



Prospectus

Professional Assessment Programme

Courses in assessment, educational testing
and access arrangements



What do you want to do?

Assess and interpret psychometric tests effectively.

Take CCET online or intensive (pp. 5–6).

Learn how to become an access arrangements assessor and undertake access arrangements.

Choose from different study options for our CPT3A (pp. 7–8).

Build on your access arrangements skills, or take a one-day update in access arrangements.

Opt for ETAR (pp. 9–10) or our new 3AU course (pp. 11–12).

Train your team to help administer a large number of tests.

Pick our new ATU course (pp. 13–14).

Assess and identify children and young people with dyslexia effectively, sensitively and individually.

Choose our new Dyslexia: Professional Report Writing module (pp. 15–16).

Understand how to apply cognitive psychology and dynamic assessment in the classroom to accelerate learning.

Select our new CAP course (p. 17).

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A letter from our director

Dear Reader,

Thank you for taking a look at our *Professional Assessment Programme* prospectus.

Real Training is the UK's leading provider of training in educational testing and professional assessments. Established in 2004, we have a successful track record of working with schools, colleges, universities, children's services, government, charities and the private sector to deliver face-to-face and online training of the highest quality. Our comprehensive course materials and training events complement assessment methodologies that meet the standards and criteria of the relevant national bodies.

We are pleased to continue to offer our highly regarded Certificate of Competence in Educational Testing (CCET) and Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A), alongside the following two courses. Educational Testing: Application and Reflection (ETAR) is an online module that gives those who have completed CCET the unique opportunity to build on their skills and knowledge (and gain the 60-credit PGCert (Educational Testing) in the process); while the Assistant Test User (ATU) course is a cost-effective way for you to train and develop a professionally qualified team around you to administer a large number of tests.

We are pleased to have launched the following three new courses:

- If you wish to use and understand the key dyslexia assessments that need to be applied in your setting and make real progress towards your SpLD APC, then Dyslexia: Professional Report Writing could be for you.
- If you need to assess student progress more effectively using cognitive psychology and dynamic assessment, the respected Cognitive Abilities Profile (CAP) course can really give you the edge.
- Finally, if you're concerned about meeting the latest Joint Council for Qualifications (JCQ) regulations, or want to refresh and fine tune your skills in assessment and access arrangements, then our Assessment and Access Arrangements Update (3AU) is just the ticket.

We hope that one of these highly valued and professional courses will interest you. If, after reading our prospectus, you want to book, or have any other questions, take a look at our website: realtraining.co.uk

If you would rather speak to us directly, call us on +44 (0)1273 35 80 80, or email us at info@realtraining.co.uk

I hope to welcome you on one of our courses in the near future.

Yours,

Alan Macgregor, MEd, PGCE, BSc, CPsychol, AFBPsS, FRSA
Professional Assessment Programme Director


About our programme

We provide the most comprehensive UK training in professional assessment and access arrangements. Our unique range of packages will fit in with your working life and help you reach the next professional level.

Take our latest qualifications in professional assessment and access arrangements, or enhance your continuing professional development with our selection of unique refresher courses – ranging from our one-off, one-day

refresher, to our respected Certificate of Competence in Educational Testing (CCET) and Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).

Study on the job, online, offline, over time, or in intensive short, sharp bursts – and find the professional assessment training option that suits you.



'It's essential, if you want to get the best out of your assessments and testing.'

Jacqui Wolff, education consultant and SpLD specialist in Kent (CCET delegate)

'Working alongside Real's highly qualified and experienced professional staff has been extremely beneficial to the team at Middlesex University. We are much richer for our partnership with them.'

Dr Deborah Jack, head of education, Middlesex University

'It has helped me to administer assessment across my organisation. It has enabled me to approach students; carry out assessments; and provide feedback to parents too. I manage the assessments and love to do them myself.'

Natalie Ghattas, general manager of the ABC Diagnostic and Learning Centre in Riyadh, Saudi Arabia (CPT3A delegate)

What do you want to know?

I don't have any assessment qualifications, what would you advise me to do?

Your first port of call should be the Certificate of Competence in Educational Testing (CCET). This British Psychological Society (BPS) qualification is designed for education professionals and provides the essential competences to undertake assessments safely and effectively. You can then join the Register of Qualifications in Test Use (RQTU) (see p. 5).

I want to learn how to use psychometric instruments effectively and how to apply them in exam access arrangements at the same time. How can I do this and what study options do I have?

Take our Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) and choose from different study options designed to fit in with your day-to-day commitments. We are confident this is one of the quickest routes to becoming a Joint Council for Qualifications (JCQ) recognised access arrangements assessor (formerly specialist assessor) (see pp. 7–8).

I want to update my knowledge of the latest JCQ regulations on access arrangements. Is there a short refresher course that I can take?

If you already hold CPT3A, or a specific learning difficulties (SpLD) Assessment Practising Certificate (APC), and want to take a one-day course, then our Assessment and Access Arrangements Update (3AU) will enable you to brush up on your skills and give you the opportunity to engage and liaise with your peers and our expert tutors. In just one day, we'll breathe new life into your knowledge and understanding of assessment and access arrangements, so that you are fully aware of the latest regulations that you need to comply with (see pp. 11–12).

I enjoyed gaining CPT3A with you, but would like to develop my assessment skills even further. Do you offer anything on top of the CPT3A qualification for someone in my position?

If you already hold CCET or CPT3A and want to continue to build on your assessment skills with us, you might want to consider our Educational Testing: Application and Reflection (ETAR) module. It will enhance your knowledge and practice, enabling you to better measure and assess learner progress and the impact of interventions. Not only that, if you have an undergraduate degree, upon completion, you will be awarded a PGCert in Educational Testing and gain 60 M-level credits – one third of the credits that you need to complete our MEd (SEND) (see pp. 9–10).

Do you have any whole-school assessment courses for non-specialist staff?

On 1 September 2014, the SEND reforms placed a greater burden of responsibility on a whole-school approach to SEND. With this in mind, in 2015 we launched our Assistant Test User (ATU) course, a new BPS qualification in test administration for those schools who anticipate needing to administer a high number of tests. If you, or someone in your setting, has passed CCET and is on the BPS's RQTU, then ATU will enable you to build a professionally qualified team of teachers/teaching assistants to administer a larger number of tests (see pp. 13–14).

Please note: we accept applicants for this course when they are supported by a member of staff in school who is registered as a test user on the BPS's RQTU.

Can you help me to gain my SpLD APC and become a specialist teacher?

We can put you on the straightforward path to your SpLD APC. If you possess the BPS's Test User Educational qualification, are on the BPS's Register of Qualifications in Test Use (RQTU), and have British Dyslexia Association Approved Teacher Status (ATS) or Approved Practitioner Status (APS), then Dyslexia: Professional Report Writing will enable you to receive your SpLD APC. Please note: the SpLD APC is awarded by the Dyslexia Guild, PATOSS or the British Dyslexia Association, but you can take both CCET/CPT3A and Dyslexia: Professional Report Writing with us (see pp. 15–16).

Do you have any courses that will enable me/my staff to learn how to use the Cognitive Abilities Profile (CAP) to structure in-depth individual assessments?

The CAP course is designed to train professionals in the comprehensive use of CAP – a detailed evidence-based tool for consultation and structured data collection that can be used by educational and clinical psychologists; therapists; SENCOs and specialist teachers. By the end of the course you, or your members of staff, will be able to use CAP to help teachers, parents and others understand each learner's needs; develop recommendations that lead to an intervention plan (IP); and understand how to use the profile to review progress systematically (see p. 17).



Certificate of Competence in Educational Testing (CCET)

'This will embed fundamental, good assessment practice into each student's assessment work. It will give them the tools to make judgements about where children are, how they have progressed, and the next steps for their education.'

Alan Macgregor, professional assessment programme director

How will you benefit?

CCET will enable you to assess and interpret psychometric tests effectively. It will ensure that you can:

- Understand how educational tests are developed and standardised and achieve competence and confidence in educational testing.
- Analyse test manuals to decide if a test is reliable, valid and appropriate for your students.
- 'Get to grips' with the purpose of testing and assessment and develop the ability to interpret test scores and integrate those test scores with other forms of assessment.
- Communicate your understanding to others orally and in writing, while also developing the confidence to interpret reports from other professionals.
- Comply with the requirements of the relevant legislation in your assessment processes.
- Join the British Psychological Society's (BPS's) Register of Qualifications in Test Use (RQTU) and access a BPS online database of test reviews.
- Purchase psychometric tests that would otherwise be restricted.

Pass CCET and you will be in 'pole position' to achieve your Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) – an efficient route to becoming a Joint Council for Qualifications (JCQ) recognised access arrangements assessor (formerly specialist assessor). Not only that, as long as you have an undergraduate degree, you will be able to:

- Enrol on the programme and join as if you have 30 credits towards a PGCert, PGDip or MEd.
- Register as a Middlesex University student and exit the course with 30 credits at level 7 for an additional fee.

How will your employer benefit?

CCET will enable your employer to:

- Enhance staff morale and empower their workforce.
- Improve recruitment and retention.
- Encourage creativity in the classroom.

If your institution has a limited allocation of support time from an educational psychologist, you might have to buy in the services of outside experts. A more cost-effective route is to train your staff to administer educational tests. This will enable you to work more effectively with your setting's educational psychologist and make better use of their time.

What does the course cover?

The course covers all of the BPS competences and standards for those who wish to be registered as test users. It includes:

- Test administration and scoring.
- Maintenance of security and data protection.
- Test standardisation.
- Classical test theory, reliability and confidence in test data.
- Validity.
- Theories of intelligence and the influence on test construction.
- Test bias, discrimination and making adjustments to accommodate disability.
- Test choice and using other assessment methodologies.
- Interpreting test data.
- Providing oral and written feedback.

Are you eligible?

Yes, as this is open access, no prior qualifications are necessary. A diverse group of professionals have completed this course – including teachers, teaching assistants, tutors and education officers working in:

- Mainstream primary and secondary schools.
- Special schools.
- FE and HE institutions.
- Independent and international schools and colleges and other educational institutions.
- Local authorities.

Which study options will suit you?

We recognise that people learn in different ways and at different times. We offer a range of flexible study options designed with you in mind.

Online

This flexible and accessible option is tailored to delegates who want to work online at their own pace. Our intuitive and easy-to-use online learning platform (Campus Online™) enables you to interact with your tutors and peers, track your own progress and access a wealth of resources. You will also receive a comprehensive training manual.

Intensive

Our intensive option is designed for those who wish to complete the course quickly. It requires three days' attendance (including evening work) at one of a range of spa hotels across the country (residential/non-residential). You will need to do some work before the course and some practical application afterwards.

Please note: these courses are very popular, so early booking is essential. For intensive course dates, please go to realtraining.co.uk

Bespoke options

If you want to take our intensive course, but are unable to get to any of our hotels because you live in a distant national/international location, don't give up hope. We are happy to work in partnership with public or private organisations at home and abroad. Please contact us to discuss your requirements and we will see what we can do.

What will you need to bring to the course?

You will need to have access to some psychometric tests and some suitable clients to use them with – whether adults or children. You will also need to be committed and enthusiastic.

How will you be assessed?

Each study route has its own distinct assessments. Whichever one you choose, you will need to create a portfolio of evidence that demonstrates your competence.

Your portfolio will include:

- Some multiple choice questionnaires.
- A few short essay-style written assignments.
- A review of a suitable test.
- A record of a competent test administration.
- Evidence of good quality professional feedback both orally and in writing.

Will you be eligible for the BPS's Register of Qualifications in Test Use (RQTU)?

Yes, you will be eligible, but you are not obliged to join it. We believe that the three key advantages outlined below make a compelling case for joining the RQTU:

- First, it provides public recognition of your competence, which means that your name can be found by anyone wanting to check your qualification.
- Secondly, you get access to information including test reviews and a quarterly journal entitled *Assessment & Development Matters*.
- Thirdly, it provides a framework for your ongoing professional development.

If, after successfully completing this course, you decide to join the BPS's RQTU, then you will need to settle the registration fee directly with the BPS.

There is a one-off fee for initial certification and a modest annual registration fee. Note that the way the BPS structures its qualifications means that by completing CCET you are eligible for Test User status. This automatically includes Assistant Test User (ATU), but on initial registration you will be registered for both. Of course, it is also possible for you to qualify as an ATU only (see pp. 13–14).

For more information on exactly what the BPS charges, take a look at ptc.bps.org.uk/how-apply-packs

Please note: We have not included the additional BPS costs in the price of this course, because not everybody wants to join the BPS's RQTU – although we do recommend it.

Find out more: realtraining.co.uk/ccet

Speak to us: +44 (0)1273 35 80 80

Book: realtraining.co.uk

Sign up to *The SEND Practitioner free-zine*: realtraining.co.uk/category/the-send-practitioner

Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)

'This enables delegates to put the skills and competences in place if they want to be access arrangements assessors [formerly specialist assessors] for exam access arrangements. It is rooted in day-to-day practice.'

Alan Macgregor, professional assessment programme director

CPT3A will help you to understand how assessments using psychometric tests are developed; how to use them effectively; how to interpret the results; and how to write access arrangements for public examinations. It will also enable you to become an access arrangements assessor (formerly specialist assessor).

When you study CPT3A, you will start with our Certificate of Competence in Educational Testing (CCET) and finish with our Access Arrangements Course (AAC). CCET will teach you how to use psychometric instruments effectively (see pp. 5–6); while AAC will show you how to apply instruments in exam access arrangements. Successful completion of AAC will not only give you CPT3A, but will also ensure that you meet the access arrangements assessor (formerly specialist assessor) criteria published by the Joint Council for Qualifications (JCQ).

How will you benefit?

In addition to the benefits already noted in the CCET pages of this prospectus (pp. 5–6), CPT3A will equip you to:

- Meet the requirements of the JCQ and the access arrangements' regulations.
- Know and apply the principles of access arrangements.
- Understand the essence and implications of the relevant legislation.
- Write suitable and appropriate assessment reports for submission to examination boards where required.

For an additional fee, if you have an undergraduate degree, you will also be able to register as a Middlesex University student and exit the course with 30 credits at level 7.

How will your employer benefit?

It's a cost-effective way for your employer to bring assessment and access arrangements in house – increasing the professional capacity of your institution while avoiding the expense of external suppliers.

What does the course cover?

CCET is included, so all of the same British Psychological Society (BPS) standards are covered (see pp. 5–6). The following elements are also covered:

- JCQ regulations.
- Requirements of the Equality Act.
- Submission of access arrangement requests.
- Case studies.
- Guidance on report format.

Are you eligible?

There are some stipulations as to who can become an access arrangements assessor (formerly specialist assessor).

- First, in the majority of cases, you will need to have an undergraduate degree.
- Secondly, you will need to ensure that the restrictions below do not apply to you.

If, however, you do not possess an undergraduate degree, but believe that you are ready for level 7 study, you will need to complete a pre-course essay of 1,500 words on the purposes of assessment in education. If, upon submission, your essay evidences that you are ready to study at level 7, then you will be able to take CPT3A with us.

To find out more about our CPT3A eligibility essay, take a look at the course page on our website: realtraining.co.uk/cpt3a

The JCQ access arrangements assessor (formerly specialist assessor) restriction that you must be aware of before you apply

The JCQ publishes criteria which must be met if you wish to be an access arrangements assessor (formerly specialist assessor). This level-7-equivalent course meets all of the criteria laid down by the JCQ with one exception: the requirement that access arrangements assessors (formerly specialist assessors) hold an appropriate teaching qualification.

Do you have an 'appropriate qualification'?

To become an access arrangements assessor (formerly specialist assessor) the JCQ requires that, as well as holding a suitable qualification in assessment, you also need to hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties.

You have an appropriate qualification if you meet one of the following requirements:

- Hold qualified teacher status (QTS) or qualified teacher learning and skills (QTLS).
- Are an employed teacher in FE, HE or the independent sector.
- Have qualified as a higher level teaching assistant (HLTA), or are working as an HLTA.
- Possess a teaching qualification, but do not work in a school setting (e.g. a consultant). If you tick this box, you will need to have access to students and test documents, etc.

Please bear in mind: teaching assistants (TAs) are not usually eligible to become access arrangements assessors (formerly specialist assessors).

We ask all those who enrol to complete a pre-course information questionnaire that will check your eligibility. If, in the unlikely event, you are not eligible, you will be entitled to withdraw from the course and the fee will be cancelled.

Do get in touch if you wish to discuss your individual circumstances.

JCQ regulations say that access arrangements assessors (formerly specialist assessors) need an appropriate level 7 or equivalent qualification, and at least '100 hours relating to individual specialist assessment'. Does CPT3A meet these needs?

Yes, this course satisfies all of the latest JCQ regulations.

Please note: CPT3A always takes account of the latest JCQ regulations. At the time of going to press, the most recent JCQ regulations relate to 2016/2017 and came into effect on 1 September 2016. This course will enable SENCOs/ access arrangements assessors (formerly specialist assessors) to implement the latest JCQ regulations and guidance; prepare suitable and up-to-date assessments; and submit correct and accurate evidence to exam boards.

Which study options will suit you?

Take our CPT3A and choose from study options designed to fit in with your day-to-day commitments. We are confident that this is one of the quickest routes to becoming a JCQ-recognised access arrangements assessor (formerly specialist assessor).

Classic (CCET intensive and AAC online)

First, you will attend a three-day intensive face-to-face version of CCET with online components, followed by the AAC element online.

Online (CCET and AAC online)

The entire course (the CCET and AAC parts) can be studied online using our intuitive and easy-to-use online learning platform (Campus Online™). This enables you to interact with your tutors and peers, track your own progress and access a wealth of resources. You will also receive a comprehensive training manual.

Intensive (CCET and AAC intensive)

If you prefer face-to-face learning, our intensive CPT3A with online components has been designed with you in mind. Take our three-day face-to-face CCET at a quality hotel near you, followed by our one-day AAC at a similarly comfortable venue at locations across the country.

Please note: if you already have CCET, you can take the AAC course on its own.

Bespoke options

If you want to take one of our face-to-face options, but live in a distant national/international location, don't give up hope. We are happy to work in partnership with public or private organisations at home or abroad. Please contact us to discuss your requirements.

What will you need to bring to the course?

You will need to have access to some psychometric tests and some suitable clients to use them with – whether adults or children. You will also need to be committed and enthusiastic. For the AAC element, you will need to be able to assess a client for whom access arrangements are relevant.

How will you be assessed?

Each study route has its own distinct assessments. Whichever one you choose, you will need to create a portfolio of evidence that demonstrates your competence.

Your portfolio will include:

- All the requirements of CCET (see pp. 5–6).
- Some further short multiple choice questionnaires.
- Case studies.
- Written reports that meet the requirements of access arrangements.

Will you be eligible for the BPS's Register of Qualifications in Test Use (RQTU)?

Yes, you will be eligible, but you are not obliged to join it. We believe that the three key advantages outlined below make a compelling case for joining the RQTU:

- First, it provides public recognition of your competence, which means that your name can be found by anyone wanting to check your qualification.
- Secondly, you get access to information including test reviews and a quarterly journal entitled *Assessment & Development Matters*.
- Thirdly, it provides a framework for your ongoing professional development.

If, after successfully completing this course, you decide to join the BPS's RQTU, then you will need to settle the registration fee directly with the BPS.

There is a one-off fee for initial certification and a modest annual registration fee. Note that the way the BPS structures its qualifications means that by completing CCET you are eligible for Test User status. This automatically includes Assistant Test User (ATU), but on initial registration you will be registered for both. Of course, it is also possible for you to qualify as an ATU only (see pp. 13–14).

For more information on exactly what the BPS charges, take a look at ptc.bps.org.uk/how-apply-packs

Please note: We have not included the additional BPS costs in the price of this course, because not everybody wants to join the BPS's RQTU.

Find out more: realtraining.co.uk/cpt3a

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Book: realtraining.co.uk

Sign up to *The SEND Practitioner free-zine*: realtraining.co.uk/category/the-send-practitioner



Educational Testing: Application and Reflection (ETAR)

'Professionals will develop a greater understanding of assessments and psychometrics and will demonstrate greater confidence in the decisions that they make. Capacity around SEND and assessment will also be improved within their school, so that external funds and resources can be used in innovative ways.'

Dr Jennifer Wills, senior educational psychologist and course leader

When enrolling on this module as a holder of the Certificate of Competence in Educational Testing (CCET), if you have an undergraduate degree, you will join the programme as if you had 30 credits. Therefore, successful completion of this single module will lead to the award of the 60-credit PGCert (Educational Testing). You can exit with this award or continue on our SEND programme. See the *SEND Programme Prospectus* for information about the PGDip or MEd (SEND).

ETAR is an opportunity to build on the skills and knowledge that you gained when you completed CCET. With a clear focus on the use of assessment to measure learner progress and the impact of interventions, it will be of particular use to settings facing inspection or needing to review the value and impact of external support services.

How will you benefit?

- Increase your knowledge of assessment theory and literature.
- Understand more about the relevant policy and legislation in test administration and assessment.
- Enhance your critical reflection skills to better evaluate practice – from individual to systems level.

- Evaluate the effectiveness of interventions.
- Determine how to accurately and confidently measure the progress of individuals and/or groups.
- Apply your knowledge and skills in your professional role and receive support as you do so.
- Gain a PGCert (Educational Testing) qualification.

How will your employer benefit?

Being able to show the progress of learners and the impact of interventions will allow your setting to be better prepared for inspections and to make more informed choices about the value of interventions.

Your employer will be able to:

- Ensure that commissioned services offer value for money by tracking and evaluating their impact.
- Develop a deeper and more reflective understanding of their own practice.
- Identify and review the effectiveness of assessment practice at a systems level and contribute to raising standards and improving practice.

What does the module cover?

The module is split into three strands, which consist of a number of learning experiences. All learning experiences have a strong practical focus and are linked to your own professional context.

Delegates will be able to:

- Reflect on CCET's effect on their practice.



- Analyse and have an impact on the current and future directions of their practice.
- Build and develop their assessment skills to better evaluate a learner's progress and response to intervention.
- Understand how to apply assessment skills to evaluate the effectiveness of interventions.
- Consider their professional role in the context of their setting.
- Review current assessment practice across their setting in line with the latest legislation and guidance.
- Develop real skills in critical appraisal and learn how to advocate for systems level developments.

Are you eligible?

You will have completed the CCET course and will also have an undergraduate degree.

What are your study options?

This flexible and accessible module is tailored to delegates who want to work online at their own pace. Enrolment dates are September, January and May and our intuitive and easy-to-use online learning platform (Campus Online™) enables you to interact with your tutors and peers, track your own progress and access a wealth of resources. You will also receive a comprehensive training manual.

What will you need to bring to the module?

You will need to have access to some psychometric tests and some suitable clients to use them with – whether adults or children. You will also need to be committed and enthusiastic.

How will you be assessed?

You will complete three assignments:

- A reflective analysis of the impact that CCET has had on your practice.
- A reflective analysis of the impact of an intervention on a learner's progress.
- An action plan for change at both an individual (personal) and systems level.

Will you be eligible for the BPS's Register of Qualifications in Test Use (RQTU)?

As completion of CCET is a requirement for this module, you will already be eligible to be on the BPS's RQTU.

Find out more: realtraining.co.uk/etar

Speak to us: +44 (0)1273 35 80 80

Book: realtraining.co.uk

Sign up to *The SEND Practitioner* free-zine:
realtraining.co.uk/category/the-send-practitioner



Assessment and Access Arrangements Update (3AU)

'Make sure that you are up to date with the Joint Council for Qualifications' (JCQ) regulations and grasp the opportunity to consider any new developments in the field of educational assessment. This really quick and effective course will enable you to maintain your own professional confidence and ask the important questions that every effective and reflective practitioner has to ask about best practice.'

Alan Macgregor, course designer

Take one of the most comprehensive one-day refreshers in assessment and access arrangements available. Improve and refresh your knowledge and understanding of the latest JCQ regulations and support your professional development and practice in assessment.

How will you benefit?

- Get right up to date with the most recent JCQ regulations for access arrangements.
- Review and refresh your understanding of psychometric assessment.
- Update your knowledge of the statistical issues that arise when assessing.
- Discuss current issues in the national agenda on educational assessment.
- Demonstrate your continuing professional development (CPD) and, where applicable, maintain your place on the British Psychological Society's (BPS's) Register of Qualifications in Test Use (RQTU).
- Access over 2,000 full-text online journal articles on education and psychology via EBSCO for one year.

Please note: we are applying for SpLD Assessment Standards Committee (SASC) approval for this course. Please contact us for more information.

How will your employer benefit?

You will return to your setting with a greater understanding of assessment and access arrangements and will be fully aware of the latest regulations that you and your organisation need to comply with.

What does the course cover?

- An update on the JCQ regulations and the changes for the current academic year.
- A review of both the national picture of educational assessment and the key psychometric principles relating to evolving practice in testing in settings.
- Reflection on good practice in test administration, scoring and interpreting data for individuals and groups.

Please note: our expert tutors have a wealth of knowledge about assessment practice in general and access arrangements in particular.

Are you eligible?

To enrol on this course you must already hold one of the following qualifications:

- Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).
- SpLD Assessment Practising Certificate (APC).
- Another qualification that allows you to assess for access arrangements.

Those about to complete CPT3A are also eligible to enrol. Please be aware: those without CPT3A will need to provide clear proof of their eligibility to study 3AU after they have booked their place.



What are your study options?

This is a one-day face-to-face course. It runs from 09.00 to 16.30 and includes lunch at a range of lovely venues across the country throughout the year.

Take a look at our website to find out where and when our next courses are being held.

What will you need to bring to the course?

- Your notes and reflections on your practice to date.
- Any questions that you may have about general practice or specific ones about JCQ regulations.

You will not need to bring your CCET course manual or folder.

Please note: if you bring written notes, please be aware that you will not be expected to share anything that you are uncomfortable with.

How will you be assessed?

You will not be assessed, but you will be provided with a certificate of attendance.

Will you be eligible for the BPS's Register of Qualifications in Test Use (RQTU)?

If you have completed the Certificate of Competence in Educational Testing (CCET) or CPT3A, you will probably already be on the BPS's RQTU. If your registration has lapsed, you can use this opportunity to discuss how to get it reinstated with your tutors. You will also be able to use this course as evidence of relevant CPD to support your maintenance of competence to stay on the BPS's RQTU.

If you hold an SpLD APC but have not completed CCET/ CPT3A then you will be able to discuss how you might gain BPS registration with our tutors.

Find out more: realtraining.co.uk/3au

Speak to us: +44 (0)1273 35 80 80

Book: realtraining.co.uk

Sign up to *The SEND Practitioner free-zine*: realtraining.co.uk/category/the-send-practitioner



Assistant Test User (ATU)

'This provides a real opportunity for you to train a number of staff to ATU standard and enhance the quality of assessment right across your school.'

Alan Macgregor, professional assessment programme director

This British Psychological Society (BPS) qualification in test administration only, will be of particular interest to:

- Schools/settings who want to train a team to administer a large number of tests.
- Education professionals who want to develop their test administration skills and gain a nationally recognised BPS qualification.

What are the benefits?

It will allow large or busy schools to spread the load of assessment effectively by training a number of competent test administrators at an affordable price. The member of staff in their setting on the BPS's Register of Qualifications in Test Use (RQTU) will retain control over the choosing of tests, the interpretation of results and the writing of reports.

On an individual level, it will enable each and every teacher to develop strong, practical test administration skills that make a real contribution to their setting.

Please note: the Joint Council for Qualifications (JCQ) requires access arrangements assessors (formerly specialist assessors) to conduct all of their own assessments. In line with this, access arrangements assessors (formerly specialist assessors) cannot delegate those with ATU status to undertake the administration of tests for access arrangements. Certificate of Competence in Educational Testing (CCET) holders, however, are able to delegate ATU holders to undertake the administration of tests for general assessment purposes.

What does the course cover?

The course covers all of the competences and standards laid down by the BPS for those who wish to be registered as ATUs. It includes:

- Test administration and scoring.
- Security and data protection maintenance.

Who is eligible?

This is open access, so no prior qualifications are necessary. To enrol successfully, candidates must be supervised by someone with a test user qualification who has also maintained their place on the BPS's RQTU.

Candidates will need to have access to some psychometric tests and some suitable clients to use them with – whether adults or children. They will also need to be committed and enthusiastic. Candidates will be eligible to register with the BPS as an ATU. They can be upgraded to Test User as soon as they complete the full CCET course.

What are the study options?

Candidates will be able to choose from the following two core options.

Online

This flexible and accessible option is tailored to delegates who want to work online at their own pace. Our intuitive and easy-to-use online learning platform (Campus Online™) will enable them to interact with their tutors and peers, track their own progress and access a wealth of resources.

One-day bespoke intensive

This one-day option will be delivered on demand. For example, a school or cluster could arrange a course onsite for a number of staff members.



What will delegates need to bring to the course?

They will need to have access to some psychometric tests and some suitable clients to use them with – whether adults or children. They will also need to be committed and enthusiastic.

Please note: whether they are teachers, teaching assistants, SENCOs or members of the senior management team, each delegate will need to be working with at least one member of staff in their setting who is on the BPS's RQTU and has the capacity to supervise aspects of the test use.

How will delegates be assessed?

They will be required to demonstrate their competence as a test administrator and their ability to understand and act upon security and data protection issues. As part of this, they will need to:

- Complete a short multiple choice questionnaire.
- Provide a record of a competent test administration that they have taken part in.

Will delegates be eligible for the BPS's Register of Qualifications in Test Use (RQTU)?

Yes, they will be eligible, but they are not obliged to join it. We believe that the three key advantages outlined below make a compelling case for joining the RQTU:

- First, it provides public recognition of their competence, which means that their name can be found by anyone wanting to check their qualification.
- Secondly, they get access to information including test reviews and a quarterly journal entitled *Assessment & Development Matters*.
- Thirdly, it provides a framework for their ongoing professional development.

If, after successfully completing this course, they decide to join the BPS's RQTU, then they will need to settle the registration fee directly with the BPS.

There is a one-off fee for initial certification and a modest annual registration fee. As part of this, they will also be eligible to register as an ATU. If they wish to upgrade to full Test User status, then they will need to complete the CCET course, without repeating the ATU aspects.

For more information on exactly what the BPS charges, take a look at ptc.bps.org.uk/how-apply-packs

Please note: We have not included the additional BPS costs in the price of this course, because not everybody wants to join the BPS's RQTU.

Find out more: realtraining.co.uk/atu

Speak to us: +44 (0)1273 35 80 80

Book: realtraining.co.uk

Sign up to *The SEND Practitioner* free-zine: realtraining.co.uk/category/the-send-practitioner



Dyslexia: Professional Report Writing

'This will enable each delegate to really use and understand the key dyslexia assessments that need to be applied in their setting and it will open the door for them to apply for the specific learning difficulties [SpLD] Assessment Practising Certificate [APC].'

Julie Cozens, module tutor

Learn to assess and identify children and young people effectively and get on the right track to the SpLD APC. Gain the professional advantage, with the only dyslexia assessment study programme to have been developed by leading educational psychologists (EPs), in partnership with teaching professionals.

Just three steps to your SpLD APC

If you want to be a specialist teacher, take these three steps.

- First, you must hold the British Psychological Society's (BPS's) Test User Educational qualification (CCET) and be on the BPS's Register of Qualifications in Test Use (RQTU).
- Secondly, you need to have gained the British Dyslexia Association's (BDA's) Approved Teacher Status (ATS) or Approved Practitioner Status (APS).
- Finally, simply complete this module.

Why do specialist teachers need the SpLD APC?

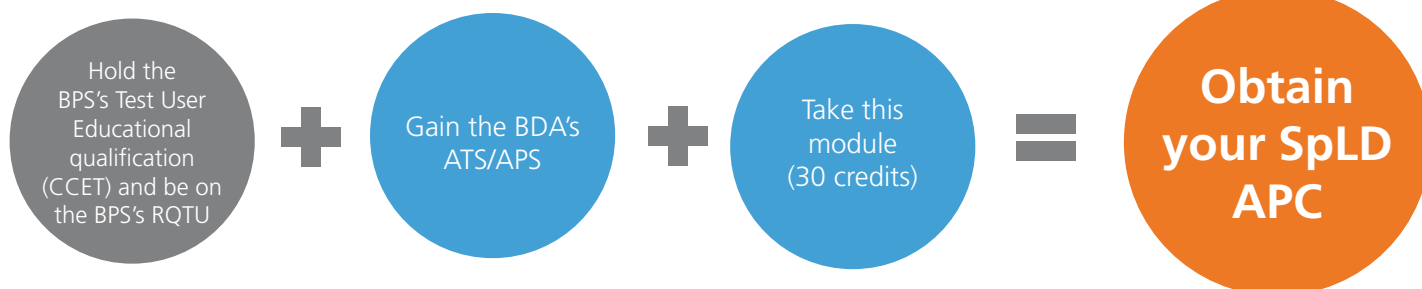
As a specialist teacher, you will only be able to assess specific learning difficulties if you hold a current SpLD APC. The SpLD APC also evidences and certifies your professional achievement in this area; demonstrates your commitment to continuing professional development; and has to be renewed regularly.

Holding the SpLD APC also qualifies specialist teachers to assess applications for higher education Disabled Students' Allowances (DSAs).

How will you benefit?

Gain the professional advantage with the only dyslexia assessment study programme to have been developed by leading educational psychologists (EPs) in partnership with teaching professionals.

- Learn exactly how to assess individuals who may have dyslexia.
- Take a unique SpLD Assessment Standards Committee (SASC) approved module designed by EPs and teachers in partnership.
- Access the gateway module to the SpLD APC.
- Gain 30 credits and count them towards a PGDip, PGCert, or an MEd in SEND.
- Choose this recognised path to the SpLD APC – awarded by either the Dyslexia Guild, PATOSS or the British Dyslexia Association.



Your straightforward route to the SpLD APC



How will your employer benefit?

Your employer will have:

- A member of staff within their ranks who knows exactly how to assess and identify individuals with dyslexia effectively.
- An employee who can apply to become an SpLD APC qualified specialist teacher.

What does the module cover?

- The concept of SpLD and the history of dyslexia identification.
- The components of a thorough dyslexia assessment.
- The practical in-setting process of conducting rigorous assessments and writing professional reports.

Are you eligible?

You need to:

- Possess the BPS's Test User Educational qualification (CCET) and be on the BPS's RQTU.
- Have gained either the BDA's APS or ATS.

You should also:

- Hold an undergraduate degree.
- Work in or have access to an education setting.

What are your study options?

The entire module is studied online using our intuitive and easy-to-use online learning platform (Campus Online™), which enables you to interact with your tutors and peers, track your own progress and access a wealth of resources.

What will you need to bring to the module?

You will need to have access to the relevant psychometric tests and some suitable clients to use them with. You will also need to have ATS/APS and have completed, or be enrolled on, CCET/CPT3A.

How will you be assessed?

You will need to produce:

- A written assignment analysing and critiquing the history of identification of dyslexia, including the discrepancy model (1,500 words).
- A case study analysis, for which background information and test results are provided (1,500 words).
- Three written example reports (2,500 words each) stemming from a full SpLD assessment, outlining the rationale and evidence for the identification of an SpLD.
- A short learning log of practice-change over the duration of the module and a comparative analysis of pre- and post-module style and skills (500 words).
- Two short video submissions (DVD or file upload) demonstrating competences in the direct assessment of a client.

Find out more: realtraining.co.uk/dyslexia-professional-report-writing

Speak to us: +44 (0)1273 35 80 80

Book: realtraining.co.uk

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Cognitive Abilities Profile (CAP) course

'This essential course enables you to apply psychology in the classroom and facilitate more effective teaching and learning.'

Dr Mark Turner, director of academic study

- Bring the unique benefits of dynamic assessment and cognitive education into your mainstream work as a practitioner psychologist or specialist teacher.
- Learn how to use CAP to structure an in-depth individualised assessment.
- Understand how using CAP for systematic consultation and observation can mitigate the need for you to carry out individual direct work with a particular student.

This course is designed to train professionals in the comprehensive use of CAP. As a detailed evidence-based tool for consultation and structured data collection, it can be used by:

- Educational and clinical psychologists.
- Therapists.
- SENCOs and specialist teachers.

CAP's advantage is that it is not a psychometric test with age-specific norms. This makes the use of CAP particularly appropriate for a wide variety of students and is not limited to school/academic settings. Within the new SEND legislative framework, CAP can be used for students from early years into adulthood, providing a flexible tool for work in the new extended age range for education, health and care plans (EHCPs) up to the age of 25 years.

Please note: we require everyone attending the training course to buy the CAP toolkit. This consists of the CAP guidance manual, summary forms and record forms and costs £245 + VAT.

How will you benefit?

The CAP course will enable you to:

- Understand the theoretical basis and goals of CAP.
- Get to grips with the contents of CAP.
- Utilise the CAP record forms and manual effectively.
- Use CAP to plan interventions and review progress.

This will strengthen your confidence in the:

- Gathering of information.
- Summary and analysis of data.
- Generation of hypotheses regarding student progress.
- Identification of the next learning steps.
- Development of specific measurable targets.
- Monitoring of progress.

By the end of the course you will be able to:

- Use CAP to help teachers, parents and others understand the learner's needs.
- Develop recommendations that lead to an intervention plan (IP).
- Understand how to use the profile to review progress systematically.

What does the course cover?

- The principles, key questions and concepts of dynamic assessment and how they apply to CAP.
- The tripartite learning partnership model – the learner, the mediator and the task.
- The different models of cognitive processes and the CAP toolkit's contents – including record and summary forms, general scoring guidelines and considerations.
- The seven functional domains of cognitive abilities alongside the creation of a profile information record, a summary graph and optional further analysis.
- The differences between direct instruction and mediated learning and their impacts on the learner.
- Observation and analysis in the classroom and practice in task analysis in and out of the classroom using video.
- The creation of a CAP summary and an evaluation of how CAP interpretation leads to intervention targets.
- The development of an IP and the knowledge and understanding to know exactly how to customise it.
- An examination of CAP's review cycle.
- The key questions – involving detailed discussion and exploring the next steps and support for practice that each delegate should take.

Are you eligible?

As above, the course is open to and highly relevant to psychologists, therapists and teachers. Those who do not work in one of these professions are also welcome – as long as they work in the learning and development of children, adolescents and adults.

What are your study options?

We deliver two-day face-to-face courses for individuals. We also organise bespoke national/international courses for those organisations wishing to train up a cohort of staff.

What will you need to bring to the course?

We require you to purchase a CAP toolkit in advance of the event.

How will you be assessed?

This course isn't formally assessed. Clear staging posts over the two days will ensure that your learning and practice are embedded every step of the way.

Find out more: realtraining.co.uk/cap

Speak to us: +44 (0)1273 35 80 80

Book: realtraining.co.uk

Sign up to *The SEND Practitioner* free-zine: realtraining.co.uk/category/the-send-practitioner

Our delegates

Over the past decade, we have trained thousands of education professionals to improve their assessments and access arrangements. On this page, we speak to two delegates about their training experience and the impact that it has had on their practice.



Jacqui Wolff

What do you do?

'I'm a dyslexia specialist and work in a mainstream college with 5,000 students and 400 staff.'

Why did you decide to study the Certificate of Competence in Educational Testing (CCET) with us?

'I wanted to enhance my existing testing skills and a psychologist at my college recommended Real.'

What was your favourite part of the course?

'I liked the individual attention and the quick response actually. Whenever I had a question or something wasn't clear, I would get an immediate response to help me progress. Most of this was online with a few days' face-to-face.'

What impact has it had on your professional life?

'It has clearly improved my report writing, the way of looking at different results when you're assessing – all of that was very well explained and tweaked by the excellent teachers.'

What can someone who has taken these modules offer?

'They will really be able to write reports, assess and test.'

Why would you advise someone to take this course?

'It's essential if you want to get the best out of your assessments and testing.'



Natalie Ghattas

What do you do?

'I am the general manager of the ABC Diagnostic and Learning Center in Riyadh in Saudi Arabia. I carry out assessment, intervention programmes and counselling for all those with learning difficulties.'

Why did you decide to study the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) with us?

'I wanted to learn about standardised assessments, place students on the right intervention programme, and provide them with access arrangements that suit their needs.'

What was your favourite part of the course?

'I particularly liked the practical focus of the intensive face-to-face course. It was so good to work with different people from different cultures and backgrounds. We were learning about special education across cultures; this provided a valuable international forum for comparing practice.'

What impact has it had on your professional life?

'It has helped me to administer the assessment across my organisation. It has enabled me to approach students; carry out the assessment; and provide feedback to parents too. I manage the assessments and I also love to do them myself.'

What can someone who has taken these modules offer?

'They will be able to provide appropriate access arrangements and identify which access arrangements are suitable for each child to enable them to better function in their classroom setting. It has given me the real confidence to apply assessments to my students and set intervention channels based on meeting their needs.'

Why would you advise someone to take this course?

'It's a really great course. It is quite short and efficient and I would recommend it to anyone who is interested in assessment and access arrangements.'

Our trainers

All of our trainers are highly qualified and experienced educational psychologists and/or chartered psychologists. They are, without exception, engaging tutors and excellent communicators – and are registered with the Health and Care Professions Council (HCPC) as practitioner psychologists. We choose each of our trainers very carefully, and support them to become verified assessors for the British Psychological Society's (BPS's) Register of Qualifications in Test Use (RQTU).

Rachael Burton
Dr Julie Cozens
Tricia Eastgate
Kate Fieldhouse
Miles Halliwell
Dr Charlotte Harris
Dr Barry Johnson
Alan Macgregor

Dr Angus McDonald
Siobhan Mellor
Sarah Norris
Dr Ash Rehal
Jacky Ridsdale
Dr Sue Sheppard
Dr Mark Turner
Dr Jennifer Wills

Our key partners

We are proud to associate ourselves with the following organisations because, as key partners, they are as dedicated to education as we are.



Backed by the British Accreditation Council (BAC)

We are delighted to have been recognised as a centre of learning and excellence by BAC.

'Course materials are accurate, up-to-date, detailed and very well presented. A very good standard of support is provided to all learners.

'Senior managers are highly qualified and experienced in their field, and have significant expertise in the development of education and training programmes for practitioners working with children with SEND. The programme director has significant experience in the delivery of online, blended and distance learning (OBDL) courses, and the well-qualified and experienced course team delivers a high standard of training which reflects current theory and practice in a highly specialised field.

'Assessments make effective use of students' own workplace responsibilities to promote a better understanding of the skills and knowledge required to address the learning and support needs of children with SEND.'

BAC Inspection Report



Work closely with Middlesex University

With 35,000 students on courses in London,

Dubai and Mauritius and with partners across the world, Middlesex has a global reputation for delivering the highest quality teaching and research. We are therefore delighted that they quality assure our SEND programme. At the time of writing, we are working with Middlesex University to develop a new jointly validated MA.



Partners of the British Psychological Society (BPS)

The BPS is the leading national organisation for

setting standards in psychometric testing. It directs the work of the Psychological Testing Centre through its Committee on Test Standards – whose role is to set, promote and maintain standards in testing. The Society was granted its Royal Charter in 1965. For the past decade, we have worked closely with the BPS to develop and update their standards.

Tests and credits

What tests can you access during and after your course?

Publishers operate a registration system that dictates which tests can be bought by which people. They all operate different systems and sometimes your other qualifications will also have a bearing on what you can buy. This has become an increasingly complex issue and one that we continue to discuss with the major test publishers.

In principle, all those who are enrolled on/have completed the Certificate of Competence in Educational Testing (CCET)/the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) will be able to buy, access and use a greater range of tests. The specifics vary from publisher to publisher.

Some teaching assistants do find it more difficult to access tests than teachers. In these instances, we strongly suggest that you contact publishers directly to register and ensure that they are aware of the training, qualifications and experience that you have.

Please note: When booking CCET/CPT3A you will be provided with a 10% discount code that can be used for purchasing tests from GL Assessment and Pearson Assessment. It may be possible to access suitable tests for use on the course but this is at the discretion of the test publisher.

Upgrade your Assistant Test User (ATU) qualification

If you completed your ATU with us, you can get credit for upgrading to the full CCET or CPT3A. Get in touch with us for more detail.

Accessing the SEND programme and getting M-level credits

To enrol on the SEND programme (but not CCET) and study for M-level credits you will normally be required to hold a Bachelor's degree. If you think you hold an equivalent qualification please contact us to discuss.

CCET and Educational Testing: Application and Reflection (ETAR) are included in the SEND programme, but in slightly different ways. CCET is normally undertaken and completed without enrolling on the SEND programme. Once completed, however, you can then enrol on the SEND programme as if you have 30 credits. These 30 credits cannot be transferred to another institution.

ETAR is a 30-credit module and to study on it you must enrol on the SEND programme. You are also required to have completed CCET.

Completion of both of these courses will allow you to exit with a 60-credit PGCert (Educational Testing), but you are not obliged to do so. You can also continue to study on the SEND programme to achieve a PGDip (120 credits), or an MEd (180 credits). Please see our SEND prospectus for more detail and the great range of modules available – it can be downloaded from realtraining.co.uk or call us on +44 (0)1273 35 80 80.

Dyslexia: Professional Report Writing is a 30-credit module on the SEND programme. This programme is quality assured by Middlesex University and you will receive a Middlesex award on successful completion.





MA Leading Inclusive Education with Middlesex University

Developing inclusive education practice to support the needs of all learners is one of the most important challenges facing education professionals today. The MA Leading Inclusive Education is an exciting, new distance-learning pathway for education professionals, from all phases and settings, who wish to progress into leadership roles, or to develop their leadership skills, in the crucial area of inclusion.

This Middlesex University programme and qualification is a practice-led and flexible course, which offers an alternative to, and routes on from current NCTL leadership qualifications and the National Award for SEN Coordination.

The course has been developed, and is delivered and assessed by Middlesex University, in partnership with Real Training. It is quality assured by Middlesex University.

The programme is open to graduate professionals working in any educational setting – early years, schools, specialist settings, FE colleges and universities – in the UK and internationally.

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How will you benefit?

- Develop the skills and confidence to lead inclusive practice in your setting.
- Enhance practical leadership strategies.
- Receive high-quality support from experienced tutors.
- Access a wealth of academic research, interactive materials and resources, including a free electronic textbook for every module.
- Build a professional network within your setting through collaboration and discussion with other delegates.
- Utilise an exceptional virtual learning environment that allows you to study from anywhere.

Find out more: mdx.ac.uk/courses/postgraduate/inclusive-education

Speak to us: +44 (0)1273 35 80 80

Exploring the SEN reforms A health check and Q&A with Brian Lamb OBE



"If you stick with the values behind the Code of Practice – with its real focus on outcomes (not provision) and on parental and young people's involvement – you will see real, improved outcomes. ... Let these positive outcomes determine your path and your provision will follow."

Brian Lamb

If you were carrying out a health check on the reforms and their impact over the past few months, what would be the positives and negatives?

The positives:

- "Everybody has really understood this is about major cultural change, not just simply altering the timescales in the EHCPs, or fiddling around with the process. A lot of evidence coming from parent care forum surveys that parents feel that they did understand the changes and that a cultural shift is being..."

Sign up to *The SEND Practitioner* free-zine

In 2014, we launched *The SEND Practitioner*. This free online publication disseminates the latest thinking from experts and practitioners across the SEND spectrum.

In a time of seismic education reforms, we've published many issues, have thousands of subscribers and have interviewed a host of experts in their field.

From:

- The winner of the Samuel Johnson Prize for Non-Fiction 2015 to the world's most famous author, academic and adult with autism.
- A leading lawyer to a top person-centred planning expert.
- The stars of Channel Four's *Educating the East End* to the chief executive of nasen.
- An outstanding SEND author to a highly regarded SENCO.
- The director of the Autism Education Trust to one of the DfE's leading civil servants.
- The chief executive of the National Deaf Children's Society to one of our country's most influential experts and author of the highly regarded *Lamb Report*.

If you want to receive this illuminating expert-led publication straight to your inbox regularly throughout the year, sign up at the URL below.

Please note: subscribers to *The SEND Practitioner* enjoy exclusive discounts and prizes.

Sign up to *The SEND Practitioner* free-zine:
realtraining.co.uk/category/the-send-practitioner

Our prices and how to book

Please see our website for the full price list, but below are some example prices:

Certificate of Competence in Educational Testing (CCET)

From £1,350 online
From £1,750 intensive (non-residential)
From £2,000 intensive (residential)
Contact us for bespoke options

Assessment and Access Arrangements Update (3AU)

From £150 (one day)
Contact us for bespoke options

Assistant Test User (ATU)

From £495 online
Contact us for bespoke options

Dyslexia: Professional Report Writing

From £1,500

Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)

From £2,250 – Classic (CCET intensive and AAC online)
From £1,800 – Online (CCET and AAC online)
From £2,350 – Intensive (CCET and AAC intensive)
Contact us for bespoke options

Educational Testing: Application and Reflection (ETAR)

From £1,200 online

Cognitive Abilities Profile (CAP) course

From £295 per delegate
From £2,400 for organisations looking to block-book a bespoke course in their local area

All prices are subject to VAT and are correct at time of printing. Please see website for up to date prices. CCET, CPT3A and Dyslexia: Professional Report Writing can be paid for in instalments. Terms and conditions apply.



To book one of our courses, visit:
realtraining.co.uk
and click



If you want to call us to discuss your options, please call:
+44 (0)1273 35 80 80

[Make a booking](#)

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