 Identifying and Supporting Learners with SpLD/Dyslexia 1 and EDU7124-30 Identifying and Supporting Learners with SpLD/Dyslexia 2 together with successful completion of the professional practice requirements will be eligible to apply to the British Dyslexia Association for Accredited Teacher/ Practitioner Status (ATS/APS). Students who subsequently successfully complete EDU7118-30 Assessment Methodology in SpLD/Dyslexia together with additional professional practice will be eligible to apply to the British Dyslexia Association for Associate Membership of the British Dyslexia Association (AMBDA).

In extenuating circumstances if students are unable to complete the required professional practice they will not be eligible for the MA SpLD/Dyslexia (accredited by BDA), however they may be eligible for the MA SpLD/Dyslexia Theory.

Additional Costs Table

Module Code & Title	Type of Cost	Cost
EDU7124-30 Identifying and Supporting Learners with SpLD/Dyslexia 2 and EDU7118-30 Assessment Methodology in SpLD/Dyslexia	Consumables: Students are provided with three copies of the consumables required which is sufficient to meet the British Dyslexia Association accreditation requirements. If they wish to use more, they can purchase them from the Education Admin team directly.	Approximate current cost £2.40-£4.20 per item.

A DBS certificate will be required; if you do not hold a certificate, the approximate cost to the student will be £60

Graduate Attributes

	Bath Spa Graduates...	In the MA in SpLD/Dyslexia, this means...
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/practitioner in SpLD/Dyslexia.
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 their programme, or studying alongside students from overseas	Students will study with students from local, national and international contexts, and liaise 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 operate within ethical guidelines.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia	Assessment change	SQMC March 2024	2024/25
EDU7113-30	Independent Study	Change of contact and independent study hours	SQMC March 2024	2024/25

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EDU7118-30 Assessment Methodology in SpLD/Dyslexia and EDU7124-30 Identifying and Supporting Learners with SpLD/Dyslexia 2, removal of additional costs		2025/26

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

Students take 60 credits per year.

MA Specific Learning Difficulties/Dyslexia		
Level 7 - Year 1		
Trimester 1	Trimester 2	Trimester 3
Core Modules		
EDU7123-30 Identifying and Supporting Learners with SpLD/Dyslexia - 1	EDU7124-30 Identifying and Supporting Learners with SpLD/Dyslexia - 2	
Rule Notes: EDU7124-30 takes place across trimester 2 and 3; <i>Teaching input is in Trimester 2. Trimester 3 allows for completion of professional practice and submission of final assignment.</i>		
Level 7 - Year 2		
Core Modules		
EDU7118-30 Assessment Methodology in SpLD/Dyslexia	N/A	
Required* Modules		
N/A	EDU7101-30 Research Methods in Social Science Or EDU7102-15 Research and the Professional Part 1 (and Part 2 in trimester 3)	EDU7103-15 Research and the Professional Part 2
Optional Modules		
N/A	EDU7113-30 Independent Study	N/A
Rule Notes: EDU7118-30 takes place across trimester 1 and 2; <i>Teaching input is in Trimester 1. Trimester 2 allows for completion of professional practice and submission of final assignment.</i> <i>Students must take either EDU7101-30 OR EDU7102-15 in trimester 2 and EDU7103-15 in trimester 3 (total 30 credits) OR EDU7113-30 Independent Study (for those wishing to exit with a PGDip but not wanting to take research methods)</i>		
Level 7 - Year 3		
Core Modules		
EDU7104-60 Dissertation		
Rule Notes: EDU7104-60 is a year long module.		

Appendix 2: Map of Intended Learning Outcomes

Appendix 2 – Map of module outcomes to level / programme outcomes

Level	Module Code	Module Title	Status (C,R,R*,O) [1]	Intended Learning Outcomes												
				Subject-specific Skills and Knowledge				Cognitive and Intellectual Skills				Skills for Life and Work				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	
7	EDU7123-30	Identifying and Supporting Learners with SpLD/Dyslexia -1	C	x		x	x	x				x	x			x
7	EDU7124-30	Identifying and Supporting Learners with SpLD/Dyslexia -2	C	x		x	x	x	x	x	x	x	x			x

7	EDU7118-30	Assessment Methodology in SpLD/Dyslexia	C	x	x	x	x	x	x	x	x	x	x	x
7	EDU7113-30	Independent Study	O	x				x	x			x	x	
7	EDU7102-15	Research and the Professional Part 1	R*	x	x			x	x			x	x	
7	EDU7103-15	Research and the Professional Part 2	R*	x	x			x	x			x	x	
7	EDU7101-30	Research Methods in Social Science	R*	x	x			x	x			x	x	
7	EDU7104-60	Dissertation	C	x	x	x	x	x	x	x	x	x	x	x

[1] C = Core; R = Required, R*= Required (either EDU7101 or EDU7102 & EDU7103) O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module

Level	Module Code	Module Title	Status (C,R,R*,O) [1]	Assessment method											
				Coursework					Practical				Written Examination		
				Reflective Case Study	Dissertation	Critical Review of Literature	Research proposal	Portfolio	Research Project	Practical skills	Presentation	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			6,500 words						1,500 word equivalent			
7	EDU 7124-30	Identifying and Supporting Learners with SpLD /Dyslexia 2	C	7,500 words											
7	EDU 7118-30	Assessment Methodology in SpLD/Dyslexia	C	7,500 words											
7	EDU 7113-30	Independent Study	O			8,000 words									
7	EDU 7102-15	Research and the Professional part 1	R*			4,000 words									
7	EDU 7103-15	Research and the Professional part 2	R*				4,000 words								
7	EDU 7101-30	Research Methods in Social Science	R*			4,000 words	4,000 words								
7	EDU 7104-60	Dissertation	C		16,000 words										